

# Scope and Sequence

Unit	Objectives	Vocabulary	Numbers	Colors	Language	Global Challenges
Welcome Unit	<ul style="list-style-type: none"> <li>- Greeting and saying goodbye</li> <li>- Giving personal information</li> <li>- Asking for permission</li> </ul>	<ul style="list-style-type: none"> <li>- <i>hello, goodbye</i></li> </ul>	1-10	red, blue, yellow, green, pink, brown, white, purple	<p><i>What's your name? Anna</i>  <i>May I go to the bathroom?</i>  <i>Stand up./Sit down.</i>  <i>Wash your hands.</i></p>	
1 People at School	<ul style="list-style-type: none"> <li>- Identifying people who work in a school</li> </ul>	<ul style="list-style-type: none"> <li>- <i>classroom, (bus) driver, janitor, nurse, nurse's office, playground, principal, principal's office, school, teacher</i></li> </ul>	1-5	red, blue, yellow, green, pink, brown, white, purple	<p><i>This is the teacher.</i>  <i>This is Anna.</i>  <i>This is the nurse's office.</i>  <i>How many (teachers) are there?</i>  <i>There are 2 (teachers).</i></p>	<ul style="list-style-type: none"> <li>• Quality education</li> <li>• Reduced inequalities</li> </ul>
2 Clothes for All	<ul style="list-style-type: none"> <li>- Identifying and describing clothes</li> </ul>	<ul style="list-style-type: none"> <li>- <i>dress, gloves, sandals, shoes, short, slippers, sneakers, socks, T-shirt, pants</i></li> </ul>	1-10	red, blue, yellow, green, pink, brown, white, purple	<p><i>These are (red) (shorts).</i>  <i>It's a (blue) (sock).</i></p>	<ul style="list-style-type: none"> <li>• Good health and well-being</li> <li>• Clean water and sanitation</li> </ul>
3 Where I Live	<ul style="list-style-type: none"> <li>- Identifying places in a city</li> <li>- Identifying the location of buildings in relation to places</li> </ul>	<ul style="list-style-type: none"> <li>- <i>building, hospital, house, park, restaurant, supermarket</i></li> <li>- <i>behind, between, in front of, next to</i></li> </ul>	1-12	gray	<p><i>This is the (hospital).</i>  <i>Where is the (restaurant/school)?</i>  <i>The (restaurant) is next to the (school).</i></p>	<ul style="list-style-type: none"> <li>• No poverty</li> <li>• Affordable and clean energy</li> </ul>
4 Wild Animals	<ul style="list-style-type: none"> <li>- Identifying and describing wild animals</li> </ul>	<ul style="list-style-type: none"> <li>- <i>land/sea</i></li> <li>- <i>dolphin, elephant, jaguar, orangutan, panda, seal, turtle, whale</i></li> <li>- <i>big/small</i></li> </ul>	1-14	orange	<p><i>This animal lives in the sea/on land.</i>  <i>These animals live in the sea/on land.</i>  <i>What is this? It is a (turtle).</i>  <i>It is (green/big).</i>  <i>What are these? They are...</i>  <i>How many (turtles)? (Three.)</i></p>	<ul style="list-style-type: none"> <li>• Life below water</li> <li>• Life on land</li> </ul>

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5 Helping at Home	<ul style="list-style-type: none"> <li>- Identifying rooms in the house</li> <li>- Relating rooms to actions</li> </ul>	<ul style="list-style-type: none"> <li>- <i>bathroom, bedroom, dining room, kitchen, living room</i></li> <li>- <i>cook, eat, shower, sleep, watch TV</i></li> </ul>	1-16	black	<p><i>This is the (kitchen).</i>  <i>We (cook) in the (kitchen).</i></p>	<ul style="list-style-type: none"> <li>• Zero hunger</li> <li>• Sustainable cities and communities</li> </ul>
6 Save the Earth	<ul style="list-style-type: none"> <li>- Associating environmental signs with helpful actions</li> <li>- Talk about what people can do to help the world/ environment</li> </ul>	<ul style="list-style-type: none"> <li>- <i>help, pick up (trash), clean, save (water/ energy/food), plant (a tree), reuse, share, study, be careful, have fun</i></li> </ul>	1-18	red, blue, yellow, green, pink, brown, white, purple, gray, orange, black	<p><i>I can (help).</i>  <i>Let's (plant a tree).</i></p>	<ul style="list-style-type: none"> <li>• Responsible consumption and production</li> <li>• Peace, justice, and strong institutions</li> </ul>
7 How's the weather?	<ul style="list-style-type: none"> <li>- Describing the weather</li> <li>- Relating clothes to weather</li> </ul>	<ul style="list-style-type: none"> <li>- <i>cloudy, rainy, snowy, sunny, windy</i></li> <li>- <i>boots, raincoat, scarf, sweater</i></li> </ul> <p>[Review: clothes vocabulary from U2]</p>	1-20	red, blue, yellow, green, pink, brown, white, purple, gray, orange, black	<p><i>What's the weather like today?</i>  <i>It is (rainy). Put on your (raincoat).</i></p>	<ul style="list-style-type: none"> <li>• Gender equality</li> <li>• Decent work and economic growth</li> </ul>
8 Where to go?	<ul style="list-style-type: none"> <li>- Identifying and describing places</li> <li>- Relating activities to places</li> </ul>	<ul style="list-style-type: none"> <li>- <i>beach, city, countryside, forest, mountain</i></li> <li>- <i>camping, swimming, hiking, driving, taking photos</i></li> </ul> <p>[Review: weather vocabulary from U7]</p>	1-20	red, blue, yellow, green, pink, brown, white, purple, gray, orange, black	<p><i>Where do you go on vacation?</i>  <i>I go to the mountains.</i>  <i>What do you do in the (mountains)?</i>  <i>I go (hiking) in the (mountains).</i></p>	<ul style="list-style-type: none"> <li>• Industry, innovation, and infrastructure</li> <li>• Climate action</li> </ul>