



SCOPE AND SEQUENCE | Reading and Writing 4

UNIT	READING	WRITING	VOCABULARY	GRAMMAR	CRITICAL THINKING	UNIT OUTCOME
<p>1 <u>Sociology</u></p> <p>What makes someone admirable?</p> <p>READING 1: We All Need a Role Model (an essay)</p> <p>READING 2: Search for 100 Real-Life Heroes (a newspaper article)</p>	<ul style="list-style-type: none"> Preview text and predict what a text is about using a variety of strategies Read for main ideas Read for details Use glosses and footnotes to aid comprehension Read and recognize different text types 	<ul style="list-style-type: none"> Organize and develop an essay Write an analysis essay Plan before writing Make an outline Revise, edit, and rewrite Give feedback to peers and self-assess 	<ul style="list-style-type: none"> Use the dictionary to expand vocabulary Match definitions Define new terms Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> Restrictive relative clauses 	<ul style="list-style-type: none"> Explain ideas to demonstrate comprehension Compare information using a chart Support opinions with reasons and examples Reflect on the unit question Connect ideas across texts or readings Express ideas/reactions/opinions orally and in writing Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> Write an analytical essay about the qualities that make a person admirable and provide examples of the accomplishments of admirable people.
<p>2 <u>Consumer Behavior</u></p> <p>What makes you want to buy something?</p> <p>READING 1: So Much Dead Space (an article from a business journal)</p> <p>READING 2: Now on Stage: Your Home! (an article from a design magazine)</p>	<ul style="list-style-type: none"> Highlight and annotate a text to identify ideas Use a graphic organizer to understand reasons Preview text using a variety of strategies Read for main ideas Read for details Use glosses and footnotes to aid comprehension Read and recognize different text types 	<ul style="list-style-type: none"> Write a descriptive essay Use adjectives, sensory language and details to create descriptive language Plan before writing Make an outline Revise, edit, and rewrite Give feedback to peers and self-assess 	<ul style="list-style-type: none"> Recognize collocations with nouns in order to learn patterns of usage Match definitions Define new terms Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> Definite and indefinite articles 	<ul style="list-style-type: none"> Apply new information to your own experience Discuss questions in a group to clarify understanding of new material Reflect on the unit question Connect ideas across texts or readings Express ideas/reactions/opinions orally and in writing Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> Write a descriptive essay.

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3 Developmental Psychology What important lessons do we learn as children? READING 1: The Good Teen (a magazine article) READING 2: Bird by Bird (an excerpt from a memoir)	<ul style="list-style-type: none"> • Make inferences to improve comprehension and understand a text more deeply • Locate specific information in a text to understand context better • Read for main ideas • Read for details • Use glosses and footnotes to aid comprehension • Read and recognize different text types 	<ul style="list-style-type: none"> • Write a narrative essay and vary sentence patterns • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess 	<ul style="list-style-type: none"> • Build vocabulary using prefixes and suffixes • Match definitions • Define new terms • Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Past perfect and past perfect continuous 	<ul style="list-style-type: none"> • Relate information to your own experience to remember and understand it better • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> • Write a narrative essay about a personal memory of someone or something that influenced you when you were younger.
4 Anthropology How important is it to write by hand? READING 1: Two Styles of Writing (an article from an education journal) READING 2: Haji Noor Deen—A Chinese Muslim Calligrapher (a biography)	<ul style="list-style-type: none"> • Understand compare and contrast organization • Read for main ideas • Read for details • Use glosses and footnotes to aid comprehension • Read and recognize different text types 	<ul style="list-style-type: none"> • Write a compare and contrast essay • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess 	<ul style="list-style-type: none"> • Use the dictionary to distinguish between homonyms • Match definitions • Define new terms • Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Subordinators and transitions to compare and contrast 	<ul style="list-style-type: none"> • Use a chart to categorize similarities and differences • Support your opinion with reasons and examples • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> • Write an essay comparing and contrasting two forms of writing.

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5 Nutritional Science Should science influence what we eat? READING 1: Eating Well: Less Science, More Common Sense (an article from a health magazine) READING 2: Anatomy of a Nutrition Trend (an article from an online newsletter)	<ul style="list-style-type: none"> Recognize a writer's bias to better evaluate his or her ideas Read for main ideas Read for details Use glosses and footnotes to aid comprehension Read and recognize different text types 	<ul style="list-style-type: none"> Write a cause and effect essay Plan before writing Make an outline Revise, edit, and rewrite Give feedback to peers and self-assess 	<ul style="list-style-type: none"> Use collocations with prepositions to express cause and effect Match definitions Define new terms Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> Agents with the passive voice 	<ul style="list-style-type: none"> Apply information to your own life Compare and contrast trends in different fields Use a T-chart to analyze cause and effect Reflect on the unit question Connect ideas across texts or readings Express ideas/reactions/opinions orally and in writing Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> Write a cause and effect essay about the positive or negative effects of science on the food we eat.
6 Education Does school prepare you for work? READING 1: From Student to Employee: A Difficult Transition (a magazine article) READING 2: Making My First Post-College Career Decision (a blog post)	<ul style="list-style-type: none"> Use an outline Read for main ideas Read for details Use glosses and footnotes to aid comprehension Read and recognize different text types 	<ul style="list-style-type: none"> Write a summary Plan before writing Make an outline Revise, edit, and rewrite Give feedback to peers and self-assess 	<ul style="list-style-type: none"> Learn to recognize word forms to expand your vocabulary Match definitions Define new terms Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> Reported speech with the present tense and shifting tenses 	<ul style="list-style-type: none"> Justify your opinions Apply and compare new information to your own experience Evaluate advantages of a situation Reflect on the unit question Connect ideas across texts or readings Express ideas/reactions/opinions orally and in writing Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> Summarize important points of a text by paraphrasing the author's purpose, thesis statement, main ideas, and conclusions.

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7 Anthropology Is discovery always a good thing? READING 1: A Tribe Is Discovered (a newspaper article) READING 2: Alaska's Pebble Mine: Minerals vs. Nature (an article from a news magazine)	<ul style="list-style-type: none"> • Understand the purpose of quoted speech • Read for main ideas • Read for details • Use glosses and footnotes to aid comprehension • Read and recognize different text types 	<ul style="list-style-type: none"> • Write an opinion essay • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess 	<ul style="list-style-type: none"> • Use word roots to understand the meaning of unfamiliar words • Match definitions • Define new terms • Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Adverb phrases of reason 	<ul style="list-style-type: none"> • Assess benefits and risks of an action • Synthesize information from texts and your experience • Evaluate and reach consensus on a candidate's work • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> • Write an essay defending your opinion about whether a specific discovery or type of exploration is a good or bad thing.
8 Psychology Why is it important to play? READING 1: The Promise of Play (a book excerpt) READING 2: Child's Play: It's Not Just for Fun (an article from a business journal)	<ul style="list-style-type: none"> • Identify counterarguments and refutations to better evaluate ideas in a text • Read for main ideas • Read for details • Use glosses and footnotes to aid comprehension • Read and recognize different text types 	<ul style="list-style-type: none"> • Write a persuasive essay • Plan before writing • Make an outline • Revise, edit, and rewrite • Give feedback to peers and self-assess 	<ul style="list-style-type: none"> • Use collocations with prepositions to expand vocabulary and improve fluency • Match definitions • Define new terms • Learn selected words from the Oxford 3000 and the Academic Word List 	<ul style="list-style-type: none"> • Adverb clauses of concession 	<ul style="list-style-type: none"> • Hypothesize what another person might think or do • Understand opposing points of view • Use a chart to understand the connections between ideas • Reflect on the unit question • Connect ideas across texts or readings • Express ideas/reactions/opinions orally and in writing • Apply unit tips and use <i>IQ Online</i> to become a strategic learner 	<ul style="list-style-type: none"> • Write a persuasive essay that explains how video games are helpful or harmful to children.