

# Explore Our World Level 5 Scope and Sequence

## Units 1-8

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
1 Wonders of the Sea	the ocean sea animals ocean pollution	<ul style="list-style-type: none"> <li>identify sea life</li> <li>describe characteristics of sea life</li> <li>talk about protecting the oceans</li> </ul>	disappear a dolphin a layer an octopus	a resource a sea turtle a shark a squid a whale	Express obligation/necessity with <i>must</i> and <i>have to</i> and prohibition with <i>can't</i> and <i>don't</i> <i>We have to keep the oceans clean.</i> <i>We must protect the oceans.</i> <i>You can't throw trash into the ocean.</i> <i>Don't leave food on the beach.</i>	biodegradable garbage oil spill plastic pollution	Make predictions with <i>will</i> and <i>won't</i> <i>What will happen in the future?</i> <i>Sea animals and plants will disappear.</i> <i>We won't have clean air to breathe.</i>	Song: "Protect the Seas" The Sounds of English: /ɑ:r/ as in <u>sh</u> ark Colorful Corals	<b>Mission:</b> Protect the oceans. <b>Explorer:</b> Sylvia Earle, Oceanographer, Explorer-in-Residence <b>Quote:</b> "With every drop of water you drink, every breath you take, you're connected to the ocean. No matter where on Earth you live. Taking care of the ocean means taking care of us."
2 Good Idea!	inventions	<ul style="list-style-type: none"> <li>talk about inventions</li> <li>talk about habits in the past</li> <li>describe how to use an invention</li> </ul>	fail an idea imagination invent	an invention a problem a solution succeed try useful a wheel	Describe habits in the past with <i>used to</i> + verb <i>People used to erase writing with bread.</i> <i>We didn't use to have erasers.</i> <i>Why did people use to read by candlelight?</i>	lift move put turn use	Generalize using <i>you</i> <i>You need to have imagination to invent things.</i> <i>You should always try again if you fail.</i> <i>What do you do with this invention?</i> <i>Do you play with it?</i>	Song: "Inventions" The Sounds of English: /j/ as in <u>y</u> es Creative Kids	<b>Mission:</b> Use your imagination to solve problems. <b>Explorer:</b> Aydogan Ozcan, Electrical Engineer, Explorer <b>Quote:</b> "In science it's always a long train of ideas. Many succeed, but in between you often fail ... science is entirely based on curiosity."
3 That's Really Interesting!	hobbies	<ul style="list-style-type: none"> <li>talk about hobbies and interests</li> <li>give information about people</li> <li>describe and explain a hobby</li> </ul>	alone an avatar collect compete a controller	enjoy a score a screen take photos together	Defining relative clauses with <i>who</i> <i>The person who has the highest score wins the game.</i> <i>My friend who collects DVDs knows a lot about movies.</i>	a bug a comic book a dinosaur a fossil a stuffed animal	Direct and indirect objects <i>My dad gave this fossil to me = My dad gave me this fossil.</i>	Song: "What's Your Hobby?" The Sounds of English: /ɔɪ/ as in <u>bo</u> y Hide and Seek	<b>Mission:</b> Enjoy a hobby. <b>Explorer:</b> Jørn Hurum, Paleontologist, Emerging Explorer <b>Quote:</b> "As a child, I felt very alone with my interest in fossils. Finally, at age 13, I discovered there was a museum in Norway that actually employed people to study fossils."
4 The Science of Fun	the scientific principles behind some sports and hobbies	<ul style="list-style-type: none"> <li>identify actions which use force</li> <li>understand and make definitions</li> <li>read a text and retell the information</li> </ul>	backward balance fall over a force forward	happen pull push a skater spin	Cause and effect with double comparatives: <i>The more... the more...</i> <i>The more she pushes, the higher he goes.</i> <i>The higher he goes, the more he feels sick.</i>	away from direction gravity lean toward	Defining relative clauses with <i>which</i> <i>The force which pulls you toward the center of the earth is called gravity.</i> <i>Skates are special shoes which you wear when you go ice skating.</i>	Song: "I'm on the Move!" The Sounds of English: /ɒ/ as in <u>pu</u> sh Up, Down, and All Around!	<b>Mission:</b> Think creatively and critically. <b>Explorer:</b> Stephon Alexander, Theoretical Physicist, Emerging Explorer <b>Quote:</b> "When something unexpected or unusual happens, I am always curious to find out why."
Let's Talk Units 1-4	<b>Wow, that's cool!</b> Goals: <ul style="list-style-type: none"> <li>ask questions</li> <li>show I'm interested</li> <li>keep the conversation going</li> </ul>					<b>What does that mean?</b> Goals: <ul style="list-style-type: none"> <li>interrupt someone (formally and informally)</li> <li>ask the meaning and ask how to spell or say something</li> <li>explain a meaning and give a spelling</li> <li>say that I don't know</li> </ul>			

Unit	Theme	Goals	Vocabulary 1	Grammar 1	Vocabulary 2	Grammar 2	Song - The Sounds of English	Reading	Mission / Explorer
5 Extreme Weather	<ul style="list-style-type: none"> <li>weather</li> <li>preparedness for weather emergencies</li> </ul>	<ul style="list-style-type: none"> <li>talk about types of extreme weather</li> <li>describe the damage storms can cause</li> <li>identify ways to prepare for extreme weather</li> </ul>	a blizzard a drought evacuate a flood a hurricane lightning	a sandstorm speed a storm a tornado thunder	Future predictions with <i>going to</i> + verb <i>Is it going to rain tomorrow?</i> <i>No, it's going to snow tomorrow.</i>	an emergency a flashlight a plan (n.) a shelter supplies	Zero conditional (present tense) <i>If the weather is cold, I put on my winter coat.</i>	Tornado Trouble Song: "Bad Weather" The Sounds of English: /ð/ as in <i>weather</i>	<b>Mission:</b> Understand weather. <b>Explorer:</b> Tim Samaras Severe Storm Researcher <b>Quote:</b> "It all started when I was about six years old and saw that fantastic tornado in <i>The Wizard of Oz</i> ."
6 Copycat Animals	<ul style="list-style-type: none"> <li>animal adaptations</li> </ul>	<ul style="list-style-type: none"> <li>describe animal features</li> <li>describe how animals protect themselves</li> <li>talk about ways animals imitate others</li> </ul>	camouflage copy (v.) hunt an insect	poisonous a predator prey species a spot (n.) a stripe	Equative comparisons with <i>as</i> + adj + <i>as</i> <i>That insect is as green as a leaf.</i>	attack defend escape hide	Tag questions <i>Lightning is dangerous, isn't it?</i> <i>That frog wasn't poisonous, was it?</i>	The Copycat Dragon Song: "It's a Wild World" The Sounds of English: /z/ as in <i>crazy</i>	<b>Mission:</b> Protect biodiversity. <b>Explorer:</b> Krithi Karanth Conservation Biologist, Emerging Explorer <b>Quote:</b> "We need to increase people's interest and awareness about wildlife and conservation issues and reduce the general disconnect from nature."
7 Music in Our World	<ul style="list-style-type: none"> <li>music</li> <li>musical instruments</li> <li>musical styles</li> </ul>	<ul style="list-style-type: none"> <li>identify musical instruments</li> <li>talk about musical styles</li> <li>express preferences</li> </ul>	a band beat a concert a drum a flute a guitar a lead singer	a piano practice a saxophone a violin	Present perfect with <i>ever</i> and <i>never</i> <i>Have you ever played the piano?</i> <i>Yes, I have.</i> <i>Have you ever danced to this music?</i> <i>No, I haven't.</i>	classical hip-hop jazz pop rock	Comparisons with adverbs ( <i>more/less ... than; as ... as</i> ) <i>He sings more loudly than I do.</i> <i>She plays the violin better than he does.</i> <i>I play the guitar more often than my brother.</i>	Listen to This! Song: "Music Is Fun" The Sounds of English: /b/ as in <i>hot</i>	<b>Mission:</b> Change through music. <b>Explorer:</b> Jack Johnson National Geographic Arts Ambassador for the Environment <b>Quote:</b> "Music can change the world. It can inspire people to care, to do something positive, to make a difference."
8 Life Out There	<ul style="list-style-type: none"> <li>the universe</li> <li>space exploration</li> <li>possibility of life in space</li> </ul>	<ul style="list-style-type: none"> <li>discuss life in space</li> <li>discuss space exploration</li> <li>express an opinion</li> </ul>	a comet an extraterrestrial (n.) a galaxy a journey	orbit (noun and verb) a planet search (v.) a solar system space the universe	Speculation with <i>may</i> and <i>might</i> I <b>may</b> become an astronaut, but I'm not sure. We <b>will</b> learn more about planets next year in school. We <b>might</b> find life on another planet. It's possible!	an astronaut communicate (v.) a rocket a space station a spacecraft	Indefinite pronouns ( <i>everyone, someone, anyone, no one</i> ) <i>Did everyone see that comet?</i> <i>Does anyone want to be an astronaut?</i> <i>Someone will go to Mars one day.</i> <i>No one can see all the stars in the universe.</i>	Listening for Life Song: "Deep in Outer Space" The Sounds of English: /n/ as in <i>name</i>	<b>Mission:</b> Be curious. <b>Explorer:</b> Kevin Hand, Planetary Scientist/ Astrobiologist, Emerging Explorer <b>Quote:</b> "We finally have the tools and technology to answer this age-old question: Are we alone? Jupiter's moon Europa is a beautiful place to go and explore that question."
Let's Talk Units 5–8	<b>"It's my turn."</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>take turns</li> <li>give commands</li> <li>talk about who won a game</li> </ul>					<b>"Who's going to take notes?"</b> <b>Goals:</b> <ul style="list-style-type: none"> <li>talk about a classroom task</li> <li>make a request</li> <li>offer to do something</li> </ul>			