

Dominican International School



Grade 9 Language Arts COURSE SYLLABUS

GRADE LEVEL: 9

TEACHER: Leon Henrico
Catherine Tang

SCHOOL YEAR:2021-2022

Email: lhenrico@dishs.tp.edu.tw
ctang@dishs.tp.edu.tw

COURSE DESCRIPTION:

This course will provide an overview of the English language and literature. This course is focused on imparting to the students the skills needed to interact with works presented in class, initially by introducing to them the critical concept that literature is an art form. Throughout the course, students' understanding will be developed through exposure to as many aspects of the English language as possible. The foundational skills that students need to be a successful communicator are therefore the core of the course. Connections with other Grade 9 courses, particularly Asian Studies and Christian Living, will be made when possible.

English 9 is ground for students to engage in comprehending and interpreting varying kinds of literature. Students expand their oral and written vocabulary while they develop their cognitive skills that aid in making connections to other subjects through language arts. The course in its content and process aims to create sensitivity to human needs and social problems as it continues to inculcate in students the joy of reading for pleasure outside the walls of classroom, and promotes creative self-expression.

Writing

Creative Writing is a Grade 9 class that focuses on developing the writing skills of the students toward the goal of a complete essay. Students will expand their writing skills in a variety of styles, including personal narratives, opinion essays, and descriptive pieces. The emphasis will be to develop their writing skills in a relaxed and supportive environment that will allow the students to evolve their own unique writing voices. Students will read and evaluate a variety of texts, which will also be models for their own writing, and to stimulate a creative response. Students will keep a writing journal regularly to improve writing fluency and confidence. The journal will be a place for students to respond to written texts, and to record observations, thoughts, feelings and opinions. This material will be used as the basis for longer, more formal and assessed work when appropriate. Students will also focus on grammar and sentence combining exercises, and record new vocabulary from reading texts, to develop their technical writing skills. We will also study sentence and paragraph structure, tone of voice and style. Students will be expected to work collaboratively during the preparation and review of written work, and the discussion of reading texts. During peer-review sessions, students should treat their partners with respect and make constructive criticisms

COURSE OBJECTIVES:

READING LITERATURE

Students will **analyze** texts to determine explicit meaning and to draw inferences from them, citing textual evidence to support this analysis.

Students will **describe** the theme or central idea of texts and **analyze** in detail its development over the course of the texts, including how it emerges and is shaped and refined by specific details

Students will **summarize** texts objectively.

Students will **analyze** and **explain** how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of texts, interact with other characters, and advance the plot or develop the theme.

Students will **infer** the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; **analyze** the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Students will **analyze** and **explain** how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Students will **analyze** and **discuss** particular points of view or cultural experiences reflected in works of literature from outside the United States, drawing on a wide reading of world literature.

Students will **examine** and **discuss** the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

Students will **examine** and **explain** how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Students will read and **demonstrate** comprehension of literature, including stories, dramas, and poems proficiently, with scaffolding as needed at the high end of the range.

SPEAKING AND LISTENING

Students will **discuss** topics, texts, and issues, collaboratively (one-on-one, in groups, and teacher-led), building on others' ideas and expressing their own clearly and persuasively.

Students will **justify** remarks in discussions, referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Students will work with peers to **plan** during group work, including setting rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

Students will **discuss** material in class by posing and responding to questions that relate the current topic to broader themes or larger ideas; actively incorporate others into the discussion; and **clarify**, **verify**, or challenge ideas and conclusions.

Students will respond thoughtfully to diverse perspectives, **summarize** points of agreement and disagreement, and, when warranted, qualify or **justify** their own views and understanding and make new connections in light of the evidence and reasoning presented.

Students will **use** digital media (e.g., textual, graphical, audio, visual, and interactive elements) strategically in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Students will **use** speech in a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE

Students will **demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

Students will **use** parallel structure.

Students will **use** various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

Students will **demonstrate** command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Students will **use** a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Students will **use** a colon to introduce a list or quotation.

Students will **use** correct spelling.

Students will **apply** knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Students will **apply** the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) to writing appropriate for the discipline and writing type.

Students will **identify** or **clarify** the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

Students will **use** context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

Students will **identify** and correctly **use** patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

Students will **use** general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

Students will **verify** the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Students will **demonstrate** understanding of figurative language, word relationships, and nuances in word meanings.

Students will **interpret** figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Students will acquire and **use** accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Students will **use** proper subject-verb and pronoun-antecedent agreement.

Students will **produce** complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Students will **use** punctuation for effect.

Students will **identify** and correct inappropriate shifts in verb tense.

Students will **identify** and correct inappropriate shifts in pronoun number and person.

Students will **identify** and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Students will **identify** variations from standard English in their own and others' writing and speaking, and identify and **use** strategies to improve expression in conventional language.

Students will **use** varied sentence patterns for meaning, reader/listener interest, and style.

Students will **use** phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Students will **use** language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Students will **identify** and correct inappropriate shifts in verb voice and mood.

ASSESSMENT:

- Writing Rubrics
- Presentation/oral rubrics
- Quizzes and Quarter Tests/Exams
- Peer evaluation

PRIMARY TEXTBOOK & OTHER RESOURCES

- Textbook: Collections (Houghton/Mifflin/Harcourt)
- HMH Grammar Practice (Houghton/Mifflin/Harcourt)
- Dictionary/Thesaurus
- Novels for Extra Reading:
 - 1st Quarter: *Freak the Mighty* by Rodman Philbrick
 - 2nd Quarter: *Romiette and Julio* by Sharon M. Draper
 - 3rd Quarter: *The Kite Runner* by Khaled Hosseini

- 4th Quarter: *The Thief* by Megan Whalen Turner

ADDITIONAL INFORMATION – Please see Google Classroom for more information. Class code:

HOMEWORK RULES

- All assignments must be turned in on the due date.
- Students who do not meet their homework deadlines will be placed in Project I.
- If a student has been absent when a homework assignment is set, it is his/her duty to find out what homework is due, and complete it by the required deadline.
- If a student is absent for a test, they will receive a **0** score, unless they have a **very good** reason for being absent.

CLASSROOM RULES

- Be on time and neatly dressed, in full school uniform.
- Speak in ENGLISH ONLY.
- Respect your teachers, fellow students and their property.
- Keep your seating space and classroom clean and neat.
- Only a water bottle is allowed during class; no eating or drinking of other liquids.
- Ask permission to leave the class.
- **Neither cheating nor plagiarism in ANY form will be accepted. Anyone caught doing either during an assessment will be given a 0, and will NOT be given another chance.**

All students are expected to follow the rules. Consequences will follow if rules are broken.

PLAGIARISM

Plagiarism is a serious offense and a form of theft. In certain cases, it is also a criminal offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material stolen is great or small – it is not a matter of degree or intent. Plagiarism has serious consequences.

Any act of plagiarism will result in an automatic zero on the entire assignment.

SUBJECT: Gr. 9 English Language Arts
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 9th to 13th 3 Days of Class <i>11 - First Day / Orientation Day</i> <i>?? - Opening Mass</i>	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • Collection Opener + Academic Vocabulary • Anchor Text - Literature: “<i>A Quilt of a Country</i>” (pp 3-4) <ul style="list-style-type: none"> ○ Delineating and Evaluating an Argument ○ Using Context ○ Building Historical Knowledge ○ Evaluate and Argument <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Nouns, Compound Nouns, and Pronouns (pp 1-6)
Week 2 Aug 16th to 20th	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • Anchor Text - Literature: “<i>A Quilt of a Country</i>” (pp5-6) <ul style="list-style-type: none"> ○ Delineating and Evaluating an Argument ○ Using Context ○ Elements of an Argument • Level Up Tutorial: Elements of an Argument <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Adjectives, Pronouns used as Adjectives (pp7-12) • Adverbs (pp19-22) • Argumentative - Prewriting <ul style="list-style-type: none"> ○ Genre Introduction: Argumentative
Week 3 Aug 23rd to 27th	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • Anchor Text - Literature: “<i>A Quilt of a Country</i>” (pp7-9) <ul style="list-style-type: none"> ○ Analyzing the text ○ Critical Vocabulary ○ Vocabulary Strategy : Patterns of Word Choices ○ Critical Vocabulary ○ Language and Style: Noun Clauses • Level Up Tutorial: Analyzing Arguments <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Verbs, Linking Verbs, and Verb Phrases (pp13-17) • Argumentative - Prewriting <ul style="list-style-type: none"> ○ Making a Claim
Week 4 Aug 30th to 3rd	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • Anchor Text - Literature: “<i>Once Upon a Time</i>” by Nadine Gordimer. (pp 11-13) • Support inferences about Themes • Analyze Author’s Choice <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Prepositions, Conjunctions, and Interjections (pp23-27) • Argumentative - Prewriting <ul style="list-style-type: none"> ○ Reasons and Evidence to back up Claims
Week 5 Sep 6th to 10th	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • Anchor Text - Literature: “<i>Once Upon a Time</i>” by Nadine Gordimer. (pp 14-16)

	<ul style="list-style-type: none"> ○ Support inferences about Themes ○ Analyze Author’s Choice <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • The Sentence, Run-On Sentences, Subjects and Predicates (pp29-34)
<p>Week 6 Sep 13th to 17th FYI – Pre-Exam Days</p>	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • Anchor Text - Literature: “Once Upon a Time” by Nadine Gordimer. (pp 18-20) <ul style="list-style-type: none"> ○ Analyzing the Text ○ Critical Vocabulary ○ Vocabulary Strategy: Words from Latin ○ Language and Style: Prepositional Phrases • Level Up Tutorial: Theme and Greek and Latin Word Roots • Argumentative – Writing First Draft <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Simple Subject and Predicate, Finding the Subject, Compound subjects and Verbs (pp 35-40)
<p>Week 7 Sep 20th to 24th No Classes <i>20-21 - Moon Festival</i> <i>22-24 – Teacher’s Conference</i></p>	
<p>Week 8 Sep 27th to Oct 1st</p>	<p><u>COLLECTION 1: Finding Common Ground</u></p> <ul style="list-style-type: none"> • The Gettysburg Address (pp 27-32) <ul style="list-style-type: none"> ○ Analyze Seminal U.S. Documents ○ Analyze Author’s Purpose and Rhetoric ○ Analyze the Text ○ Critical Vocabulary ○ Language and Style: Parallel Structure • Views of the Wall and The Vietnam Wall: Compare Text and Media (pp 33-36) <ul style="list-style-type: none"> ○ Analyze Representations in Different Mediums ○ Analyze Language • Level Up Tutorials: Analyzing Visuals (p35) and Theme (p36a) • Argumentative – Writing Final Draft <p>HMH Grammar: Module 1 and 2</p> <ul style="list-style-type: none"> • Complements, Subject Complements, Objects, Classifying Sentence by Purpose (41-49)
<p>Week 9 Oct 4th to 8th 3 Days of Class <i>7-8 – Q1 Exams</i></p>	<p>Review Exams</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 11th to 15th 4 Days of Class <i>11 – Double 10 Holiday</i></p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Introduction: Elements of Shakespearean Drama p 177-180</p> <p>HMH Grammar: Module 3 and 4</p>

	<ul style="list-style-type: none"> • Prepositional, Adjective, and Adverb Phrases (pp 52-55) <p>YSC: Job list/ Announce Program Design Competition (Submission ??)</p>
<p>Week 2 (11) Oct 18th to 22nd</p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Romeo and Juliet: Act 1 p 181-205</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • Verbals, Verb Phrases, Participial Phrases (pp 56-59) <p>YSC: First draft due(??)</p>
<p>Week 3 (12) Oct 25th to 29th</p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Romeo and Juliet: Act II p 207-226</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • Gerunds and Gerund Phrases (pp 60-63) <p>YSC: Students edit first draft</p> <ul style="list-style-type: none"> • Encourage and facilitate YSC activities during homeroom and after school till 4:30 PM– Homeroom Teachers • Create+Print YSC posters
<p>Week 4 (13) Nov 1st to 5th</p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Romeo and Juliet: Act III p 228-251</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • Infinitives and Infinitive Phrases (pp 64-65) • Appositives and Appositive Phrases (pp 69-70) <p>YSC: In-class activities</p>
<p>Week 5 (14) Nov 8th to 12th</p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Romeo and Juliet: Act IV p 253-264</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • Kinds of Clauses (pp 73-75) <p>YSC: Final Draft/Rehearsal/Posters due Nov ??</p>
<p>Week 6 (15) Nov 15th to 19th</p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Romeo and Juliet: Act V p 266-278</p> <p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> • The Adjective and Adverb Clause (pp 75-78) <p>YSC: rehearsal</p>
<p>Week 7 (16) Nov 22nd to 26th <i>?? - YSC Contest</i></p>	<p><u>COLLECTION 4: Sweet Sorrow</u></p> <p>Romeo and Juliet: Close reader p 282a-282i</p>

	<p>HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> The Noun Clause and Sentence Structure (pp 79-82) <p>YSC: Competition</p>
<p>Week 8 (17) Nov 29th to Dec 3rd FYI – Pre-Exam Days</p>	<p>COLLECTION 4: Sweet Sorrow <i>Duty</i>. Short story by Pamela Rafael Berkman: Close Reader: p 289-300 HMH Grammar: Module 3 and 4</p> <ul style="list-style-type: none"> Module Review (pp 71 and 83)
<p>Week 9 (18) Dec 6th to 10th 8 - Foundation Day Celebrations</p>	<p>COLLECTION 4: Sweet Sorrow</p> <p>Romeo and Juliet: Review</p>
<p>Week 10 (19) Dec 13th to 17th 3 Days of Class <i>16-17 – Q2 Exams</i></p>	<p>Exam Prep Exams</p>
<p>Dec 20th to Jan 2nd</p>	<p>Christmas Break</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 4th to 7th 4 Days of Class <i>3 ~ Record Day</i> <i>5 ~ Q3 Begins</i></p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Anchor Text 1: When Mr. Pirzada Came to Dine p 103-122</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Subject-Vern Agreement (pp 86-87) Intervening Phrases (pp 88-89)
<p>Week 2 (21) Jan 10th to 14th</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Anchor Text 1: When Mr. Pirzada Came to Dine p 103-122</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Agreement with Indefinite Pronouns (pp 90-91) The compound Subject (pp 92-93) <p>Argumentative Writing: Thesis Statement</p>
<p>Week 3 (22) Jan 17th to 21st</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Close Reader: And of Clay Are We Created p 122b-122k</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Doesn't/Don't and Collective Nouns (pp 94-95) Other Problems in Agreement (pp 96-97) Pronoun- Antecedent Agreement (pp 100-101) <p>Argumentative Writing: Reasons and Evidence</p>
<p>Week 4 (23)</p>	<p>COLLECTION 3: The Bonds Between Us</p>

<p>Jan 24th to 28th</p>	<p>Anchor Text 2: Monkey See, Monkey Do, Monkey Connect p 122-132</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Regular/Irregular Verbs and Verb Tense (pp 105-112) <p>Argumentative Writing: Hook/Introduction/Topic Sentences/First Draft</p>
<p>Feb 29th to 6th</p>	<p>Chinese New Year</p>
<p>Week 5 (24) Feb 7th to 11th</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Anchor Text 2: Monkey See, Monkey Do, Monkey Connect p 122-132</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Active and Passive Voice (pp 113-114) <i>Lie</i> and <i>Lay</i>; <i>Sit</i> and <i>Set</i>; <i>Rise</i> and <i>Raise</i> (pp 115-118) <p>Argumentative Writing: APA style Citations and References/First Draft Editing</p>
<p>Week 6 (25) Feb 14th to 18th</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Close Reader: Animals in Translation: p132-132e</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Case of Pronouns (pp 121-122) Nominative Case Pronouns (pp 123-124) Pronouns as Direct Objects (pp 125-126) <p>Argumentative Writing: APA style Citations and References/First Draft Editing</p>
<p>Week 7 (26) Feb 21st to 25th</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Informational Text: With Friends like these.... p 141-146 Short Story: The Grasshopper and the Bell Cricket: p 133-140</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Indirect Objects and Objects of Prepositions (pp 127-128) <i>Who</i> and <i>Whom</i> (pp 131-132) Appositives and Incomplete Constructions (pp 133-134) <p>Argumentative Writing: Final Draft Due</p>
<p>Week 8 (27) Feb 28th to 4th 4 Days of Class 28 – 228 Memorial Day Holiday FYI – Mass + Pre-Exam Days</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Poem: At Dusk: p 147-150 Close Reader: Poems About Family: p150b-150e</p> <p>HMH Grammar: Module 5, 6, 7</p> <ul style="list-style-type: none"> Review Exercises (pp 98-99; 129-130)
<p>Week 9 (28) March 7th to 11th</p>	<p>COLLECTION 3: The Bonds Between Us</p> <p>Media Analysis: Count on Us: pp 151-152</p> <p>HMH Grammar: Module 5, 6, 7</p> <p>Module Review (pp 102-104; 119-120; 135-136)</p>
<p>Week 10 (29) March 14th to 18th 4 Days of Class 18 – Q3 Exams</p>	<p>Exam Review Exams</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 (30) March 21st to 25th 4 Days of Class <i>21 – Q3 Exams</i></p>	<p>COLLECTION 6: Heroes and Quests</p> <p>Third Quarterly exam review Elements of the Epic p365-368 HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none">• Comparison of Modifiers (pp137-138)• Uses of Comparative and Superlative Forms (pp 139-140)
<p>Week 2 (31) March 28th to Apr 1st</p>	<p>COLLECTION 6: Heroes and Quests</p> <p>Anchor Text 1: Part one: The Wanderings of Odysseus p369-385</p> <p>Performance Assessment: Argumentative Essay p103-108 HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none">• Dangling and Misplaced Modifiers (pp 141-144)
<p>Week 3 (32) Apr 4th to 8th 3 Days of Class <i>4-5 ~ Tomb Sweeping holiday</i></p>	<p>COLLECTION 6: Heroes and Quests</p> <p>Anchor Text 1 Continued: Part one: The Wanderings of Odysseus p 386-400</p> <p>Performance Assessment: Argumentative Essay p103-108 HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none">• End Marks and Abbreviations (pp 173-174)• Commas in a Series (pp 175-176)• Commas with Compound Sentences (pp 177-178)
<p>Apr 9th to 17th</p>	<p>Easter Break</p>
<p>Week 4 (33) Apr 18th to 22nd</p>	<p>COLLECTION 6: Heroes and Quests</p> <p>Anchor Text 2: Part Two: The Homecoming p 401-420</p> <p>Performance Assessment: Argumentative Essay p103-108 HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none">• Commas with Nonessential Words (pp 179-180)• Commas with Introductory Words (pp 181-182)• Commas with Sentence Interrupters (pp 183-184)
<p>Week 5 (34) Apr 25th to 29th FYI – Pre-Exam Days</p>	<p>COLLECTION 6: Heroes and Quests</p> <p>Close Read: The Cyclops: p 97-112 (TB 420b-420k)</p> <p>Performance Assessment: Informative Essay p111-120 Writing Coach: Effective Sentences 16.5 Misplaced and Dangling Modifiers p412-414 HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none">• Semicolons and Colons (pp 187-190)
<p>Week 6 (35) May 2nd to 6th</p>	<p>COLLECTION 6: Heroes and Quests</p> <p>Travel Narrative: 600 Miles to Timbuktu: p 421-431</p> <p>Performance Assessment: Informative Essay p111-120 HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none">• Italics, Underlining, Quotation Marks (pp 193-195)

<p>Week 7 (36) May 9th to 13th</p>	<p><u>COLLECTION 6: Heroes and Quests</u> The Good Soldiers-Close Reader HMH Grammar: Module 8, 11, 12</p> <ul style="list-style-type: none"> • Apostrophes (pp 199-202) • Module Review (pp 145-146; 191-192; 203-204)
<p>Week 8 (37) May 16th to 20th <i>20 – Q4 Exams</i></p>	<p>Exam Prep Exams</p>
<p>Week 9 (38) May 23rd to 27th <i>23 – Q4 Exams</i></p>	<p>Exams School Activities</p>
<p>Week 10 (39) May 30th to 2nd <u>4 Days at School</u> <i>3 ~ Dragon Boat Festival</i></p>	<p>School Activities</p>