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BIG ENGLISH

**Scope and Sequence
Levels 1-6**

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Scope and Sequence: Level 1

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|---|--|---|--|
| 1 Good Morning, Class! | <ul style="list-style-type: none"> to use greetings and introductions to count to ten to talk about classroom objects and colors to say the alphabet to write your name | Contractions with <i>it</i> and <i>what</i>: What's this? It's (a marker). Hi, what's your name? My name is (Bobby). | Classroom Items backpack, book, chair, crayon, desk, eraser, marker, pen, pencil, ruler Colors blue, green, red, yellow |
| 2 My Family | <ul style="list-style-type: none"> to talk about family members to say how many brothers and sisters you have to listen and write <i>b</i> and <i>p</i> | Questions with <i>how many</i>: How many brothers and sisters do you have? I have (one) brother. I have (two) sisters. | Family Members brother, father, grandfather, grandmother, mother, (baby) sister |
| 3 My Body | <ul style="list-style-type: none"> to identify parts of the body to describe people and animals to listen and write <i>d</i> and <i>t</i> | Does/Doesn't: Does (she/he) have (long hair)? Yes, (she/he) does . Does it have long legs? No, (it) doesn't . (It has (short legs).) | Parts of the Body arm, eye, ear, fingers, foot, feet, hand, leg, mouth, nose, toes, head, hair Size Words small, big, long, short |
| 4 My Favorite Clothes | <ul style="list-style-type: none"> to identify clothing to describe clothing to listen and write <i>c</i> and <i>g</i> | Present continuous: What's (he/she) wearing ? (He/She)'s wearing (a red shirt). What are you wearing ? I'm wearing (a green hat). | Clothing Items boots, dress, gloves, hat, jacket, pants, blouse, shirt, shoes, skirt Describing Words new, old, favorite |
| 5 Busy at Home | <ul style="list-style-type: none"> to talk about daily activities to identify rooms in a house to listen and write words with the short <i>a</i> sound | Where is/Where are: Where's (Dylan)? (He)'s in the (dining room). Where are you ? I'm in the (bedroom). Where is = Where's | Rooms of the House bathroom, bedroom, kitchen, dining room, living room Daily Routines brushing (my) teeth, combing (my) hair, taking a bath, making lunch Actions drawing, eating, playing, reading, talking, washing |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|---|---|--|
| <p>Math</p> <ul style="list-style-type: none"> • Numbers 1-10 • Classroom items <p>Content Words one, two, three, four, five, six, seven, eight, nine, ten, classroom, object</p> | <p>In Our Classrooms</p> <ul style="list-style-type: none"> • Classroom objects <p>Content Words Egypt, Mexico, Japan</p> | <p>Be polite. Role-play being polite to others.</p> <p>Make a Be Polite poster.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Animals in family groups <p>Content Words animals, baby (babies), father, mother</p> | <p>Popular Names</p> <ul style="list-style-type: none"> • Self-introductions • Making name tags • Counting names <p>Content Words name tag, popular, wear, France, Mexico, South Korea</p> | <p>Help your family. Role-play helping family members.</p> <p>Make an I Can Help poster.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • The five senses <p>Content Words hear, see, smell, taste, cake, flower, guitar, painting</p> | <p>Flags of All Colors</p> <ul style="list-style-type: none"> • The colors in flags <p>Content Words black, brown, orange, purple, white, yellow, country, flag, Brazil, Ireland, South Africa</p> | <p>Keep Clean. Sing about healthy habits.</p> <p>Decorate a Tissue Box.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Weather in different places • Clothes appropriate for the weather and the setting <p>Content Words raincoat, sunglasses, desert, jungle, mountains, park, cold, wet, hot</p> | <p>Funny Hats!</p> <ul style="list-style-type: none"> • Hats worn at the Royal Ascot horse race in England <p>Content Words bird, flowers, hat(s), horses</p> | <p>Respect all cultures. Learn about traditional clothing from other countries.</p> <p>Make a Traditional Clothes collage.</p> |
| <p>Art</p> <ul style="list-style-type: none"> • Shapes <p>Content Words circle, rectangle, square, triangle</p> | <p>Homes</p> <ul style="list-style-type: none"> • Different kinds of homes <p>Content Words apartment, home, house, houseboat, lighthouse, yurt, Hong Kong, Maine, Mongolia, Paris</p> | <p>Help at Home. Identify and act out helping activities.</p> <p>Make a Helping at Home chart.</p> |





Scope and Sequence: Level 1

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|----------------------------------|---|---|--|
| 6 On the Farm | <ul style="list-style-type: none"> to talk about animals and their activities to listen and write the short e sound | Present continuous: What's the frog doing ? It's (jumping) . What are the (hens) eating ? They're eating (worms and bugs). What's he/she doing ? He's/She's (swimming) . | Animals cat, cow, dog, duck, frog, goat, hen, horse, sheep, turtle Actions climbing, flying, jumping, running, sleeping, swimming |
| 7 Party Time | <ul style="list-style-type: none"> to talk about foods to talk about days of the week to talk about celebrations to listen and write words with the short i sound | Irregular verb have: What does (he) have ? (He) has (milk). What do you have ? I have (juice). | Foods apple, cake, grapes, hamburger, hot dog, ice cream, juice, milk, orange, pizza, salad, sandwich Actions eat, drink Days of the Week Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday |
| 8 Fun and Games | <ul style="list-style-type: none"> to talk about toys to say where things are to state one's wants to listen and write the short o sound | Where is: Where's the (ball)? It's in the (toy box). It's on the (shelf). It's under the (table). Where are: Where are the (skates)? They're on the (sofa). They're in the (closet). They're under the (desk). | Toys action figure, airplane, ball, bike, blocks, cars, stuffed animals, doll, game, puppet, skates, train Items in the Bedroom shelf, bed, table, toy box |
| 9 Play Time | <ul style="list-style-type: none"> to talk about actions to identify healthy actions to listen and write words with the short u sound | Present continuous: Is (Jimmy) sleeping ? Yes, he is / No, (he) isn't . Are they dancing ? Yes, they are . / No, they aren't . | Action Words catching, throwing, hitting, kicking, jumping, dancing, singing, skating, riding, running |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|---|---|
| <p>Social Studies</p> <ul style="list-style-type: none"> • Baby animals <p>Content Words chick, puppy, kitten</p> | <p>Pets</p> <ul style="list-style-type: none"> • Family pets • Favorite pets <p>Content Words beetle, skunk, wallaby, Australia, Japan, United States</p> | <p>Be kind to animals. Talk about and draw activities with animals.</p> <p>Make a Bird Feeder.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Hot and cold items <p>Content Words cold, hot</p> | <p>Birthday Fun</p> <ul style="list-style-type: none"> • What people eat and do on their birthday <p>Content Words balloons, birthday, birthday cake, candles, candy, ice cream, party hat, pie, present, soup</p> | <p>Celebrate. Identify holidays and exchange holiday greetings.</p> <p>Make a Greeting Card.</p> |
| <p>Math</p> <ul style="list-style-type: none"> • Counting and writing numbers 11–20 • Age <p>Content Words eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty</p> | <p>Cool Kites</p> <ul style="list-style-type: none"> • Unusual kites <p>Content Words bird, fish, triangle, cool, kite, Malaysia, Mexico, New Zealand</p> | <p>Share your toys. Role-play sharing toys with a friend.</p> <p>Make a Fun Kite.</p> |
| <p>Physical Education</p> <ul style="list-style-type: none"> • Simple actions <p>Content Words clap, dance, fly, jump, sit, turn, easy, hard</p> | <p>Rock, Paper, Scissors</p> <ul style="list-style-type: none"> • Common games around the world • Rock, Paper, Scissors <p>Content Words paper, rock, scissors, Canada, Chile, Japan</p> | <p>Take care of your body. Talk about and do healthy actions.</p> <p>Make a Daily Exercise chart.</p> |





Scope and Sequence: Level 2

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|------------------------------------|--|---|---|
| 1 In My Classroom | <ul style="list-style-type: none"> to talk about classroom activities to identify the alphabet to write names | <p>Present continuous: What's (she) doing? (She)'s counting pencils. What are they doing? (They)'re gluing pictures.</p> <p>There is/There are How many (pictures) are there? There's (one) (picture).</p> | <p>Classroom Actions coloring a picture, counting pencils, cutting paper, gluing shapes, listening to a story, talking about the pictures, using the computer, writing one's name</p> |
| 2 Playground Fun | <ul style="list-style-type: none"> to talk about playground activities to identify the location of items to say what people like to do to listen and write m and n | <p>Like to + verb: What does (he) like to do? (He) likes to (jump rope). What do (they) like to do? (They) like to (fly kites).</p> | <p>Outdoor Activities play basketball, kick a soccer ball, hit a baseball, play on the slide, jump rope, skate, skateboard, ride (my) bike</p> <p>Locations behind, between, in front of, next to</p> |
| 3 In My House | <ul style="list-style-type: none"> To say who an item belongs to to talk about where things are located to name family members to listen and write f and v | <p>Possessives and contractions: Where's the (TV)? It's (on) the (table). Where are the (chairs)? They're (in) the (living room). (Ben)'s (keys) are (on) the (table).</p> | <p>Household Objects bed, closet, dresser, lamp, sofa, phone, DVD player, refrigerator, sink, sofa, stove, tub</p> |
| 4 In My Town | <ul style="list-style-type: none"> to locate places on a map to talk about places on a map to say what you want to do to listen and write s and z | <p>Want to + verb: (We) want to (mail a letter). (She) wants to (go to the park).</p> <p>Verbal expression "There is" Is there a (post office) near here? Yes, there is. No, there isn't.</p> | <p>Places in the Community bookstore, bus stop, computer store, gas station, movie theater, post office, restaurant, supermarket, train station</p> |
| 5 My Dream Job | <ul style="list-style-type: none"> to talk about jobs to say what you want to be to listen and write l and r | <p>Want to + verb: What do you want to be? I want to be (an actor). What does (she) want to be? (She) wants to be (a doctor).</p> | <p>Occupations actor, artist, dancer, doctor, mail carrier, pilot, singer, soccer player, teacher, vet</p> |
| 6 My Day | <ul style="list-style-type: none"> to tell time to say when people do things to talk about daily activities to listen and write w and y | <p>When + do: When does (he) get up? (He) gets up at (6:00). When do you go to bed? I go to bed at (8:00). When does (the movie) start? (The movie/It) starts at (7:00).</p> | <p>Time one o'clock to twelve o'clock</p> <p>Activities get up, eat lunch, go to bed</p> |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|--|---|
| <p>Math</p> <ul style="list-style-type: none"> • Addition and subtraction <p>Content Words plus, minus, equals</p> | <p>Unusual School Settings</p> <ul style="list-style-type: none"> • Different classrooms <p>Content Words boat, forest, garden, tent</p> | <p>Take turns. Role-play taking turns with a partner.</p> <p>Make a finger puppet to role-play taking turns.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Bones and muscles <p>Content Words bones, feet, hands, muscles</p> | <p>Games</p> <ul style="list-style-type: none"> • Games children play • Play hopscotch <p>Content Words hop, jump, kick, number, throw, games, hopscotch</p> | <p>Play safely. Role-play playground safety.</p> <p>Make a Playground Safety checklist.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Old and new items <p>Content Words cook, old, new</p> | <p>Household Objects</p> <ul style="list-style-type: none"> • Household objects <p>Content Words sleep, wash</p> | <p>Be neat. Listen, write, and talk about how to be neat at home.</p> <p>Make a Toy Box.</p> |
| <p>Geography</p> <ul style="list-style-type: none"> • Places in North America • Locating places on a map <p>Content Words north, south, east, west</p> | <p>Colorful Taxis</p> <ul style="list-style-type: none"> • Taxis from London, Mexico City, and Bangkok <p>Content Words cute, everywhere, taxi</p> | <p>Cross the street safely. Look, listen, and talk about the steps to crossing safely.</p> <p>Make a Cross Safely poster.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Goods and services <p>Content Words goods, services</p> | <p>When I Grow Up</p> <ul style="list-style-type: none"> • Jobs children like <p>Content Words park ranger, rodeo, scuba diver</p> | <p>Study hard and set goals. Identify and act out what you want to be.</p> <p>Make a What I Want to Be flip book.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Telling time long ago <p>Content Words chime, clock, hourglass, sundial, water clock</p> | <p>Clocks</p> <ul style="list-style-type: none"> • Clocks • Using an alarm clock <p>Content Words chime, cuckoo, grandfather, money</p> | <p>Be on time. Listen and identify the steps to getting to school on time.</p> <p>Make a My Day book.</p> |





Scope and Sequence: Level 2

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|--|--|---|---|
| <p>7</p> <p>Food</p> | <ul style="list-style-type: none"> to talk about foods to ask and answer questions about what you like to listen and write <i>h</i> and <i>j</i> | <p>Do + like: Do you like (fruit)? Yes, I do. / No, I don't. Do they like (vegetables)? Yes, they do. / No, they don't. Does (she) like (fruit)? Yes, (she) does. / No, (she) doesn't.</p> | <p>Food bananas, pineapple, strawberries, tomatoes, carrots, potatoes, chicken, spaghetti, cheese, yogurt, lemonade, water</p> |
| <p>8</p> <p>Wild Animals</p> | <ul style="list-style-type: none"> to talk about animals to talk about what animals can and can't do to listen and write <i>k</i>, <i>q</i>, and <i>x</i> | <p>Can/Can't: Can (a kangaroo) (jump)? Yes, it can. Can (a snake) (jump)? No, it can't. Can (snakes) (jump)? No, they can't.</p> | <p>Animals cheetah, giraffe, hippo, kangaroo, polar bear, zebra, crocodile, elephant, lion, monkey, peacock, tiger</p> <p>Animal Features arm, claw, feather, feet, fur, leg, mouth, neck, spots, tail, teeth, trunk, pouch, wings</p> <p>Animal Actions catch, climb, lift, roar, squeeze, swing</p> |
| <p>9</p> <p>Fun All Year</p> | <ul style="list-style-type: none"> to talk about the months to use a calendar to say what people do during the year to review letters and sounds | <p>Always/Never: What do they do in the (spring)? They always (play baseball in the park). Do you (go on vacation) in the (winter)? No, I don't. I never (go on vacation) in the (winter).</p> | <p>Months of the Year January, February, March, April, May, June, July, August, September, October, November, December</p> |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|--|--|
| <p>Science</p> <ul style="list-style-type: none"> • Healthy snacks <p>Content Words healthy, unhealthy, apples, carrots, celery, cookies, raisins, salt, sugar</p> | <p>Where Fruit Comes From</p> <ul style="list-style-type: none"> • Where popular fruits come from <p>Content Words avocados, mangoes, tomatoes, watermelons</p> | <p>Choose healthy foods. Listen, write, and talk about healthy snacks.</p> <p>Make a Healthy Snacks collage.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Animal habitats • Matching animals to their habitats <p>Content Words desert, forest, habitat, jungle, ocean</p> | <p>Outside My Window</p> <ul style="list-style-type: none"> • Animals near your home and school <p>Content Words koala, llama, snow monkey, website</p> | <p>Appreciate animals. Listen, write, and talk about favorite animals.</p> <p>Make an Animals Map.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Months of national days <p>Content Words Freedom Day, Independence Day, King's Birthday, national, St. Andrew's Day, Unity Day</p> | <p>Celebrating Special Days</p> <ul style="list-style-type: none"> • Special days <p>Content Words Day of the Dead, May Day, Mid-Autumn Festival</p> | <p>Be active all year. Listen, write, and role-play about different activities during the year.</p> <p>Make a Special Days calendar.</p> |



Scope and Sequence: Level 3

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|-------------------------------------|--|---|---|
| 1 Every Day | <ul style="list-style-type: none"> to discuss different times of the day to discuss activities before and after school to identify the subject and verb in a sentence | Before/After: What does he/she do before school? He/She eats breakfast before school. What do you do after school? I do my homework after school. | Daily Actions wake up, wash face, eat breakfast, get dressed, brush teeth, play soccer, play video games, do homework, feed the cat, watch TV |
| 2 In Our Community | <ul style="list-style-type: none"> to talk about what people do to talk about where people work to use compound subjects and verbs | Auxiliary verb do: What does (she) do? (She)'s (a nurse). Where does (he) work? (He) works at (a hospital). What do (your sisters) do? (They're) (teachers). | Occupations firefighter, chef, police officer, cashier, waiter, farmer, nurse, scientist, teacher, mail carrier Workplaces hospital, fire station, store, farm, police station, laboratory, school, restaurant |
| 3 Working Hard | <ul style="list-style-type: none"> to talk about how often people do things to talk about what people have to do to talk about chores to write the title of a paragraph | Have to + verb: What does (he) have to do? (He) has to (feed the dog). What do (they) have to do? (They) have to (go shopping). (We) always wash the dishes. (She) never takes out the trash. | Activities Make the bed, walk the dog, practice the piano, take out the trash, wash the dishes, go to (soccer) practice, study, feed the cat Adverbs of Frequency always, usually, sometimes, never |
| 4 Awesome Animals | <ul style="list-style-type: none"> to identify animals in their habitats to identify the topic sentence of a paragraph | Can/Can't: What can a (penguin) do? It can (swim). It can't (fly). Can a (penguin) (swim)? Yes, it can . Can (bears) (fly)? No, they can't . | Animals bear, deer, owl, sea lion, penguin, snake, lizard, camel, shark, fish, parrot, duck Habitats desert, forest, ice and snow, lake, ocean, rain forest |
| 5 Sunny Days | <ul style="list-style-type: none"> to describe the weather to say how the weather was yesterday to identify clothing for different types of weather to write detail sentences of a paragraph | Weather expressions: How is the weather today? It's (hot and sunny). How was the weather yesterday? It was (windy). Leaves were everywhere. | Types of Weather cold and snowy, warm, cloudy and cool, hot and sunny, windy, rainy Clothes and Accessories sandals, sunglasses, shorts, sweater, scarf, raincoat, umbrella, boots, coat, hat, gloves |



| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|---|---|---|
| <p>Science</p> <ul style="list-style-type: none"> • Good hygiene <p>Content Words bacteria, cough, germs, healthy, sick, sneeze</p> | <p>Time Zones</p> <ul style="list-style-type: none"> • Time zones in the U.S. <p>Content Words California, map, Montana, New York, Texas, time zones</p> | <p>Do your chores. Listen and talk about chores.</p> <p>Make a Chores chart.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Unusual jobs <p>Content Words companies, customers, fashion designer, professional, storms, video game</p> | <p>Kids Working Hard</p> <ul style="list-style-type: none"> • Children helping their communities <p>Content Words Australia, collect, donate, Spain, Thailand, tourists</p> | <p>Respect others. Listen to how to show others respect.</p> <p>Make a class book about respecting others.</p> |
| <p>Math</p> <ul style="list-style-type: none"> • Chores children do • Adding allowance amounts <p>Content Words allowance, amount, dollar, earn, subtotal, total</p> | <p>Helping Out</p> <ul style="list-style-type: none"> • Chores children do <p>Content Words Alaska, goat farm, help out, shovel snow, France, Singapore</p> | <p>Always be happy to help. Listen to decide if people are happy to help. Role-play helping with a partner.</p> <p>Role-play with a sock puppet.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Animal camouflage <p>Content Words camouflage, chameleon, protection, stone fish, surroundings, tree frog</p> | <p>Pets in Different Places</p> <ul style="list-style-type: none"> • Popular pets around the world <p>Content Words canaries, China, goldfish, Japan, parakeets, rabbits</p> | <p>Protect animals and their habitats. Read maps of animal habitats.</p> <p>Make a map of animal habitats.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Extreme climates • The climate where you live <p>Content Words average, climate, extreme, opposite, temperature, tourists</p> | <p>All-Weather Sports</p> <ul style="list-style-type: none"> • What children like to do in different weather <p>Content Words kite, outdoor, popular, sledding, soccer, sports</p> | <p>Prepare for the weather. Identify people who are prepared for the weather.</p> <p>Make a Prepare for the Weather checklist.</p> |





Scope and Sequence: Level 3

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|------------------------------------|---|---|---|
| 6 The Five Senses | <ul style="list-style-type: none"> to describe things using the five senses to write a final sentence for a paragraph | Present continuous: How does (the pie) smell ? It smells (good). How does it taste ? It tastes (terrible). How do your (new shoes) feel ? They feel (good). | Verbs taste sound smell look feel Adjectives awful delicious pretty nice terrible soft tight sweet bad good |
| 7 Fabulous Food | <ul style="list-style-type: none"> to talk about favorite foods to talk about things you have or don't have to write a paragraph about a favorite meal | Any/Some: Is there any (pizza)? Yes, there is some (pizza). Are there any (onions)? Yes, there are some (onions). Are there any (eggs)? No, there aren't any (eggs). | Foods pizza, tomato sauce, cheese, green peppers, onions, mushrooms, sausage, pepperoni, sandwich, bread, ham, pickles, lettuce, tomatoes, mustard, ketchup |
| 8 Healthy Living | <ul style="list-style-type: none"> to talk about healthy and unhealthy habits to talk about activities in the past to ask classmates about their habits to write compound sentences | Did/Didn't: Did you eat any vegetables? Yes, I did . Did (they) get enough sleep yesterday? No, (they) didn't . He ate a healthy breakfast yesterday. She drank a lot of water yesterday. | Healthy Habits eat a healthy breakfast get enough/any sleep get enough/any exercise drink lots of water eat healthy/unhealthy foods |
| 9 Field Trip! | <ul style="list-style-type: none"> to talk about actions in the past to ask for and give opinions about activities to talk about famous paintings | Simple past: Where did you go ? I went to (the Museum of Science). What did (he) see ? (He) saw a movie. Did (they) like it? Yes, (they) liked it. No, (they) didn't like it. | Places science museum, art museum, theater, concert hall, dairy farm, national park, zoo, aquarium Activities saw a movie, looked at paintings, saw a play, heard some music, learned about cows, learned about rocks, saw elephants, saw a penguin show |










| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|---|--|
| <p>Science</p> <ul style="list-style-type: none"> • How animals use their senses <p>Content Words avoid, brain, danger, echo, information, tongues</p> | <p>How Does Your Job Smell?</p> <ul style="list-style-type: none"> • Jobs with good and bad smells <p>Content Words bakery, Canada, Costa Rica, France, elephant, Singapore</p> | <p>Try new things. Talk about something new you want to try.</p> <p>Make a Try New Things flip chart.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Vitamins found in different foods <p>Content Words blood, bone, energy, remember, vegetables</p> | <p>Breakfast in Different Countries</p> <ul style="list-style-type: none"> • What children eat for breakfast <p>Content Words breakfast, eggs, Mexico, Spain, toast, tortillas</p> | <p>Try different foods. Listen and read about new foods.</p> <p>Make a poster about the food from another country.</p> |
| <p>Math</p> <ul style="list-style-type: none"> • Calories • Calculating calories used during favorite activities <p>Content Words activities, body, calorie, gain weight, measure, pay attention</p> | <p>Strange Sports</p> <ul style="list-style-type: none"> • Unusual sports <p>Content Words difficult, exciting, puck, push, score, race</p> | <p>Get exercise. Identify healthy activities. Role-play telling your partner to do healthy things.</p> <p>Make up a new game.</p> |
| <p>Art</p> <ul style="list-style-type: none"> • Famous paintings <p>Content Words beautiful, boring, funny, interesting, scary, strange</p> | <p>The World Stage</p> <ul style="list-style-type: none"> • Theater shows <p>Content Words actors, music, play, puppets, stage, theater</p> | <p>Recognize your talents. Talk about your talents.</p> <p>Have a talent show.</p> |





Scope and Sequence: Level 4

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|--|---|---|---|
|  Kids in My Class | <ul style="list-style-type: none"> to describe people to make comparisons to write a paragraph | Comparisons: Is (he) older than you? No, (he)'s younger than me. Who is older , (Chris) or (Tom)? (Chris) is older than (Tom). (My sister's) hair is longer than (my hair). (My sister's) hair is longer than (mine). | Adjectives bigger, black, blond, bright, brown, curly, dark, friendly, funny, light, long, pink, serious, short, shorter, shy, smart, straight, tall, taller, wavy |
|  Our Schedule | <ul style="list-style-type: none"> to talk about what people do at different times to talk about where people go at different times to say how often people do things to use sequence words | Present continuous questions: Where is (he) going after school? What are (they) doing tonight? Adverbs of frequency: How often does (she) (have) guitar lessons)? How often do (you) (go) to the dentist)? | Activities eat out, go on vacation, go to the dentist, help clean, play outside, shop for food, watch a movie Expressions of Frequency every afternoon, once a month, three times a week, twice a year |
|  I Like to Eat! | <ul style="list-style-type: none"> to talk about what people eat to make polite requests to join sentences using conjunctions | Conditional for polite requests: What would she like? She'd like yogurt. Would you like to try some curry? Yes, I would . / No, I wouldn't . | Foods cereal with milk, chicken curry, eggs in tortillas, grilled cheese sandwich, noodle soup, oatmeal, pasta with vegetables, rice and beans, steamed buns, yogurt with fruit |
|  How Do You Feel? | <ul style="list-style-type: none"> to talk about illnesses and ailments to give advice to use commas correctly | Should/Shouldn't to give advice: You should put a bandage on that. We should eat healthy foods. You shouldn't wait! | Ailments allergies, coughing, fever, headache, scrape, sneezing, sore throat, stomachache |
|  Weird and Wild Animals | <ul style="list-style-type: none"> to talk about different kinds of animals to tell why certain animals are endangered to write sentences with different end marks | There are/There were: How many (Komodo dragons) were there (fifty years) ago? There were (more than 20,000). But now there are (probably fewer than 5,000). Why . . . because: Why are (chimpanzees) endangered? They're endangered because (people are moving into their habitat). | Animals angler fish, angora rabbit, coconut crab, glass frog, tarsier, whistling spider |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|---|---|
| <p>Science: Twins and More</p> <ul style="list-style-type: none"> Multiple births <p>Content Words chance, common, fraternal, identical, multiple birth, pair</p> | <p>The World Beard and Moustache Championship</p> <ul style="list-style-type: none"> Read about an unusual competition. <p>Content Words beard, category, championship, competition, moustache, style</p> | <p>Be considerate of others. Listen and talk about good manners.</p> <p>Make Good Manners award ribbons.</p> |
| <p>Social Studies: Advertising</p> <ul style="list-style-type: none"> Advertisements and the tools advertisers use to sell things <p>Content Words ad, attractive, believe, popular, remember, tool</p> | <p>Unusual Habits</p> <ul style="list-style-type: none"> Read about people's unusual habits. <p>Content Words alphabetical order, habits, secret, strange, unusual, website</p> | <p>Practice good habits. Listen and read about good habits.</p> <p>Make a Good Habits mural.</p> |
| <p>Science: A Balanced Diet</p> <ul style="list-style-type: none"> What makes up a balanced diet <p>Content Words balanced, dairy, diet, grains, guide, protein</p> | <p>School Lunches</p> <ul style="list-style-type: none"> Read about what children eat for lunch in Japan, Brazil, Italy, and Zambia <p>Content Words cafeteria, cornmeal, nshima, organic, risotto, sauces</p> | <p>Choose healthy foods. Listen, read, and talk about making healthy food choices.</p> <p>Make a Healthy Foods collage.</p> |
| <p>Science: Germs</p> <ul style="list-style-type: none"> Germs and how to protect yourself from them <p>Content Words bacteria, fungi, germs, protozoa, toxins, viruses</p> | <p>Different Cultures, Different Remedies</p> <ul style="list-style-type: none"> Read about home remedies used around the world <p>Content Words herbal tea, ingredients, medicine, remedies, sunburn, vinegar</p> | <p>Don't spread germs. Listen, read, and talk about how to stop spreading germs.</p> <p>Make a Good Hygiene Habits checklist.</p> |
| <p>Science: People's Best Friend</p> <ul style="list-style-type: none"> The domestic dog <p>Content Words breed, domestic, evolved, naturally, purposely, wolf</p> | <p>Dragons</p> <ul style="list-style-type: none"> Read about dragon stories from different cultures. <p>Content Words evil, magical, mythical, creatures, cultures, dragons</p> | <p>Protect endangered animals. Talk about how to protect endangered species.</p> <p>Make Conservation signs.</p> |





Scope and Sequence: Level 4

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|---|---|--|---|
| <p>6</p> <p>Life Long Ago</p> | <ul style="list-style-type: none"> to talk about the past and present to talk about what people used to do to use quotation marks to talk about modern technology | <p>Simple past to describe past habits:</p> <p>Did people have (cars) in (1950)? Yes, they did. / No, they didn't.</p> <p>Before (TV), what did people use to do? They used to (listen to the radio).</p> | <p>Now drive cars, use a washing machine, use a cell phone, use electric lights, use a microwave, watch TV</p> <p>Long Ago listened to the radio, traveled by horse and buggy, used a coal stove, used a phone with an operator, used oil lamps, washed clothes by hand</p> |
| <p>7</p> <p>Special Days</p> | <ul style="list-style-type: none"> to talk about special days and traditions to talk about dates to write an email | <p>Future with going to:</p> <p>When are (you) going to have (the party)? (I) am going to have it on (Monday).</p> <p>Are (they) going to visit (Grandpa) on the (ninth)? Yes, they are.</p> | <p>Special Days Earth Day, Independence Day, my birthday, my parent's anniversary, New Year's Eve / Day, Valentine's Day</p> <p>Celebrating Special Days eat special foods, get a card, get presents, give a card, give presents, have a party, watch a parade, watch fireworks</p> |
| <p>8</p> <p>Hobbies</p> | <ul style="list-style-type: none"> to talk about people's hobbies to make comparisons to write an informal letter | <p>Comparatives and superlatives:</p> <p>(Katie)'s stamp (collection) is bigger than (Chris)'s (collection). (Kyle) has the biggest (stamp collection). (My sister)'s (paintings) are worse than (his). (My) (paintings) are the worst of them all.</p> | <p>Hobbies coin collection, doll collection, shell collection, toy car collection, basketball player, chess player, soccer player, video game player, dancer, painter, singer, writer</p> |
| <p>9</p> <p>Learning New Things</p> | <ul style="list-style-type: none"> to talk about things people know how to do to give opinions to write a review to talk about what you'd like to do | <p>How to + verb:</p> <p>Do you know how to (play the piano)? Yes, I do. / No, I don't.</p> <p>What would (they) like to learn? (They)'d like to learn how to (play the piano).</p> <p>Think of + noun:</p> <p>What do (you) think of (tennis)? (We) think it's a lot of fun.</p> | <p>Things You Want to Learn How to Do bake a cake, build a robot, dance like a hip-hop artist, draw a comic book, make a website, play tennis, play the guitar, sing like a rock star, skateboard, speak Chinese</p> |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|---|---|
| <p>Math: Multiplication</p> <ul style="list-style-type: none"> • Multiplication problems • Making up your own equations <p>Content Words average speed, distance traveled, equation, number of hours</p> | <p>Low-Tech Tribes</p> <ul style="list-style-type: none"> • Read about people who live with little or no technology. <p>Content Words ancestors, Arctic tundra, Hmong, Koryak, Maasai, nomadic</p> | <p>Solve problems. Listen and talk about the steps to solving a problem.</p> <p>Make a Problem-Solving worksheet.</p> |
| <p>Social Studies: Leap Year</p> <ul style="list-style-type: none"> • When and why leap years happen <p>Content Words calendar, celebrate, divided, extra, leap, million</p> | <p>Unusual Festivals</p> <ul style="list-style-type: none"> • Read about unusual festivals in India, Spain, Thailand, and Peru. <p>Content Words festival, India, monkeys, Nepal, Spain, Thailand</p> | <p>Celebrate traditions. Listen, read, and talk about different traditions.</p> <p>Make a Traditions Around the World poster.</p> |
| <p>Science: Hobbies Are Good for You</p> <ul style="list-style-type: none"> • The benefits of hobbies <p>Content Words creative, future, instructions, motivate, stress, successful</p> | <p>The World's Weirdest Collections</p> <ul style="list-style-type: none"> • Read about some unusual museums in Turkey, the U.S., and Mexico. <p>Content Words collections, expert, marine, museum, research, samples, UFO</p> | <p>Be a good sport. Identify good sportsmanship. Role-play being a good sport.</p> <p>Make a paper bag puppet. Role-play with the puppets.</p> |
| <p>Science: Moving Your Body</p> <ul style="list-style-type: none"> • The musculoskeletal system <p>Content Words contract, joints, muscles, nerves, organs, relax</p> | <p>Extraordinary Kids</p> <ul style="list-style-type: none"> • Read about children with special talents. <p>Content Words college, degrees, extraordinary, genius, musician, professional</p> | <p>Learn new things. Listen and talk about trying new things.</p> <p>Make a Try New Things lottery box.</p> |





Scope and Sequence: Level 5

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|------------------------------------|---|---|---|
| 1 My Interests | <ul style="list-style-type: none"> to make suggestions to talk about one's interests to talk about being part of a group to write a news article | Gerunds: How about joining the baseball team? How about trying out for the school play? He likes writing . You're good at acting . I'm interested in taking pictures. | Activities play baseball, play soccer, do martial arts, write articles, play the trumpet, play the guitar, act on stage, build robots, draw, paint Clubs/teams baseball team, soccer team, track team, school play, school band, school newspaper, science club, art club, tae kwon do club |
| 2 Family Ties | <ul style="list-style-type: none"> to talk about important life events to talk about things that happened in the past to make comparisons to write an autobiography | Simple past adverbial clauses: We moved when I was two . We visited her three years ago . Comparisons with -er, -est: Sue is taller than Yoko and Mark. Sue is the tallest of the three. | Life milestones was born, grew up, was (nine, ten, etc.) years old; moved to, found/got a job, bought a car, got married, had a baby, retired, graduated from |
| 3 Helping Others | <ul style="list-style-type: none"> to talk about helping others to talk about possibilities to say what I am going to do to write a letter | Could to express possibility: How could we raise money for our club? We could make something and sell it. Review of should for advice: What should we do to raise money? We should have a bake sale. | Fundraising activities art fair, bake sale, fundraising, raise money, make calendars, special event, sell tickets, make posters, write an article, make a video, post a video/article on school website |
| 4 Shopping Around | <ul style="list-style-type: none"> to talk about shopping to make comparisons to write a short product review | Comparatives and superlatives: The red shoes are more expensive than the blue shoes. The black shoes are the most expensive . The blue shoes are not as expensive as the black shoes. Too/Enough: The (T-shirt) is too (big). It isn't (small) enough . | Describing purchases amazing, baggy, cheap, colorful, delicious, expensive, fashionable, fresh, stale, gold, silver, popular, shiny, striped, tight Things to buy gadgets, bracelet, necklace, earrings, makeup, clothes, headphones, digital camera, gift card/certificate Places to Shop department store, clothing store, craft fair, outdoor market |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|---|---|
| <p>Science</p> <ul style="list-style-type: none"> • The two sides of the brain <p>Content Words brain, control, honest, instructions, personality, solve</p> | <p>Sports for All Times</p> <ul style="list-style-type: none"> • Early Olympic events <p>Content Words Olympics, competition, competitor, target, medal</p> | <p>Be a team player. Listen and talk about working together.</p> <p>Make a poster to find new members of a team or club.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Animal mothers • Talk about mothers <p>Content Words branch, carry, predator, protect, twig</p> | <p>Special Days for Families</p> <ul style="list-style-type: none"> • Traditions around the world • Talk about holiday traditions <p>Content Words celebrate, decorate, holiday, tradition, wedding</p> | <p>Keep family traditions. Talk about family traditions.</p> <p>Make a class book about family traditions.</p> |
| <p>Art</p> <ul style="list-style-type: none"> • Creating an effective poster or ad • Ad designs <p>Content Words advertisement, amount, attention, design, effective, font, images, impact, layout, message, visuals</p> | <p>Doing What You Can</p> <ul style="list-style-type: none"> • Children who help others • Talk about charities <p>Content Words charity groups, donate, animal rescue, homeless, tutoring</p> | <p>Help others. Listen, read, and talk about charities.</p> <p>Write a fundraising plan and create an ad for an event.</p> |
| <p>History</p> <ul style="list-style-type: none"> • The origin of money <p>Content Words coins, grain, kilograms, livestock, metal, paper money, shells, trade</p> | <p>Shop 'Til You Drop</p> <ul style="list-style-type: none"> • Shopping around the world • Talk about shopping <p>Content Words souvenirs, vendor, traditional, crafts</p> | <p>Develop good money habits. Listen, read, and talk about what you do with your money.</p> <p>Make a shopping bag.</p> |





Scope and Sequence: Level 5

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|---|--|---|--|
| 5 Vacation Time | <ul style="list-style-type: none"> to talk about vacation problems to talk about what happened while I was doing something to write a postcard | Past progressive: What was he doing when he got hurt? He was riding a horse when he got hurt. Were you swimming when you got a sunburn? Yes, I was. / No, I wasn't. | Vacation activities kayaking, camping, biking, hiking, horseback riding, skiing, swimming, rafting Vacation-related items campsite, tent, bug repellent, lifevest, helmet, windbreaker, sunscreen |
| 6 The Future! | <ul style="list-style-type: none"> to make predictions about the future to talk about technology to write a diary entry | Predictions with will, won't: We will/won't use cell phones 100 years from now. Indefinite pronouns: Anyone can learn to text. Everybody will send video messages instead of letters. | Communication phone, cell phone, smartphone, video messaging, email Entertainment TV, DVD, CD, mp3 players, tablet PCs, Internet, robot Travel solar-powered cars, computer navigation system, spaceship |
| 7 What's That? | <ul style="list-style-type: none"> to guess what things may be or might be to say what things are used for to write and talk about inventions | Modals of speculation (may, might): It may be something to wear. It might be a mirror. Used for/to: What was it used for ? It was used to type letters. | Antiques typewriter, pressure cooker, abacus, bedwarmer, pillow, fish trap, ice tongs, mirror, ice skates, butter churn |
| 8 Where Do They Come From? | <ul style="list-style-type: none"> to talk about where ideas and products come from to use the passive voice to write a persuasive paragraph | Passive voice: Tomatoes and peppers are grown in Mexico. The first chocolate bar was made in South America. | Goods and Materials metal, cotton, rubber, wool, agriculture, coffee, diamonds |
| 9 How Adventurous Are You? | <ul style="list-style-type: none"> to talk about experiences to talk about preferences to describe food preferences to write a descriptive paragraph | Present perfect with ever: Have you ever been to a concert? Yes, I have . / No, I haven't . Expressing preferences: Would they rather watch soccer on TV or play soccer? They'd rather play soccer. | Adjectives delicious, different, favorite, popular, raw, sour, spicy, sweet, terrible, tasty, traditional, unusual, wonderful, adventurous, scary |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|--|--|--|
| <p>Math</p> <ul style="list-style-type: none"> • Buying things for vacation • Find totals for items bought <p>Content Words addition, customer, item, multiplication, realize, total</p> | <p>Unique Vacation Destinations</p> <ul style="list-style-type: none"> • Strange places for vacations • Talk about unique vacations <p>Content Words expedition, igloo, frozen, opportunity</p> | <p>Be safe on vacation. Talk about vacations and safety tips.</p> <p>Make a vacation safety poster.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • How robots help us <p>Content Words assistive, collect, gestures, robotic, saving, sideways, socially, surgery, tight, twist</p> | <p>Endangered Languages</p> <ul style="list-style-type: none"> • Three languages that are almost extinct • Talk about endangered languages <p>Content Words endangered, extinct, unique, dialect</p> | <p>Have dreams for the future. Write and talk about future dreams.</p> <p>Design an ad for a product or service in the future.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Important inventions <p>Content Words candle, cash register, engine, fuel, organize, plumbing</p> | <p>Cool Transformations</p> <ul style="list-style-type: none"> • How designers have changed everyday objects • Talk about inventions <p>Content Words transform, hollow, log, aquarium, protect, helmet</p> | <p>Appreciate history. Write and talk about your culture.</p> <p>Make a class book about items from different cultures.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • How food travels • Fresh produce <p>Content Words bite, diesel fuel, distance, distribution, pollution, produce</p> | <p>Where Did It Come From?</p> <ul style="list-style-type: none"> • Where foods and products originally come from • Talk about things that are made in your country <p>Content Words explorer, fire, chemicals, phosphorus, sulfur, century, factory</p> | <p>Appreciate where things come from. Talk about things you appreciate and where they come from.</p> <p>Make a poster about where things come from.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • The effects of adrenaline on the body <p>Content Words adrenal glands, adrenaline, brain, cells, energy, heart, hormone, lungs, release, stress</p> | <p>High Adventure!</p> <ul style="list-style-type: none"> • Risky activities • Talk about risky activities <p>Content Words extreme, risk, parachute, rescue, meter, centimeter, aerialist</p> | <p>Explore your surroundings. Talk about things you have done.</p> <p>Make a collage about things you could do in your community.</p> |





Scope and Sequence: Level 6

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|--|--|---|---|
| 1 All About School | <ul style="list-style-type: none"> to give excuses to give advice to talk about school activities to talk about different types of schools to write an opinion paragraph | <p>Present perfect with yet and already: Has she done her homework yet? Yes, she's already done it. No, she hasn't done it yet.</p> <p>Present Perfect with ever: Have you ever hosted an exchange student?</p> | <p>School Activities do homework, study for a test, hand in (an assignment), finish a project, achievement test, book report, advisor, transfer, exchange student</p> <p>Advice be more careful, do it earlier, do it over again, pay attention to the time</p> |
| 2 Amazing Young People | <ul style="list-style-type: none"> to talk about amazing people's accomplishments to talk about personal achievements and goals to talk about past experiences to say how long you have been doing something to write a biography | <p>Present perfect with for and since: He has/He's studied German for 5 years. They have/They've been best friends since they were 2 years old.</p> <p>Present perfect progressive: She's been teaching since she graduated from college.</p> | <p>Reaching Goals achieve, achievement, accomplishment, tournament, award, community, biography, start (his) own company, save for college, build a windmill</p> |
| 3 Choices | <ul style="list-style-type: none"> to talk about making the right choices to talk about possible consequences of wrong choices to write an ending to a narrative | <p>Conditional sentences: If you tell your parents you forgot, they will be upset. They will tell the truth, if the teacher asks them.</p> | <p>Dilemmas confess, cheat, borrow, lend, apologize, lie</p> <p>Results and Consequences feel guilty, feel good about, get a reward, get in trouble, get upset with, be happy with</p> |
| 4 Dreams for the Future | <ul style="list-style-type: none"> to talk about plans and make predictions for the future to write formal and informal emails | <p>Future progressive with will and won't: Where will you be living fifty years from now? In fifty years, I will be living in France. I won't be living with my parents.</p> | <p>Future Ambitions dreams, work in (my dream job/the music industry), run a business, raise a family, be successful, be famous, make decent money, live in (another country), take (an adventurous vacation)</p> |
| 5 If I Could Fly | <ul style="list-style-type: none"> to talk about what he/she would do in different situations to talk about superpowers To write a character description | <p>Speculative clauses with if: If I could fly, I would go to the moon. If we did not have homework, we would play all night.</p> | <p>Wishes and Super Powers able to disappear, have super strength, read people's minds, run at lightning speed, travel through time, travel around the world, cure sick people</p> |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|---|---|--|
| <p>Math and Social Studies</p> <ul style="list-style-type: none"> • Bar graphs • School schedules in China <p>Content Words bar graph, daily exercises, free time, period, prep time, schedule, study hall, typical</p> | <p>A Day at a School in Finland</p> <ul style="list-style-type: none"> • An alternative school in Finland <p>Content Words objective, task, pace, workshop, recess, curriculum</p> | <p>Manage your time wisely. Listen and talk about managing time.</p> <p>Create a graph to see how students spend their time.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Amazing accomplishments by young people through the ages <p>Content Words Braille system, exhibition, gallery, grandmaster, gymnastics, martyr, opera, personal computing, symphony, victory</p> | <p>Seeds of Peace</p> <ul style="list-style-type: none"> • Summer camps around the world <p>Content Words peace, leader, journalist, conflict resolution, critical thinking</p> | <p>Appreciate yourself. Create a chart about students' amazing qualities and talents, and discuss.</p> <p>Make an Amazing Me collage and interview classmates about their amazing qualities and talents.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> • Ethics <p>Content Words character, conscience, ethical behavior, ethics, qualities, traits, to treat (others)</p> | <p>Proverbs from Around the World</p> <ul style="list-style-type: none"> • Proverbs from around the world <p>Content Words proverb, pass on, regret, blame, deceive</p> | <p>Do the right thing. Discuss the right choice to make when faced with a dilemma.</p> <p>Make a class handbook about doing the right thing.</p> |
| <p>Science and Technology</p> <ul style="list-style-type: none"> • Futurists' predictions in the areas of science and technology • Future technologies <p>Content Words cable, download, futurist, 3-D image, nano, nanobot, nanometer, nanotechnology, nanotube, satellite, upload, virtual reality, wireless technology</p> | <p>Kids' Predictions for the Future</p> <ul style="list-style-type: none"> • Predictions of young children for the future <p>Content Words scientific advances, shelter, harmoniously, environment, time machine</p> | <p>Make smart decisions for a better future. Learn about and discuss the right decisions to make for the future.</p> <p>Students write letters to themselves in the future and share with the class.</p> |
| <p>Science</p> <ul style="list-style-type: none"> • Scientific inventions that could allow humans to have super powers <p>Content Words adhesive, gecko, invention, neuron, pattern, radar, surface, translate, x-ray</p> | <p>Superheroes from Different Cultures</p> <ul style="list-style-type: none"> • Superheroes in different parts of the world • The popularity of superheroes | <p>Appreciate and take positive steps for the future. Discuss amazing achievements and things we can do to help the future of the world.</p> <p>Make a class book with descriptions and pictures of positive steps for the future of the world.</p> |





Scope and Sequence: Level 6

| Unit and Theme | Communication Objectives | Key Structures | Key Vocabulary |
|---|--|--|--|
| <p>6</p> <p>The Coolest School Subjects</p> | <ul style="list-style-type: none"> to talk about the different school subjects and what is taught in those subjects to write a screen play | <p>Comparative + noun: Students in China have more homework than students in the U.S. There are fewer playwrights in the U.S. than the U.K.</p> <p>Superlative + noun: My brother has the best teacher in the school.</p> | <p>Areas of Study art, music, English, literature, math, P.E., science (biology), social studies</p> <p>Topics democracy, prime number, mural, mammal, digest, playwright, myth, legend</p> |
| <p>7</p> <p>Mysteries!</p> | <ul style="list-style-type: none"> to talk about and describe mysterious places, events and things to confirm information using tag questions to write a step-by-step process | <p>Tag questions with <i>be, can, and do</i>: Astrologers can't explain aurora borealis, can they? Astronauts aren't going to Pluto, are they? They didn't find a clue, did they?</p> | <p>Mysterious Places Atlantis, aurora borealis (Northern Lights), Bermuda Triangle, crop circles</p> <p>Mysterious Things extraterrestrial, phenomenon, clue, code, code breaker, encrypted message, theory, Kryptos</p> |
| <p>8</p> <p>Why Is It Famous?</p> | <ul style="list-style-type: none"> to talk about and describe famous places and monuments around the world to write a research report | <p>Passive voice: Stonehenge was constructed more than 4,000 years ago.</p> <p>Relative clauses: The Statue of Liberty is a landmark that has become a symbol of welcome. Louis XIV was a French king who ruled for 72 years.</p> | <p>Famous Places Big Ben, Statue of Liberty, Temple of Borobudur, Great Sphinx of Giza, Taj Mahal, Pyramid of Kukulcan, Easter Island, Stonehenge</p> <p>Descriptions was built, was constructed, was designed (by), was renamed, was restored</p> |
| <p>9</p> <p>He Said It Was Awesome!</p> | <ul style="list-style-type: none"> to talk about entertainment to report what someone said to share and discuss different opinions to write a movie review | <p>Reported speech: She said the sequel wasn't as good as the first movie. He said (that) he was going to the concert.</p> | <p>Events book signing, comic exhibition, festival, launch (of a video game), live show, premier, new release</p> <p>Opinions captivating, challenging, cool, creative, dull, exciting, stunning</p> |





| CLIL Connections: Content | CLIL Connections: Around the World | Values/Project |
|---|--|---|
| <p>Science</p> <ul style="list-style-type: none"> The slowest animal in the world and the largest meat-eating plant <p>Content Words algae, carnivore, chemical, digest, fur, herbivore, insect, nectar, kilometer, naturalist, nutrient, protein, scientific name, sloth, species</p> | <p>Ancient Civilizations' Greatest Contributions to the Modern World</p> <ul style="list-style-type: none"> The contributions of the Ancient Greek, Aztec, Mayan, and Incan civilizations <p>Content Words legacy, increment, cultivate, mathematician, astronomer, rotation, terraced farming, herbal remedy</p> | <p>Appreciate school. Complete a chart and discuss practical uses for the topics learned in school.</p> <p>Create an album of words/names from Ancient Greece that are used today.</p> |
| <p>Science, Art, & Music</p> <ul style="list-style-type: none"> The phenomenon of aurora borealis <p>Content Words Nature, structure, natural phenomenon, oxygen, nitrogen, atoms, solar winds, neutral, atmosphere</p> | <p>Mysteries Around the World</p> <ul style="list-style-type: none"> Mysterious events in different parts of the world <p>Content Words manmade, diameter, ton, expedition, footprint, evidence, proof</p> | <p>Be curious. Learn the importance of fostering one's own curiosity.</p> <p>Make a class mystery game.</p> |
| <p>History</p> <ul style="list-style-type: none"> Famous landmarks around the world that were discovered by accident <p>Content Words ancient, archaeologist, artifact, carved, crew, pharaoh, tomb, treasure</p> | <p>A Bicycle Trip to the New 7 World Wonders</p> <ul style="list-style-type: none"> 7 new wonders of the world <p>Content Words Petra, Jordan, Great Wall of China, Machu Picchu, Christ Redeemer statue, Roman Colosseum</p> | <p>Take pride in your town or city. Describe special places, monuments, or other attractions of one's own town/city.</p> <p>Create a map for a bicycle trip to famous/interesting places in one's town/city.</p> |
| <p>Social Studies</p> <ul style="list-style-type: none"> The history of video games <p>Content Words 3D, arcade, coins, compete, graphics, national shortage, scores</p> | <p>Unique Musical Instruments</p> <ul style="list-style-type: none"> Different musical instruments from around the world <p>Content Words bagpipes, chanter, drones, herdsman, horn, notes, plucked, sitar, steel drums, strings, tone</p> | <p>Appreciate different opinions. Read and discuss the opinions of several young people.</p> <p>Compare, discuss, and record classmates' opinions about a topic.</p> |





Notes



