



SUBJECT: Grade 7 EAL

GRADE LEVEL: Grade 7

TEACHER: Mr. Lewis and Mr. Henry

SCHOOL YEAR: 2023-24

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COURSE DESCRIPTION:

The aim of this course is to prepare students for using English to communicate, to achieve academically in all content areas, and to help them become strong readers, writers, communicators, and thinkers. The course is designed to be a small group course, helping students who are delayed readers and students needing to build academic English skills, get as close to at-grade-level reading as possible.

The **Reading Program** is comprised of two main areas. The first is silent sustained reading. Students will be given the opportunity to check out a book of their choice from the library. Students will share what they have read with the class after the completion date. The second is comprised of two short novels which students read in class and at home. A variety of activities and quizzes are used to assess students' comprehension of the novels.

COURSE OBJECTIVES:

1. Provide necessary support for students to be successful in mainstream classes.
2. Facilitate the acquisition of literacy skills necessary to function well in all academic subjects.
3. Foster student engagement in reading to build habits and skills
4. Provide practice in the use of correct sentence structures both in oral and written contexts.
5. Encourage risk-taking and self-directed learning within a safe and supportive environment.

PRIMARY TEXTBOOK & OTHER RESOURCES:

- Bottcher, Elizabeth. (2017). *Longman Academic Reading Series: Reading Skills for College*. Hoboken, NJ: Pearson.
- Butler, Linda. (2020). *Longman Academic Writing Series: Third Edition Paragraphs*. Hoboken, NJ: Pearson

Supplementary Reading

Dominoes Level 1: *White Fang*

Dominoes Level 1: *The Three Musketeers*

Various books and novels borrowed from the library or brought from home

ASSESSMENT:

The quarterly grade will be awarded for all student work based on the following criteria:

- Homework, classwork, projects, and other assignments - 30% of quarterly grade
- Quizzes and tests - 30% of quarterly grade
- Quarterly Exams - 30% of quarterly grade
- Student conduct makes up 10% of the overall grade

ADDITIONAL INFORMATION:

Teaching Strategies

The primary teaching strategies will focus on student-centered activities, either as individuals, pairs, or as a group. The students will have a chance to use and engage with the material through a variety of experiences involving reading, speaking, writing and listening. Students will also learn through the process of self-discovery, giving them opportunities to create their own learning, and gain confidence in themselves as English language users.

The teacher creates an environment where each student feels comfortable to make mistakes and learn from them, reinforces the learning process, and provides extra learning opportunities for all students. Positive reinforcement applied in the classroom is an essential aspect of managing language learner classrooms, and has related implications for encouraging progress. A small group class provides the ideal environment for students to take advantage of all of these.

Classroom Expectations

1. Be on time to class.
2. Do not enter the classroom unless a teacher is inside.
3. Wear your uniform neatly.
4. Use English at all times.
5. Come prepared with books, assignments, and supplies.
6. No gum, food or drink (a sealable water bottle is okay) is allowed.
7. Be respectful of others (especially when speaking), and of school property.
8. Ask permission before leaving the class.
9. Wait for the teacher to signal dismissal before you leave class.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment

1st QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th <u>Only 2 School Days</u> <i>10 ~ First Day / Orientation Day</i>	Reading- Chapter 1 Health Sciences: The Therapeutic Effects of Animals Writing- Chapter 1: Introducing Yourself
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	Reading- Chapter 1 Health Sciences: The Therapeutic Effects of Animals Reading 1: In the Presence of Animals (p. 3-6) Grammar: Parts of Speech Writing- Chapter 1: Introducing Yourself (p.1-21) Introduction: Looking at the Models Looking at Vocabulary: Words for Names Organization: From Words to Sentences to Paragraphs Presentation of YSC theme, rules, and rubrics to all MS classes - Language Teachers
Week 3 Aug 21st to 25th	Reading- Chapter 1 Health Sciences: The Therapeutic Effects of Animals Reading 2: Canine Companions May Help Kids Learn to Read (p. 7-14) Writing- Chapter 1: Introducing Yourself (p.1-21) Sentence Structure and Mechanics: Sentence Structure, Statements and Questions, Sentence Mechanics Grammar : Verbs, The Simple Present of the Verb Be, Basic Sentence Patterns with the Verb Be Applying Vocabulary: Using Word Families for Names

	Writers work on their script
Week 4 Aug 28th to Sep 1st	<p>Reading- Chapter 1 Health Sciences: The Therapeutic Effects of Animals Quiz and Self-Assessment</p> <p>Writing- Chapter 1: Introducing Yourself (p.1-21) The Writing Process: The Steps in the Writing Process Writing Assignment: A Paragraph to Introduce Yourself</p> <p>Activity Proposal Finalized - YSC Committee</p>
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	<p>Reading- Chapter 2 Psychology: Dealing with Change Reading 1: Young Football Players Injured, but Not Forgotten (p. 17-20)</p> <p>Writing- Chapter 1: Introducing Yourself (p.1-21) Self-Assessment Expansion: Your Journal</p> <p>Writers work on their script</p>
Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i>	<p>Reading- Chapter 2 Psychology: Dealing with Change Reading 2: Who Moved My Cheese? (p. 21-31) Chapter 2 Psychology: Dealing with Change Quiz and Self-Assessment</p> <p>Writing- Chapter 2: Everyday Routines (p. 22-43) Introduction: Looking at the Models Looking at Vocabulary: Word Partners Organization: Formatting the Page</p> <p>Request for judges if needed – YSC Committee</p>
Week 7 Sep 18th to 22nd	<p>Reading- Chapter 3 Linguistics: Little Known Languages Reading 1: An Unbreakable Code (p. 34-40)</p> <p>Writing- Chapter 2: Everyday Routines (p. 22-43) Grammar and Sentence Structure: Nouns, Subject Pronouns, The Simple Present Applying Vocabulary: Using Word Partners The Writing Process: Peer Review</p> <p>Writers work on their script</p>

<p>Week 8 Sep 25th to 29th <u>No Classes</u> 25-28 ~Teacher's Conference 29 – Moon Festival Holiday</p>	<p><u>No Classes</u></p>
<p>Week 9 Oct 2nd to 6th <u>3 Days of Class</u> 5-6 ~Q1 Exams</p>	<p>Reading- Chapter 3 Linguistics: Little Known Languages Reading 2: Languages Die Out, Taking History Along (p. 41-49) Chapter 3 Linguistics: Little Known Languages Quiz and Self-Assessment</p> <p>Writing- Chapter 2: Everyday Routines (p. 22-43) Writing Assignment: A Paragraph about Your Morning Routine Self-Assessment Expansion: On Your Own: A Paragraph about Your Sleep Habits Your Journal</p> <p>Writers work on their Script. Scripts Due on October 3rd</p>

2nd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> 9-10 – Double 10 Holiday</p>	<p>Reading- Chapter 4: Animal Behavior: Elephants Reading 1: The Elephant Orphanage (p. 51-54)</p> <p>Writing- Chapter 3: Every Picture Tells a Story (p. 44-68) Introduction: Looking at the Models Looking at Vocabulary: Go + ing. Verbs Organization: Topic Sentences</p> <p>Announce Program Design Competition Submission date: Nov. 1st Google Form voting</p>
<p>Week 2 (11) Oct 16th to 20th</p>	<p>Reading- Chapter 4: Animal Behavior: Elephants Reading 2: Elephant Behavior (p. 55-62)</p> <p>Writing- Chapter 3: Every Picture Tells a Story (p. 44-68) Sentence Structure: Subjects of Sentences, Writing Complete Sentences Grammar: Negative Verbs, Adjectives Applying Vocabulary: Using Go + ing Verbs</p>
<p>Week 3 (12) Oct 23rd to 27th</p>	<p>Reading- Chapter 4: Animal Behavior: Elephants Quiz and Self Assessment</p>

	<p>Writing- Chapter 3: Every Picture Tells a Story (p. 44-68) Writing Assignment: A Paragraph about Someone in a Photo Self Assessment Expansion: On Your Own: A Paragraph about Someone You Know Well Your Journal</p>
<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p>	<p>Reading- Chapter 5: Social Psychology: Teaching Tolerance Reading 1: A Class Divided – Jane Elliott's Famous Lesson (p. 64-68)</p> <p>Writing- Chapter 4: A Good Day (p. 69-87) Introduction: Looking at the Models Looking at Vocabulary: Phrasal Verbs Organization: Time Order</p> <p>YSC Program Design Submission: Nov. 1st</p>
<p>Week 5 (14) Nov 6th to 10th</p>	<p>Reading- Chapter 5: Social Psychology: Teaching Tolerance Reading 2: Fourteen Years Later (p. 69-76)</p> <p>Writing- Chapter 4: A Good Day (p. 69-87) Sentence Structure and Grammar: Simple Sentence Patterns (Part 1), Adverbs of Frequency, Using Prepositions to Show Time Mechanics: Using Capital Letters, Capital Letters for Titles Applying Vocabulary: Using Phrasal Verbs</p> <p>Round 1 videos to be uploaded on Nov. 6th</p>
<p>Week 6 (15) Nov 13th to 17th</p>	<p>Reading- Chapter 5: Social Psychology: Teaching Tolerance Quiz and Self Assessment</p> <p>Writing- Chapter 4: A Good Day (p. 69-87) Writing Assignment: A Paragraph about a Typical Day Self Assessment Expansion: On Your Own: A Paragraph about a Favorite Holiday Your Journal</p> <p>Round 1 winners to be announced on Nov. 13th</p>
<p>Week 7 (16) Nov 20th to 24th</p>	<p>Reading- Chapter 6: Public Art: Experiencing Familiar Places in a New Way Reading 1: What is Public Art? (p. 78-83)</p> <p>Writing- Chapter 5: Your Hometown (p. 88-106) Introduction: Looking at the Models Looking at Vocabulary: Words for Directions Organization: Supporting Sentences (Part 1)</p> <p>Friday November 24th – YSC Competition Day (After lunch)</p>

<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p>Reading- Chapter 6: Public Art: Experiencing Familiar Places in a New Way Reading 2: Christo and Jeanne-Claude (p. 84-90)</p> <p>Writing- Chapter 5: Your Hometown (p. 88-106) Grammar: A, An, and The, There Is and There Are, Using Prepositions to Describe Location Sentence Structure: Preposition Phrases in Sentences Applying Vocabulary: Using Words for Directions</p>
<p>Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations</p>	<p>Reading- Chapter 6: Public Art: Experiencing Familiar Places in a New Way Quiz</p> <p>Writing- Chapter 5: Your Hometown (p. 88-106) Writing Assignment: A Paragraph Describing Your Hometown Self Assessment Your Journal</p>
<p>Week 10 (19) Dec 11th to 15th 3 Days of Class 14-15 ~ Q2 Exams</p>	<p>Reading- Chapter 6: Public Art: Experiencing Familiar Places in a New Way Self Assessment</p> <p>Writing- Chapter 5: Your Hometown (p. 88-106) Expansion: On Your Own: A Paragraph about a Favorite Place</p>
<p>Dec 18th to Jan 1st</p>	<p>Christmas Holiday</p>

3rd QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (20) Jan 3rd to 5th 3 Days of Class 4 ~ New Year Mass</p>	<p>Reading- Chapter 7: Sociology: The Bystander Effect Reading 1: Why and How Do We Help? (p. 92-97)</p> <p>Writing- Chapter 6: On the Job (p. 107-128) Introduction: Looking at the Models Looking at Vocabulary: Words for Jobs Organization: Supporting Sentences (Part 2), Paragraph Unity</p>
<p>Week 2 (21) Jan 8th to 12th</p>	<p>Reading- Chapter 7: Sociology: The Bystander Effect Reading 2: Case Studies (p. 91-105)</p> <p>Writing- Chapter 6: On the Job (p. 107-128) Grammar: The Present Progressive, Present Progressive vs. Simple Present Sentence Structure: Simple Sentence Patterns (Part 2) Applying Vocabulary: Using Words for Jobs</p>

Week 3 (22) Jan 15th to 19th	Reading- Chapter 7: Sociology: The Bystander Effect Quiz and Self Assessment Writing- Chapter 6: On the Job (p. 107-128) Writing Assignment: A Paragraph about Someone at Work Self Assessment Expansion: Timed Writing: A Paragraph about Someone with a Good Job Your Journal
Week 4 (23) Jan 22nd to 26th	Reading- Chapter 8: Government: Interpreting the Law Reading 1: Our Supreme Court – An Introduction (p. 108-111) Writing- Chapter 7: Remembering an Important Event (p. 129-151) Introduction: Looking at the Models Looking at Vocabulary: Adjectives + Prepositions Organization: Organizing Your Ideas
Week 5 (24) Jan 29th to Feb 2nd	Reading- Chapter 8: Government: Interpreting the Law Reading 2: Supreme Court Justice Sonia Sotomayor (p. 112-119) Writing- Chapter 7: Remembering an Important Event (p. 129-151) Sentence Structure and Mechanics: Simple vs. Compound Sentences Grammar: The Simple Past Applying Vocabulary: Using Adjectives + Prepositions
Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8-9 ~ CNY</i>	Reading- Chapter 8: Government: Interpreting the Law Quiz and Self Assessment Writing- Chapter 7: Remembering an Important Event (p. 129-151) Writing Assignment: A Paragraph about Memorable Event Self Assessment Expansion: Timed Writing: A Paragraph about a Weekend Your Journal
Feb 8th to 16th	CNY Holiday
Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i>	Reading- Chapter 9: Economics: Bartering in the 21 st Century Reading 1: Swap Tree – Simple, Easy Online Trading (p. 121-125) Writing-

	<p>Chapter 8: Memories of a Trip (p. 152-171) Introduction: Looking at the Models Looking at Vocabulary: Word Families Organization: Concluding Sentences</p>
<p>Week 8 (27) Feb 26th to March 1st <u>4 Days of Class</u> <i>28 ~ 228 Memorial Day Holiday</i></p>	<p>Reading- Chapter 9: Economics: Bartering in the 21st Century Reading 2: Heidemarie Schwermer (p. 126-132)</p> <p>Writing- Chapter 8: Memories of a Trip (p. 152-171) Grammar: Past Time Expressions Sentence Structure: Sentences with Past Time Clauses, Sentence Fragments Applying Vocabulary: Using Word Families</p>
<p>Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 ~ Q3 Exams</i></p>	<p>Reading- Chapter 9: Economics: Bartering in the 21st Century Quiz and Self Assessment</p> <p>Writing- Chapter 8: Memories of a Trip (p. 152-171) Writing Assignment: A Paragraph about Your Memories of a Trip Self Assessment Expansion: Timed Writing: A Paragraph about a Childhood Experience Your Journal</p>

4th QUARTER – TENTATIVE COURSE CONTENT

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p>Week 1 (29) March 11th to 15th <u>4 Days of Class</u> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i></p>	<p>Reading- Chapter 10 Neurology: The Brain Reading 1: Why Can't You Tickle Yourself? (p. 134-138)</p> <p>Writing- Chapter 9: Looking Ahead (p. 172-192) Introduction: Looking at the Models Looking at Vocabulary: Adverbs of Probability Organization: Listing Order</p>
<p>Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i></p>	<p>Reading- Chapter 10 Neurology: The Brain Reading 2: Laughter and the Brain (p. 139-146)</p> <p>Writing- Chapter 9: Looking Ahead (p. 172-192) Grammar: Expressing Future Time with <i>Be Going To</i>, Expressing Future Time with <i>Will</i>, Future Time Expressions Sentence Structure: Sentences with Future Time Clauses, Run-On Sentences</p>

	Applying Vocabulary: Using Adverbs of Probability
March 25th to Apr 5th	Easter Holiday
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	Reading- Chapter 10 Neurology: The Brain Quiz and Self Assessment Writing- Chapter 9: Looking Ahead (p. 172-192) Grammar: Expressing Future Time with <i>Be Going To</i>, Expressing Future Time with <i>Will</i>, Future Time Expressions Sentence Structure: Sentences with Future Time Clauses, Run-On Sentences Applying Vocabulary: Using Adverbs of Probability
Week 4 (33) Apr 15th to 19th	Writing- Chapter 9: Looking Ahead (p. 172-192) Writing Assignment: A Paragraph about Your Future Plans Self Assessment Expansion: Timed Writing: A Paragraph about a Future Event Your Journal
Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i>	Writing- Chapter 9: Looking Ahead (p. 172-192) Writing Assignment: A Paragraph about Your Future Plans Self Assessment Expansion: Timed Writing: A Paragraph about a Future Event Your Journal
Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	Writing- Writing Prompts: Appendix A (p. 193) Grammar: Review of Grammar Structures; Appendix C (p. 196-212)
Week 7 (36) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	Grammar: Review of Grammar Structures; Appendix C (p. 196-212) Final Exam Review
Week 8 (37) May 13th to 17th 2 Days of Class <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	Final Exam Review Q4 Final Exams
Week 9 (38) May 20th to 24th ACTIVITIES: <i>Double check the school calendar and emails from the administration.</i>	----- <i>20-24 ~ Student Clearance Days</i> <i>21 ~ Baccalaureate Mass for Graduating classes</i> <i>22 & 23 ~ Middle & High School Sports Day</i> <i>23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion</i> <i>24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</i> <i>24 ~ Lower School Sports Day</i>
Week 10 (39) May 27th to 31st ACTIVITIES: <i>Double check the school calendar and emails from the administration.</i>	----- <i>27 ~ House Culminating Activity</i> <i>28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation</i> <i>29 ~ Class Party</i> <i>30 ~ Last Day of School & Report Card Distribution (half day)</i> <i>31 ~ Teachers/Staff Meeting</i>

