



## Gr.8 ENGLISH LANGUAGE ARTS (ELA) COURSE SYLLABUS

**GRADE LEVEL:** 8

**SCHOOL YEAR:** 2024-25

**TEACHER:** Elliott Wakeling

**MAIL:** ewakeling@dishs.tp.edu.tw

### COURSE DESCRIPTION:

The course will develop the students' knowledge, confidence, and communication skills in all areas of language: reading, writing, speaking, listening, grammar and vocabulary. The primary focus in language arts class will be on literature, different writing styles, demonstration of the rules of grammar, and the ability to express yourself orally.

Students can expect to read a variety of literary genres, and what the students read will model the different writing styles we will be working on in class. Writing assignments will include timed responses, essays, critiques, and creative pieces. Vocabulary, spelling, and grammar assignments will also be an essential part of this course. Because we are a community of learners, students will work periodically in group situations and present information to their peers in groups or individually.

Please understand that independent at-home reading and writing are a component of this course.

### AREA OF STUDY:

<b>Reading Literature (RL)</b>	Short Story, Drama, Historical Fiction, Memoir, Folklore, Poetry, Novel
<b>Reading Informational Text (RI)</b>	Autobiography, Biography, Essays, Scientific and historical articles, Speeches
<b>Writing (W)</b>	Writing Process, Narrative, Persuasion, Exposition, Conducting Research, Response to Literature, Poetry
<b>Language (L)</b>	<u>Vocabulary:</u> Critical Reading Vocabulary, Academic Vocabulary, Word Parts <u>Grammar:</u> 8 Parts of Speech, Usage, Capitalization and Punctuation
<b>Speaking and Listening (SL)</b>	Oral Reading, Presentations, Discussions, Skits/Acting

### COURSE STANDARDS:

The English department has adopted the Common Core State Standards (CCSS) in K-12 English Language Arts, which were released by the National Governors Association Center for Best Practices and the Council of Chief State School Officers in the United States.

The Common Core standards for English Language Arts are based on research and evidence that describe the competencies necessary for all students to become college and career-ready by the end of high school. The CCSS outline a vision of what it means to be a literate person in the 21st Century.

The CCSS are organized into five strands:

- Reading Literature (RL)
- Reading Informational Text (RI)
- Writing (W)
- Speaking and Listening (SL)
- Language (L)

### LIFELONG LEARNING STANDARDS:

- Knowledgeable person
- Critical thinker
- Effective communicator
- Self-directed learner
- Quality producer
- Contributing citizen

### **KEY CCSS OBJECTIVES:**

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
- By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **ASSESSMENT:**

Grades will be computed following the school-wide policy of Homework, Seatwork, and Projects (30%), Tests and Quizzes (30%), Quarter Exam (30%), and Department (10%). There will be opportunities for students to show their learning through a variety of individual and group assignments/activities. The following assessment tools will be used to evaluate performance:

- Various writing rubrics; Presentation/oral rubrics; Quizzes and Quarter Tests/Exams; Peer evaluation

### **TEXTS:**

G8 - HMH Into Literature & Writable  
Class Novels

### **REFERENCE / LINKS:**

School website: <http://www.dishs.tp.edu.tw>

Online Dictionaries: <http://dictionary.cambridge.org> <http://www.oxfordlearnersdictionaries.com/>

Publisher websites: <https://www.hmhco.com/ui/login/>

### **REQUIRED MATERIALS:**

- Writing materials + Pocket English dictionary
- 1 - Notebook (B4/A4 - Ensure it is unique and easy to identify in your locker.)

### **HOMEWORK RULES:**

- Google Classroom code will be shared with the students.
- All assignments must be turned in on the day they are due.
- 1 day late = Minus 10%
- 2 days late = Only 60%
- 3+ days late = Project-I & Only 60%
- **If a student has been absent**, it is his/her duty to find out what work is due and hand it in a day later.

### **CLASSROOM RULES:**

**All students are expected to follow school and classroom rules. Consequences will follow if rules are broken.**

**Below are the five golden rules:**

1. Come to class on time and be prepared.
2. Have a positive attitude and be willing to learn.
3. Respect yourself, others, and our school.
4. Always complete your work and try your best.
5. Actively participate, listen carefully, but don't speak out of turn.

### **DISCIPLINE:**

- Please refer to the student handbook.

**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**

# SUBJECT: Gr.8 ENGLISH LANGUAGE ARTS (ELA)

## 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
<b>Week 1</b> <b>Aug 12<sup>th</sup> to 16<sup>th</sup></b> <b>4 Days of Class</b> 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM	<b><u>Into Literature – Unit 1: Gadgets and Glitches</u></b> <ul style="list-style-type: none"> <li>Course Introduction / Unit 1 Opener (2)</li> <li><u>Analyze &amp; Apply</u>: <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 (2)</li> </ul> <b><u>HMH Writing/Grammar:</u></b> <ul style="list-style-type: none"> <li>Course Introduction (1)</li> <li><u>M1 – The Sentence</u> (1)</li> </ul>
<b>Week 2</b> <b>Aug 19<sup>th</sup> to 23<sup>rd</sup></b>	<b><u>Into Literature – Unit 1: Gadgets and Glitches</u></b> <ul style="list-style-type: none"> <li><u>Analyze &amp; Apply</u>: <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 (2)</li> <li>Growth Measure Reading Test - BOY (2)</li> </ul> <b><u>HMH Writing/Grammar:</u></b> <ul style="list-style-type: none"> <li><u>M1 – The Sentence</u> (1)</li> </ul> <b>Vocabulary (1) ~ Prefixes</b> <b>YSC:</b> Introduction + Assign Groups + Explain Online brainstorming (2) <b><u>Independent Study:</u></b> <ul style="list-style-type: none"> <li><b>YSC:</b> HW = Online <u>brainstorming</u></li> </ul>
<b>Week 3</b> <b>Aug 26<sup>st</sup> to 30<sup>th</sup></b> 26~Fire drill? 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration	<b><u>Into Literature – Unit 1: Gadgets and Glitches</u></b> <ul style="list-style-type: none"> <li><u>Assessment</u>: <i>Are Bionic Superhumans on the Horizon?</i> (1)</li> <li><u>Collaborate &amp; Compare</u>: <i>The Automation Paradox</i> p.36-49 (2)</li> </ul> <b><u>HMH Writing/Grammar:</u></b> <ul style="list-style-type: none"> <li><u>M1 – The Sentence</u>: Cont. (1)</li> <li><u>Write an Argument</u>: Introduction &amp; Prewriting (2)</li> </ul> <b>YSC:</b> Final brainstorming + Start Planning (2) <b><u>Independent Study:</u></b> <ul style="list-style-type: none"> <li><b>YSC:</b> HW = Online <u>planning</u></li> </ul>
<b>Week 4</b> <b>Sep 2<sup>nd</sup> to 6<sup>th</sup></b> 2~House Ceremony	<b><u>Into Literature – Unit 1: Gadgets and Glitches</u></b> <ul style="list-style-type: none"> <li><u>Collaborate &amp; Compare</u>: <i>The Automation Paradox</i> p.36-49 (2)</li> <li><u>Collaborate &amp; Compare</u>: <i>Heads Up, Humans</i> p.50-51 (2)</li> </ul> <b><u>HMH Writing/Grammar:</u></b> <ul style="list-style-type: none"> <li><u>Write an Argument</u>: Prewriting &amp; Drafting (2)</li> </ul> <b>YSC:</b> <b>1<sup>st</sup> Lesson = Everyone:</b> Finish the planning and get it approved. (1) <b>2<sup>nd</sup> Lesson = Writers:</b> Start writing scenes 1-3. <u>Others:</u> Read Novel (1) <b><u>Independent Study:</u></b> <ul style="list-style-type: none"> <li><b>YSC:</b> HW = <u>Writers</u> Will start writing the first draft (Scenes 1-3). <u>Other Students</u> will monitor the writer's progress and offer feedback.</li> </ul>
<b>Week 5</b> <b>Sep 9<sup>th</sup> to 13<sup>th</sup></b> 9~ Mass & Birthday Mother Mary& VIP Induction	<b><u>Into Literature – Unit 1: Gadgets and Glitches</u></b> <ul style="list-style-type: none"> <li><u>Collaborate &amp; Compare</u>: <i>Heads Up, Humans</i> p.50-51 (2)</li> <li><u>Assessment</u>: <i>The Automation Paradox + Heads Up, Humans</i> (1)</li> <li><u>Analyze &amp; Apply</u>: <i>The Brave Little Toaster</i> p.4-15 (3)</li> </ul> <b><u>HMH Writing/Grammar:</u></b> <ul style="list-style-type: none"> <li><u>M7 –Sentence Structure</u> (2)</li> </ul> <b><u>Independent Study:</u></b> <ul style="list-style-type: none"> <li><b>YSC:</b> HW = <u>Writers</u> Will start writing the first draft (Scenes 1-3). <u>Other Students</u> will monitor the writer's progress and offer feedback.</li> </ul>

<p><b>Week 6</b>  <b>Sep 16<sup>th</sup> to 20<sup>th</sup></b>  <u>1 Day of Class</u>  17~Moon Festival  18-20~ Teacher's Conference</p>	<p><u>Into Literature – Unit 1: Gadgets and Glitches</u></p> <ul style="list-style-type: none"> <li>● <u>Analyze &amp; Apply</u>: <i>The Brave Little Toaster</i> p.4-15 (2)</li> </ul> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> <li>● <b>YSC</b>: HW = <u>Writers</u> Will finish writing the first draft (Scenes 4-6). <u>Other Students</u> will monitor the writer's progress and offer feedback.</li> </ul>
<p><b>Week 7</b>  <b>Sep 23<sup>rd</sup> to 27<sup>th</sup></b>  24-26~Pre-Exam Days</p>	<p><u>Into Literature – Unit 1: Gadgets and Glitches</u></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: <i>The Brave Little Toaster</i> p.4-15 (1)</li> <li>● <u>Analyze &amp; Apply</u>: <i>Interflora</i> p.28-35 (3)</li> <li>● <u>Read a Play</u>: <i>The Hitchhiker</i> + Drama Elements p.439 (1)</li> </ul> <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> <li>● <u>Write an Argument</u>: Revise, Edit and Publish (2)</li> </ul> <p><b>Novel</b>: <u>Introduction</u>: Stargirl - Introduction/SSR (1)</p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> <li>● <b>YSC</b>: HW = <u>Writers</u> Will finish writing the first draft (Scenes 4-6). <u>Other Students</u> will monitor the writer's progress and offer feedback. <b>Scripts Due on September 27<sup>th</sup></b></li> <li>● <b>Read</b> - The Stargirl Ch.1-17</li> </ul>
<p><b>Week 8</b>  <b>Sep 30<sup>th</sup> to Oct 4<sup>th</sup></b></p>	<p><u>Into Literature – Unit 1+6: Drama Study</u></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: <i>Interflora</i> p.28-35 (1)</li> <li>● <u>Read a Play</u>: <i>The Hitchhiker</i> + Drama Elements p.439 Cont. (1)</li> <li>● Exam Prep. &amp; Review (2)</li> <li>● Vocabulary Study/Review (1)</li> </ul> <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> <li>● <u>M7 – Sentence Structure</u> Cont. (2)</li> <li>● <u>Assessment</u>: M1 + M7 Sentences (1)</li> </ul> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> <li>● <b>Read</b> - The Stargirl Ch.1-17</li> </ul>
<p><b>Week 9</b>  <b>Oct 7<sup>th</sup> to 11<sup>th</sup></b>  <u>1 Day of Class</u>  7~Launching - Rosary Month and  Bullying Prevention Day  8-9 ~Q1 Exams  10~Double Ten  11~Record Day</p>	<p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> <li>● Exam Prep. &amp; Review (2)</li> </ul> <p><b>Q1 Exams (Half Day)</b></p> <p>-----</p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> <li>● <b>Read</b> - The Stargirl Ch.1-17</li> </ul>

## 2<sup>nd</sup> 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><b>Week 1 (10)</b>  <b>Oct 14<sup>th</sup> to 18<sup>th</sup></b>  14~ Second Quarter Begins</p>	<p><b>Review Q1 Exam</b> (1)</p> <p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> <li>● <u>Introduction / Unit 2 Opener</u> (1)</li> </ul> <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> <li>● <u>M2 – Part of Speech I: Nouns &amp; Pronouns</u> (2)</li> <li>● <u>M2 – Part of Speech I: Adjectives</u> (1)</li> </ul> <p><b>YSC</b>: Read through + Plan the 1<sup>st</sup> Practice (2)</p> <p><b>Novel</b>: <del>Activity/SSR: Stargirl – Ch.1-17 (1)</del></p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> <li>● <b>YSC</b>: Check Google Classroom</li> <li>● <b>Review</b> - Stargirl Ch.1-17</li> </ul>
<p><b>Week 2 (11)</b>  <b>Oct 21<sup>st</sup> to 25<sup>th</sup></b></p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> <li>● <u>Analyze &amp; Apply</u>: <i>What is the Horror Genre?</i> p.82-93 (4)</li> </ul>

<p>25 – Book Fair 25- Masquerade Night</p>	<p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>● <u>M2 – Part of Speech I:</u> Adjectives (1)</li> </ul> <p><b>Vocabulary (-) ~ Suffixes</b>  <b>YSC:</b> Practice &amp; Preparation (2)  <b>Novel:</b> <u>TEST:</u> Stargirl Ch.1-11 (1)  <b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>● <b>YSC:</b> Check Google Classroom</li> <li>● <b>Read -</b> Stargirl Ch.18 - 33</li> </ul>
<p><b>Week 3 (12)</b> <b>Oct 28<sup>th</sup> to Nov 1<sup>st</sup></b> 1-All Saint's Day Mass</p>	<p><b><u>Into Literature – Unit 2: The Thrill of Horror</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment:</u> <i>What is the Horror Genre?</i> (1)</li> <li>● <u>Analyze &amp; Apply:</u> <i>The Tell-Tale Heart</i> p.94-107 (4)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment:</u> M2 – Part of Speech I (1)</li> </ul> <p><b>YSC:</b> Practice &amp; Preparation (2)  <b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>● <b>YSC:</b> Check Google Classroom</li> <li>● <b>Read -</b> Stargirl Ch.18 - 33</li> </ul>
<p><b>Week 4 (13)</b> <b>Nov 4<sup>th</sup> to Nov 8<sup>th</sup></b></p>	<p><b><u>Into Literature – Unit 2: The Thrill of Horror</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment:</u> <i>The Tell-Tale Heart</i> (1)</li> <li>● <u>Collaborate &amp; Compare:</u> <i>The Monkey's Paw</i> p.108-129 (3)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>● <u>M3 – Part of Speech II:</u> Verbs &amp; Adverbs (2)</li> </ul> <p><b>YSC:</b> Practice &amp; Preparation (2)  <b>Novel:</b> <u>Activity/SSR:</u> Stargirl Ch.18 - 33 (1)  <b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>● <b>YSC:</b> Check Google Classroom</li> <li>● <b>Read -</b> Stargirl Ch.18 - 33</li> </ul>
<p><b>Week 5 (14)</b> <b>Nov 11<sup>th</sup> to 15<sup>th</sup></b></p>	<p><b><u>Into Literature – Unit 2: The Thrill of Horror</u></b></p> <ul style="list-style-type: none"> <li>● <u>Collaborate &amp; Compare:</u> <i>The Monkey's Paw</i> p.108-129 (3)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>● <u>M3 – Part of Speech II:</u> Verbs &amp; Adverbs (Cont.) (1)</li> </ul> <p><b>YSC:</b> Practice &amp; Preparation (2)  <b>Novel:</b> <u>TEST:</u> Stargirl Ch.18 - 33 (1)  A Monster Calls - Introduction/SSR (-)  <b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Read -</b> A Monster Calls Ch.1-14</li> </ul>
<p><b>Week 6 (15)</b> <b>Nov 18<sup>th</sup> to 22<sup>nd</sup></b> 22-Gr.12 Q2 Exam 22 - YSC Contest</p>	<p><b><u>Into Literature – Unit 2: The Thrill of Horror</u></b></p> <ul style="list-style-type: none"> <li>● <u>Collaborate &amp; Compare:</u> <i>from The Monkey's Paw</i> p.130-133 (4)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>● <u>M3 – Part of Speech II:</u> Prepositions, Conjunctions &amp; Interjections (1)</li> </ul> <p><b>YSC:</b> Extra Practice / Dress Rehearsal + <b><u>YSC Competition</u></b> (2)  <b>Novel:</b> <del>SSR: A Monster Calls—Ch.1-14 (1)</del>  <b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>● <b>Read -</b> A Monster Calls Ch.1-14</li> </ul>
<p><b>Week 7 (16)</b> <b>Nov 25<sup>th</sup> to 29<sup>th</sup></b> 25-Gr.12 Q2 Exam 26-28~Pre-Exam Day</p>	<p><b><u>Into Literature – Unit 2: The Thrill of Horror</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment:</u> <i>The Monkey's Paw</i> (1)</li> <li>● <u>Collaborate &amp; Compare:</u> <i>from The Aeneid of Virgil</i> p.136-142 (3)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>● <u>M3 – Part of Speech II:</u> Prepositions, Conjunctions &amp; Interjections (Cont.) (2)</li> </ul> <p><b>Novel:</b> Activity/SSR: A Monster Calls Ch.1-14 (1)  <b><u>Independent Study:</u></b></p>

	<ul style="list-style-type: none"> <li>● <b>Review</b> - A Monster Calls Ch.1-14</li> </ul>
<p><b>Week 8 (17)</b>  <b>Dec 2<sup>nd</sup> to Dec 6<sup>th</sup></b>  <u>6~Half Day</u>  Foundation Day Celebrations</p>	<p><b>Into Literature – Unit 2: The Thrill of Horror</b></p> <ul style="list-style-type: none"> <li>● <u>Collaborate &amp; Compare</u>: <i>from Hades: Lord of the Dead</i> p.143-155 (3)</li> <li>● Exam Prep. &amp; Review (1)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: M3 – Part of Speech II (1)</li> </ul> <p><b>Vocabulary:</b> Analogies &amp; Homophones (1)  <b>Novel:</b> TEST: A Monster Calls Ch.1-14 (1)  <b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>● <b>Read</b> - A Monster Calls Ch.15-33</li> </ul>
<p><b>Week 9 (18)</b>  <b>Dec 9<sup>th</sup> to 13<sup>th</sup></b>  <u>3 Days of Class</u>  12-13 ~Q2 Exams</p>	<p><b>Into Literature – Unit 2: The Thrill of Horror</b></p> <ul style="list-style-type: none"> <li>● <u>Collaborate &amp; Compare</u>: <i>from Hades: Lord of the Dead</i> p.143-155 (1)</li> <li>● <u>Assessment</u>: <i>from The Aeneid of Virgil + from Hades: Lord of the Dead</i> (1)</li> <li>● Exam Prep. &amp; Review (1)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>● Exam Prep. &amp; Review (2)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>● <b>Read</b> - A Monster Calls Ch.15-33</li> </ul> <p><b>Q2 Exams (Half Day)</b></p>
<b>Dec 16<sup>th</sup> to Jan 3<sup>rd</sup></b>	

## 3rd QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (19)</b>  <b>Jan 6<sup>th</sup> to 10<sup>th</sup></b>  <u>4 Days of Class</u>  6~Record Day  7~Third Quarter Begins  10 ~ New Year Mass</p>	<p><b>Review Q2 Exam</b> (1)  <b>Into Literature – Unit 4: The Fight for Freedom</b></p> <ul style="list-style-type: none"> <li>● Introduction / Unit 4 Opener (1)</li> <li>● Growth Measure Reading Test - MOY (1)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>● <u>Write a Research Report</u>: Introduction + Model Examples + Prewriting (2)</li> </ul> <p><b>Novel:</b> SSR/Activity: A Monster Calls Ch.15-33 (1)  <b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>● <b>Review</b> - A Monster Calls Ch.15-33</li> </ul>
<p><b>Week 2 (20)</b>  <b>Jan 13<sup>th</sup> to 17<sup>th</sup></b></p>	<p><b>Into Literature – Unit 4: The Fight for Freedom</b></p> <ul style="list-style-type: none"> <li>● <u>Analyze &amp; Apply</u>: <i>from Narrative of the Life of Frederick Douglass...</i> p.264-275 (4)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>● <u>Write a Research Report</u>: Prewriting + Research Lessons (2)</li> <li>● <u>M9 – Using Verbs Correctly</u>: Principal Parts &amp; Regular Verbs (1)</li> </ul> <p><b>Novel:</b> TEST: A Monster Calls Ch.15-33 (1)</p>
<p><b>Week 3 (21)</b>  <b>Jan 20<sup>th</sup> to 24<sup>th</sup></b></p>	<p><b>Into Literature – Unit 4: The Fight for Freedom</b></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: <i>from Narrative of the Life of Frederick Douglass...</i> (1)</li> <li>● <u>Analyze &amp; Apply</u>: <i>The Drummer Boy of Shiloh</i> p.276-289 (4)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>● <u>Write a Research Report</u>: Drafting + Research Lessons (2)</li> </ul> <p><b>Novel:</b> The Outsiders - Introduction/SSR (1)  <b>Independent Study:</b></p>

	<ul style="list-style-type: none"> <li>● <b>Read</b> - The Outsiders Ch.1-6</li> </ul>
<b>Jan 27<sup>th</sup> to Jan 31<sup>st</sup></b>	<b>Chinese New Year</b>
<b>Week 4 (22) Feb 3<sup>rd</sup> to 7<sup>th</sup></b>	<p><b><u>Into Literature – Unit 4: The Fight for Freedom</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: <i>The Drummer Boy of Shiloh</i> (1)</li> <li>● <u>Analyze &amp; Apply</u>: <i>O Captain! My Captain!</i> p.290-297 (3)</li> </ul> <p><b><u>HMH Writing/Grammar</u></b>:</p> <ul style="list-style-type: none"> <li>● <u>Write a Research Report</u>: Drafting (2)</li> <li>● <u>M9 – Using Verbs Correctly</u>: Regular Verbs Cont. + Irregular Verbs (1)</li> </ul> <p><b>Novel</b>: SSR: The Outsiders - Ch.1-6 (1)</p> <p><b><u>Independent Study</u></b>:</p> <ul style="list-style-type: none"> <li>● <b>Read</b> - The Outsiders Ch.1-6</li> </ul>
<b>Week 5 (23) Feb 10<sup>th</sup> to 14<sup>th</sup></b> 1-14~Catholic Week	<p><b><u>Into Literature – Unit 4: The Fight for Freedom</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: <i>O Captain! My Captain!</i> (1)</li> <li>● <u>Analyze &amp; Apply</u>: <i>from Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3)</li> </ul> <p><b><u>HMH Writing/Grammar</u></b>:</p> <ul style="list-style-type: none"> <li>● <u>Write a Research Report</u>: Revise, Edit and Publish + Peer Review (2)</li> <li>● <u>M9 – Using Verbs Correctly</u>: Verb Tenses (1)</li> </ul> <p><b>Novel</b>: Activity/SSR: The Outsiders - Ch.1-6 (1)</p> <p><b><u>Independent Study</u></b>:</p> <ul style="list-style-type: none"> <li>● <b>Review</b> - The Outsiders Ch.1-6</li> </ul>
<b>Week 6 (24) Feb 17<sup>th</sup> to 21<sup>st</sup></b>	<p><b><u>Into Literature – Unit 4: The Fight for Freedom</u></b></p> <ul style="list-style-type: none"> <li>● <u>Analyze &amp; Apply</u>: <i>from Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3)</li> <li>● <u>Assessment</u>: <i>from Harriet Tubman: Conductor...</i> (1)</li> </ul> <p><b><u>HMH Writing/Grammar</u></b>:</p> <ul style="list-style-type: none"> <li>● <u>M9 – Using Verbs Correctly</u>: Verb Tenses (2)</li> <li>● <u>Assessment</u>: M9 – Using Verbs Correctly (1)</li> </ul> <p><b>Vocabulary</b>: Word Roots; Specialized Vocabulary: Health &amp; Banking Terms (1)</p> <p><b><u>Independent Study</u></b>:</p> <ul style="list-style-type: none"> <li>● <b>Read</b> - The Outsiders Ch.6-12</li> <li>● <b>Vocabulary</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms</li> </ul>
<b>Week 7 (25) Feb 24<sup>th</sup> to 28<sup>th</sup></b> <b>4 Days of Class</b> 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday	<p><b><u>HMH Writing/Grammar</u></b>:</p> <ul style="list-style-type: none"> <li>● <u>Write a Research Report</u>: Presentations (5)</li> </ul> <p><b>Novel</b>: TEST: The Outsiders - Ch.1-6 (1)</p> <p><b><u>Independent Study</u></b>:</p> <ul style="list-style-type: none"> <li>● <b>Read</b> - The Outsiders Ch.6-12</li> <li>● <b>Vocabulary</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms</li> </ul>
<b>Week 8 (26) March 3<sup>rd</sup> to 7<sup>th</sup></b> 5~ Ash Wednesday	<p><b><u>Into Literature – Unit 4: The Fight for Freedom</u></b></p> <ul style="list-style-type: none"> <li>● <u>Collaborate &amp; Compare</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (6)</li> </ul> <p><b>Vocabulary</b>: CHECK - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms (1)</p> <p><b><u>Independent Study</u></b>:</p> <ul style="list-style-type: none"> <li>● <b>Read</b> - The Outsiders Ch.6-12</li> <li>● <b>Vocabulary</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms</li> </ul>
<b>Week 9 (27) March 10<sup>th</sup> to 14<sup>th</sup></b> <b>4 Days of Class</b> 14 – Q3 Exams	<p><b><u>Into Literature – Unit 4: The Fight for Freedom</u></b></p> <ul style="list-style-type: none"> <li>● <u>Assessment</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (1)</li> <li>● Exam Prep. &amp; Review (2)</li> </ul> <p><b><u>HMH Writing/Grammar</u></b>:</p> <ul style="list-style-type: none"> <li>● Exam Prep. &amp; Review (1)</li> </ul>



	<p><b>Vocabulary: REVIEW</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Outsiders Ch.6-12</li> </ul> <p><b>Q3 Exam (Half Day)</b></p>
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## 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><b>Week 1 (28)</b>  <b>March 17<sup>th</sup> 21<sup>st</sup></b>  <b>4 Days of Class</b>            17 – Q3 Exams            18~ Fourth Quarter Begins            18~ Fire Drill?            19~ Feast of St. Joseph</p>	<p><b>Review Q3 Exam</b> (1)</p> <p><b>Into Literature – Unit 3: Places We Call Home</b></p> <ul style="list-style-type: none"> <li>• Introduction / Unit 3 Opener (0.5)</li> <li>• <b>Analyze &amp; Apply:</b> from <i>The Book of the Unknown Americans</i> p.174–189 (1.5)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>• <b>Write a Personal Narrative:</b> Introduction + Brainstorming/ Prewriting (2)</li> </ul> <p><b>Novel:</b> Activity/SSR: The Outsiders - Ch.6-12 (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Review</b> - The Outsiders Ch.5-8</li> </ul>
<p><b>Week 2 (29)</b>  <b>March 24<sup>th</sup> to 28<sup>th</sup></b></p>	<p><b>Into Literature – Unit 3: Places We Call Home</b></p> <ul style="list-style-type: none"> <li>• <b>Analyze &amp; Apply:</b> from <i>The Book of the Unknown Americans</i> p.174–189 (4)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>• <b>Write a Personal Narrative:</b> Prewriting + Quotations &amp; Dialogue (1)</li> </ul> <p><b>Novel:</b> TEST: The Outsiders - Ch.6-12 (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Student’s Choice:</b> Research novel options and select one.</li> </ul>
<p><b>Week 3 (30)</b>  <b>March 31<sup>st</sup> to April 4<sup>th</sup></b>  <b>4 Days of Class</b>            4~Tomb Sweeping</p>	<p><b>Into Literature – Unit 3: Places We Call Home</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> from <i>The Book of the Unknown Americans</i> (1)</li> <li>• <b>Analyze &amp; Apply:</b> <i>My Favorite Chaperone</i> p.190–219 (4)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>• <b>Write a Personal Narrative:</b> Drafting (2)</li> <li>• <b>M13 – Capital Letters</b> (1)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Novel = Student’s Choice</li> </ul>
<p><b>Week 4 (31)</b>  <b>Apr 7<sup>th</sup> to 11<sup>th</sup></b></p>	<p><b>Into Literature – Unit 3: Places We Call Home</b></p> <ul style="list-style-type: none"> <li>• <b>Analyze &amp; Apply:</b> <i>My Favorite Chaperone</i> p.190–219 Cont. (4)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>• <b>Write a Personal Narrative:</b> Revising, Editing &amp; Publishing (2)</li> <li>• <b>M13 – Capital Letters</b> (1)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Novel = Student’s Choice</li> <li>• <b>Vocabulary</b> ~ Specialized Vocabulary: French &amp; Geo. Terms</li> </ul>
<b>April 14<sup>th</sup> to April 18<sup>th</sup></b>	<b>Easter Break</b>
<p><b>Week 5 (32)</b>  <b>Apr 21<sup>st</sup> to 25<sup>th</sup></b>            23~Easter Mass            21-25 ~ AP Mock Exams            26~Spring Fair</p>	<p><b>Into Literature – Unit 3: Places We Call Home</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment:</b> <i>My Favorite Chaperone</i> (1)</li> <li>• <b>Collaborate &amp; Compare:</b> <i>New Immigrants Share Their Stories</i> p. 228–230 / A Common Bond p.231–247 (6)</li> <li>• <del><b>Analyze &amp; Apply:</b> <i>Spirit Walking in the Tundra</i> p.220–227 (4)</del></li> </ul> <p><b>HMH Writing/Grammar:</b></p>



	<ul style="list-style-type: none"> <li>• <u>M13 – Capital Letters</u> (1)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read:</b> Novel = Student’s Choice</li> </ul>
<p><b>Week 6 (33)</b>  <b>Apr 28<sup>th</sup> to May 2<sup>nd</sup></b>  4/29-5/1~ Pre-Exam Days  1-2~ Final Exams (K, 5, 8, 12 only)</p>	<p><b><u>Into Literature – Unit 3: Places We Call Home</u></b></p> <ul style="list-style-type: none"> <li>• <u>Assessment:</u> New Immigrants Share Their Stories (1)</li> <li>• Exam Prep. &amp; Review (3)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Assessment:</u> M13 – Capital Letters (1)</li> <li>• <b>Vocabulary: REVIEW</b> - Specialized Vocabulary: French &amp; Geo. Terms (1)</li> </ul>
<p><b>Week 7 (34)</b>  <b>May 5<sup>th</sup> to 9<sup>th</sup></b>  5-9~ Final Exams (K, 5, 8, 12 only)  5-9 ~ AP Exams</p>	<p><b>Q4 Language Arts Exams</b></p> <p><b>Review Q4 Exam</b> (1)</p> <p><b>Into Literature:</b></p> <ul style="list-style-type: none"> <li>• Growth Measure Reading Test - EOY (1)</li> </ul> <p><b>G8 – Clearance &amp; Graduation Practice</b></p>
<p><b>Week 8 (35)</b>  <b>May 12<sup>th</sup> to 16<sup>th</sup></b>  <b>4 Days of Class</b>  14-15~ Q4 Exam  16~ Record Day  12-16 ~ AP Exams</p>	<p><b>G8 – Clearance &amp; Graduation Practice</b></p>
<p><b>Week 9 (36)</b>  <b>May 19<sup>th</sup> to 23<sup>rd</sup></b>  19-23 ~ Student Clearance  19~ Baccalaureate Mass  23~Gr. 6 – 7 Recognition and Gr. 8 Graduation</p>	<p><b>G8 – Clearance &amp; Graduation Practice</b></p>
<p><b>Week 10 (37)</b>  <b>May 26<sup>th</sup> to 30<sup>th</sup></b>  <b>4 Days of Class</b>  26~House Culminating Activity  27~Gr. 9-11 Recognition and Gr. 12 Graduation  28! Class Party  29- ~ Students Last Day  30~ Teachers/Staff Meeting</p>	