

# Scope and Sequence

## Welcome Unit

### Language Overview

**Vocabulary:** cleaning up, imagine, interview, investigate, learn, listening to, make, organizing, perform, sharing, take notes, working  
**Structures:** going to

<b>1</b>	<b>Growing Up</b>	<b>Culture–Friendship Network</b>	<b>The World Around Us–Personal Development</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> choir, gymnastics, homework, nature, neighborhood, programming <b>Structures:</b> object pronouns: <i>him, her, them</i> ; Present simple <b>Bridging:</b> friend, Science	<b>Vocabulary:</b> cook (verb), dive, program (verb), read, ski, waterski, write <b>Structures:</b> <i>When I was ...</i> , <i>I could / couldn't ...</i> <b>Bridging:</b> swim, surf, sail, walk, run
	<b>Learning Objectives</b>	Identify groups of friends. Ask about connections between friends.	Identify past abilities. Do a class survey about past abilities.
<b>2</b>	<b>Animals on the Move</b>	<b>Culture–Wildlife Rangers</b>	<b>The World Around Us–Migration Routes</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> build, catch, fix, look after, poacher, ranger, sanctuary, teach, track <b>Structures:</b> always, sometimes, never <b>Bridging:</b> animals, people, trees	<b>Vocabulary:</b> caribou, dragonfly, hawk, migrate, whale <b>Structures:</b> <i>Why do ...?</i> <i>Because ...</i> <b>Bridging:</b> migrate, reproduce; mammals, fish, insects
	<b>Learning Objectives</b>	Describe the work of a ranger. Use adverbs of frequency to talk about routines.	Describe animal migration. Explain why animals migrate.
<b>3</b>	<b>Murals</b>	<b>Culture–Street Art</b>	<b>The World Around Us–Modern and Ancient Murals</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> colorful, drainpipe, street sign, unusual, wall <b>Structures:</b> comparatives and superlatives: <i>The most ... / more ... than ...</i> ; Present continuous, Present simple <b>Bridging:</b> beautiful, smart, interesting, funny, trash can; actions	<b>Vocabulary:</b> grass, paintbrush, spray can, sticks, tag; anywhere, everywhere, somewhere, nowhere <b>Structures:</b> <i>There is / are ...</i> ; Past simple <b>Bridging:</b> made, used, painted; cave, rock, smooth, hand, finger
	<b>Learning Objectives</b>	Use adjectives of opinion. Identify the real and the painted elements of street art.	Describe a modern graffiti wall. Compare cave art and modern graffiti.
<b>4</b>	<b>What will the future be like?</b>	<b>Culture–Tomorrow’s World</b>	<b>The World Around Us–Imagining the Future</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> clean air, comfortable, electric, pedestrian, pollution, private transportation, public transportation, solution, traffic <b>Structures:</b> Future with <i>will</i> : <i>The streets will be ... They won't be ...</i> <b>Bridging:</b> playing; neighborhood, park, school, house, street, children, wildlife, plant	<b>Vocabulary:</b> synthetic <b>Structures:</b> <i>There will be ... / There won't be ...</i> <b>Bridging:</b> clothes, food, games, sports; travel, plane, meat, glasses, pants
	<b>Learning Objectives</b>	Make predictions about the city of the future. Plan and discuss ideas for the future.	Make predictions and give reasons. Predict what there will and won't be in the future.



## Learning Objectives

Decide on aims for the year. Organize how one works.

	Literacy–Superkid	Creativity–A Friendship Book	The Log
	<p><b>Vocabulary:</b> <i>discovered, everything, remember, said, sandglass, talent, young; It doesn't matter. I feel sorry for him.</i> <b>Structures:</b> <i>could / couldn't</i>; Past simple; comparative and superlative adjectives <b>Bridging:</b> <i>read, run, win</i>; dates, months, school subjects</p>	<p><b>Vocabulary:</b> <i>choir, cook (verb), dive, gymnastics, homework, nature, neighborhood, program (verb), programming, read, ski, write, waterski</i> <b>Structures:</b> <i>Wh</i>–questions; Present simple; <i>good at, could</i> <b>Bridging:</b> abilities, school subjects, dates</p>	<p><b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit</p>
	<p>Understand how and why a character changes. <b>Sounds:</b> five sounds made by the letter <i>o</i>. <b>Value:</b> being a good winner and loser.</p>	<p>Analyze a biographical text. Write a biographical text for a friendship book.</p>	<p>Analyze the use of subject and object pronouns.</p>
	Literacy–Zelda's Herd	Creativity–A Migration Story	The Log
	<p><b>Vocabulary:</b> <i>beehive, disobey, herd, honey, message, mud, poacher, watering hole</i> <b>Structures:</b> Present simple, Past simple <b>Bridging:</b> <i>play, elephant, crocodile, zebra, gazelle, rhino, river, forest, dangerous, daughter, shower, trunk, grass</i></p>	<p><b>Vocabulary:</b> <i>attack, incident, poacher, watering hole</i> <b>Structures:</b> Past simple, interrogative forms: <i>how far, how many, when, where</i> <b>Bridging:</b> <i>camp, zebra, forest, mountain, rocks, crocodile, map</i></p>	<p><b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit</p>
	<p>Read from a different point of view (POV). <b>Sounds:</b> <i>gh</i> combinations. <b>Value:</b> empathy.</p>	<p>Associate events with places. Write a migration story.</p>	<p>Code for frequency and position of frequency adverbs.</p>
	Literacy–The Mystery Artist	Creativity–A School Graffiti Wall	The Log
	<p><b>Vocabulary:</b> <i>beautiful, clue, interesting, mystery, secret</i> <b>Structures:</b> Past simple; <i>It makes (the wall) more (beautiful).</i> <b>Bridging:</b> adjectives, nature words</p>	<p><b>Vocabulary:</b> <i>window</i> <b>Structures:</b> superlative adjectives; <i>It has ...</i> <b>Bridging:</b> places in a school, animals, actions, nature words; <i>handprint</i></p>	<p><b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit</p>
	<p>Notice clues. <b>Sounds:</b> syllable count and word stress. <b>Value:</b> paying attention to the elderly.</p>	<p>Describe a wall. Make a model of and write about a graffiti wall.</p>	<p>Put sentences together using <i>and, but, or</i>.</p>
	Literacy–Tomorrow Will Be a Big Day	Creativity–A School for the Future	The Log
	<p><b>Vocabulary:</b> <i>green spaces, traffic</i> <b>Structures:</b> <i>Will it ...? Will there be ...?</i> <b>Bridging:</b> <i>sleep, fly, laugh; Canada, Mom, Dad, neighborhood, neighbors, school, teacher, city, kind, friendly, angry, case, bed, tummy, back, house, garden, apartment</i></p>	<p><b>Vocabulary:</b> <i>central hub, community center, zone</i> <b>Structures:</b> <i>Where will ...? Why will ...? What will ...?</i> <b>Bridging:</b> <i>sports, games, library, theater, neighborhood, outdoor, good food, swimming</i></p>	<p><b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit</p>
	<p>Make suppositions about the future. <b>Sounds:</b> double consonants. <b>Value:</b> making newcomers welcome.</p>	<p>Propose ideas and give reasons. Plan and write a proposal.</p>	<p>Code to contrast future and present tenses.</p>

<b>5</b>	<b>Healthy Lifestyle</b>	<b>Culture–My Lifestyle</b>	<b>The World Around Us–Health Recommendations</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>early, fresh air, hungry, late, screen time, shower, take exercise, teeth, tired</i> <b>Structures:</b> first conditional; <i>When do you ...?</i> <b>Bridging:</b> <i>wash, sleep, have breakfast, get up, go to bed; screen, energy; after-school activities</i>	<b>Vocabulary:</b> <i>brush, listen to, loud</i> <b>Structures:</b> <i>You should / shouldn't ...</i> <b>Bridging:</b> <i>look at, sit, sleep, wash; hands, meal, screen; food, activities</i>
	<b>Learning Objectives</b>	Compare lifestyles. Analyze the health consequences of different lifestyles.	Give health recommendations. Explain the consequences of bad habits.
<b>6</b>	<b>Ancient Civilizations</b>	<b>Culture–Ancient Egypt</b>	<b>The World Around Us–On a Dig</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>artisan, pyramid, scribe, slave, temple; build/built, cut/cut, draw/drew, read/read, wear/wore, write/wrote</i> <b>Structures:</b> Past simple of irregular verbs <b>Bridging:</b> <i>worked, made, could, ate, had, listened to, grew, play; fruit, vegetables, skirt, silver, gold</i>	<b>Vocabulary:</b> <i>archeologist, dig</i> <b>Structures:</b> Past continuous <b>Bridging:</b> <i>cleaning, taking pictures, drawing, digging, eating, measuring, speaking, writing, walking, playing, recycling, washing, analyzing; map, soil, river, garden, tree, hole</i>
	<b>Learning Objectives</b>	Learn about an ancient civilization. Ask and answer questions about an ancient civilization.	Describe actions using the Past continuous. Describe what happened when ...
<b>7</b>	<b>Ball Sports</b>	<b>Culture–Sports Fans</b>	<b>The World Around Us–Rules</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>autograph, baseball, basketball, captain, club, cup, final, goalie, got, season, selfie, stadium, team, tennis, won</i> <b>Structures:</b> Past simple <b>Bridging:</b> <i>sports; bought, went, shirt, game, ticket</i>	<b>Vocabulary:</b> <i>basketball, baseball, bounce, catch, goal, head, hit, kick, tennis, throw, won</i> <b>Structures:</b> <i>You can / can't ... (for rules);</i> Past simple, conjunctions, relative clauses <b>Bridging:</b> <i>soccer; actions: run, walk, jump</i>
	<b>Learning Objectives</b>	Follow the actions of a sports fan. Find out about favorite sports teams.	Compare the rules of different sports. Write a class quiz about sports.
<b>8</b>	<b>Making Music</b>	<b>Culture–Types of Music</b>	<b>The World Around Us–Musical Instruments</b>
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>concert, dress like, flamenco, hairstyle, hip-hop, rock, salsa, tango, techno</i> <b>Structures:</b> <i>Do you like ...? Would you like to ...?</i> <b>Bridging:</b> <i>meet, listen to, see; group, singer, sunglasses, dancing</i>	<b>Vocabulary:</b> <i>drums, guitar, key, mouthpiece, pedal, string, trumpet</i> <b>Structures:</b> <i>It's made of ... They are made of ...</i> <b>Bridging:</b> <i>play, sitting down, standing up; piano, violin, metal, wood, hands, feet, mouth, Spain, Italy, Egypt, China</i>
	<b>Learning Objectives</b>	Discuss different types of music. Ask and answer about preferences.	Identify and describe musical instruments.
<b>Christmas Festival</b>			
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>card, Christmas Day, Christmas Eve, decorate, gift, hang, leaves, lights, star, stocking, tree, window, wrap</i>	
	<b>Learning Objectives</b>	Discuss plans for Christmas Eve and Christmas Day. Make a Christmas card.	

	<b>Literacy—The End of Smallpox</b>	<b>Creativity—A Radio Advertisement</b>	<b>The Log</b>
	<b>Vocabulary:</b> <i>disease, poor, program, rich, scratch, smallpox, spot, symptom, vaccination, vaccine</i> <b>Structures:</b> Past simple; first conditional <b>Bridging:</b> <i>give, get; countries</i>	<b>Vocabulary:</b> <i>diet, exercise, healthy, jingle, loud music</i> <b>Structures:</b> first conditional, frequency adverbs; <i>should</i> <b>Bridging:</b> <i>look after, eat; chocolate, fruit, veggies, angry; actions, adjectives</i>	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Notice different types of information. <b>Sounds:</b> letters making the <i>ch</i> sound. <b>Value:</b> the importance of public health.	Write a jingle for a radio advertisement about health. Write and record a radio advertisement.	Analyze the use and meaning of modals: <i>can</i> and <i>should</i> .
	<b>Literacy—The Rosetta Stone</b>	<b>Creativity—A Diary</b>	<b>The Log</b>
	<b>Vocabulary:</b> <i>archeological, cartouche, Egypt, hieroglyph, Pharaoh, temple</i> <b>Structures:</b> Past simple, Past continuous <b>Bridging:</b> <i>read, decipher, noticed, museum, digging, hole, script, language, sounds</i>	<b>Vocabulary:</b> <i>building, crying, cut, driving, fell, stopped, walking, went, working</i> <b>Structures:</b> Past simple, Past continuous <b>Bridging:</b> action verbs: <i>walking, working, wearing, building, cutting, driving; times</i>	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Track an object over time. <b>Sounds:</b> words with <i>ei</i> or <i>ie</i> . <b>Value:</b> valuing objects from the past.	Analyze information in a diary. Write and illustrate a diary.	Use code to distinguish between the Past simple and the Past continuous.
	<b>Literacy—Naismith’s Ballgame</b>	<b>Creativity—A New Ballgame</b>	<b>The Log</b>
	<b>Vocabulary:</b> <i>athletics, balcony, basket, college, fight, follow, foul, good form, penalty, point, published, rules, tie(d), touch</i> <b>Structures:</b> Past simple, Past continuous, first conditional, <i>can / can’t</i> (rules), relative clauses, superlatives, <i>to</i> ( <i>throw the ball into the basket</i> ) <b>Bridging:</b> action verbs; <i>gym, janitor, most popular</i>	<b>Vocabulary:</b> actions, equipment: <i>basket, cap, flippers, glove, net, score; attacker, defender, keeper</i> <b>Structures:</b> Present simple, actions, relative clauses; <i>to + (score a goal), for + ...ing</i> <b>Bridging:</b> <i>pool, ball; sports, places</i>	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Understand how and why basketball was invented. <b>Sounds:</b> words with <i>a</i> . <b>Value:</b> the importance of following rules in sports.	Work out the rules for an invented game. Invent a new game and write the rules.	Use relative clauses for definitions.
	<b>Literacy—The Band</b>	<b>Creativity—The End-of-year Chant</b>	<b>The Log</b>
	<b>Vocabulary:</b> <i>band, drummer, exactly, guitarist, pianist</i> <b>Structures:</b> past tense; Future with <i>will</i> <b>Bridging:</b> <i>sing, organize, notice, listening to, rehearse, musician, best, mad (angry), workshop, voice, shocked, concert</i>	<b>Vocabulary:</b> school subjects, abilities, ages <b>Structures:</b> <i>I couldn’t ... I can ... I will ...</i> <b>Bridging:</b> abilities: <i>read, write, count, spell;</i> school subjects: <i>Math, History, Gym, Science, Physics, Art</i>	<b>Vocabulary:</b> from the unit <b>Structures:</b> from the unit
	Notice change in characters. <b>Sounds:</b> two sounds of the letter <i>x</i> . <b>Value:</b> respecting other people’s opinions.	Identify rhythm and rhyme. Write and perform an end-of-year chant.	Code affirmative and negative sentences.
<b>Independence Day Festival</b>			
	<b>Language Overview</b>	<b>Vocabulary:</b> <i>country, flag, homeland, land, mountain, people, sand, vacation; Colombia, Ecuador, Mexico, Peru</i>	
	<b>Learning Objectives</b>	Celebrate Independence Day. Make a flag display of famous people.	