

# Scope & Sequence

## Welcome Chapter Welcome to Students for PEACE!

p. 6

- Reviewing vocabulary related to mobility.
- Getting acquainted with Olympic values.
- Relating sport to life change.

	  <b>Spark &amp; Building Blocks</b>	  <b>Explore &amp; Sync</b>	  <b>Toolbox &amp; Studio</b>	 <b>Peace Talk</b>
<h1>1</h1> <p><b>Relationship</b> p. 10</p>	<ul style="list-style-type: none"> <li>• Discussing different levels of acquaintanceship.</li> <li>• Reflecting on how to respect others.</li> <li>• Talking about what makes a healthy relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and interpreting a text about how to build good relationships with one's neighbors, an editorial cartoon about friendship, and an article on the best songs related to the topic.</li> <li>• Listening to a song about friendship.</li> </ul>	<ul style="list-style-type: none"> <li>• Modal verbs: <i>may</i> &amp; <i>might</i>.</li> <li>• Discussing stories behind situations in pictures.</li> <li>• Creating a guide on how to be a good friend or an article entitled "The Best Songs about Friendships".</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring and writing thank-you notes.</li> </ul>
<h1>2</h1> <p><b>Problem Solving</b> p. 22</p>	<ul style="list-style-type: none"> <li>• Working on different forms of reasoning to solve problems.</li> <li>• Learning about talented people's abilities and their attitudes to change the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the traditional and the multiple intelligences theories.</li> <li>• Identifying one's abilities and strengths.</li> <li>• Listening to a teacher's challenge and his students' reaction to it.</li> </ul>	<ul style="list-style-type: none"> <li>• Word order: adjectives.</li> <li>• Reading, interpreting, and rewriting "The Cleverest Son".</li> </ul>	<ul style="list-style-type: none"> <li>• Playing an online game on the "Free Rice" website.</li> <li>• Setting up an action plan to solve a problem in one's neighborhood.</li> </ul>
<h1>3</h1> <p><b>Media</b> p. 34</p>	<ul style="list-style-type: none"> <li>• Identifying the presence of media in our routine.</li> <li>• Discussing how we relate to media content.</li> <li>• Reading dialogues on media preference and consumption.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and talking about changes in the availability of information.</li> <li>• Analyzing a graph.</li> <li>• Discussing the use of mobile devices by Australian teens.</li> <li>• Listening to a podcast.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect: affirmative, negative, and interrogative forms.</li> <li>• Present perfect: <i>for</i> &amp; <i>since</i>.</li> <li>• Publishing a graph with the results of a survey about media consumption or content production.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing how to use media reasonably.</li> <li>• Creating a poster for a campaign against the inappropriate use of image on media.</li> </ul>
<h1>4</h1> <p><b>Free Time</b> p. 46</p>	<ul style="list-style-type: none"> <li>• Defining free time.</li> <li>• Talking about how to organize and enjoy one's free time.</li> <li>• Using expressions related to time.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and discussing how teens spend their free time.</li> <li>• Helping others as a means to increase self-efficacy.</li> <li>• Talking about leisure and social activities, work, volunteering, home chores, hobbies, and pastimes.</li> <li>• Listening to a Skype conference call.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect: <i>just</i>, <i>already</i>, &amp; <i>yet</i>.</li> <li>• Writing an article about classmates' spare time or creating a poem about free time.</li> </ul>	<ul style="list-style-type: none"> <li>• Playing the "Jar of Life" game.</li> </ul>

	  <b>Spark &amp; Building Blocks</b>	  <b>Explore &amp; Sync</b>	  <b>Toolbox &amp; Studio</b>	 <b>Peace Talk</b>
<h1>5</h1> <b>Literature</b> p. 58	<ul style="list-style-type: none"> <li>• Discussing the importance of literature to our lives.</li> <li>• Literary genres.</li> <li>• Talking about the reasons for reading others' narratives.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the impact of the printing press in our lives and the different possibilities to write nowadays.</li> <li>• Reading a cell phone novel.</li> <li>• Listening to an excerpt of a young writer's speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Present perfect vs. Past simple.</li> <li>• Writing a chapter of a cell phone novel or creating a 50-word story.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating a patchwork about the students' experiences.</li> </ul>
<h1>6</h1> <b>Visual Arts</b> p. 70	<ul style="list-style-type: none"> <li>• Discussing the role of art in our society.</li> <li>• Interpreting a girl's relationship with art.</li> <li>• Talking about feelings towards art.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading segments of art reviews about Vik Muniz.</li> <li>• Discussing artistic recreations.</li> <li>• Using some materials to create an art assemblage.</li> <li>• Listening to an audio guide about painting.</li> </ul>	<ul style="list-style-type: none"> <li>• Tag questions.</li> <li>• Reading and creating a dialogue based on a painting.</li> <li>• Making an audio guide or creating a tutorial for an assemblage.</li> </ul>	<ul style="list-style-type: none"> <li>• Debating ways of making art more present in our community.</li> </ul>
<h1>7</h1> <b>Life Plan</b> p. 82	<ul style="list-style-type: none"> <li>• Exploring the importance of planning to achieve one's goals.</li> <li>• Talking about future expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Setting a goal for the future and planning how to fulfill it.</li> <li>• Reflecting on how to be successful in the future.</li> <li>• Listening to a boy's message for his future self.</li> </ul>	<ul style="list-style-type: none"> <li>• Future: <i>going to &amp; will</i>.</li> <li>• Interpreting a teenager's life plan.</li> <li>• Recording a message to your future self or making a life plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ways of turning dreams into goals.</li> <li>• Presenting dreams and life plan to one's classmates.</li> </ul>
<h1>8</h1> <b>Change</b> p. 94	<ul style="list-style-type: none"> <li>• Discussing change: how to prepare for them and what to expect.</li> <li>• Talking about changes people experience in life.</li> <li>• Testimonials about life-changing moments.</li> </ul>	<ul style="list-style-type: none"> <li>• Using media to fight for social change.</li> <li>• Analyzing and listening to the song "Revolution", by The Beatles.</li> <li>• Listening to part of an interview.</li> <li>• Expressing certainty and uncertainty about the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Connectors: <i>and, so, whether, &amp; though</i>.</li> <li>• Interpreting a text about a little brother's importance in his older brother's life.</li> <li>• Producing a written or photo essay about change.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing a message on a blank page about the importance of change to our lives.</li> </ul>

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