



Dominican International School



Grade 10 English Academic Purposes

COURSE SYLLABUS

GRADE LEVEL: 10

SCHOOL YEAR:2023-2024

TEACHER: Mr. Kevin Henry

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COURSE DESCRIPTION:

This course helps students to develop academic knowledge, vocabulary, and reading strategies and skills. It aims to make students more effective and confident readers by providing high-interest readings on academic subjects and teaching them skills and strategies for effective reading, vocabulary building, note-taking and critical thinking.

This course also encourages students to discuss and write about the ideas they discover in the readings. Students are offered guidance in the complete writing process, from prewriting to revision, and are provided with clear explanations, extensive practice, and consistent coverage of sentence mechanics and grammar.

COURSE OBJECTIVES:

In this course, students will develop:

1. Reading strategies and skills to enhance vocabulary, comprehension, and retention
2. Critical thinking skills to discuss the ideas they encounter in the reading passages
3. Knowledge and practice of the writing process, from prewriting to revision
4. More accurate use of sentence mechanics and grammar
5. The ability to identify and produce paragraph and essay structure

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.

PRIMARY TEXTBOOK & OTHER RESOURCES

- Bottcher, E. (2017). *Longman academic reading series: Reading skills for college*. Hoboken, NJ: Pearson.
- Oshima, A., Hogue, A., & Ravitch, L. (2017). *Longman Academic Writing Series, Level 4: Essays: with essential online resources*. Hoboken, NJ: Pearson.

Supplementary Reading

Animal Farm by George Orwell

Lord of the Flies by William Golding

The Metamorphosis: The Illustrated Edition adapted by Peter Kuper

ADDITIONAL INFORMATION

ASSESSMENT:

- Throughout this course, there will be many different assessment strategies being used to evaluate the learning. There will be quizzes, tests, weekly written assignments, presentations, projects, and a quarterly exam.
- The teacher may give a quiz to the students at any time but tests will generally be announced before time.
- Test dates can be reassigned before the day of the test if the students indicate that they have a heavy test schedule resulting from tests in multiple classes on the same day.
- Any kind of cheating, including plagiarism, is prohibited and will result in an automatic ZERO for the assignment. A written report will be handed in to the Prefect of Discipline. A determination will be made about whether further action needs to be taken.

Grading

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

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 or 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>	Orientation Young Shakespeare: Introduction and Brainstorming Supplementary reading: Introduction to George Orwell and <i>Animal Farm</i>
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	Chapter 1: Sociology: Home and the Homeless Reading 1: Home and Travel (p. 2-7) Reading skills: predicting content from titles and topic sentences Writing Chapter 1: Paragraph Structure (p. 2-21) Introduction: Analyzing the Model Noticing Vocabulary: Word Families Parts of a Paragraph: Topic sentence, supporting sentences, concluding sentence Applying Vocabulary: Using Word Families The Writing Process Supplementary reading: <i>Animal Farm</i>, Chapters 1-2 Assessment: paragraph writing, book quiz Presentation of YSC theme, rules, and rubrics to all HS classes - Language Teachers
Week 3 Aug 21st to 25th	Chapter 1: Sociology: Home and the Homeless Reading 2: Homeless (p. 8-14) Reading skills: identifying main ideas, inferring vocabulary from context Writing Chapter 1: Paragraph Structure (p. 2-21) Writing Assignment: A Paragraph about a Communications Medium Self-Assessment Expansion: Timed Writing: A Paragraph about a Communication Medium Supplementary reading: <i>Animal Farm</i>, Chapters 3-4 Assessment: passive voice quiz, book quiz Writers work on their script

<p>Week 4 Aug 28th to Sep 1st</p>	<p>Chapter 1: Sociology: Home and the Homeless</p> <p>Reading 3: Helping and Hating the Homeless (P. 15-24)</p> <p>Reading skills: identifying and understanding details that support main ideas</p> <p>Writing Chapter 2: Unity and Coherence (p. 22-45)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Synonyms 1</p> <p>Unity</p> <p>Coherence: Repetition of Key Nouns, Consistent Pronouns, Transition Signals, Logical Order</p> <p>Supplementary reading: Animal Farm, Chapters 5-6</p> <p>Assessment: paragraph writing, book quiz</p> <p>Activity Proposal Finalized - YSC Committee</p>
<p>Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i></p>	<p>Chapter 2: History: Robber Barons Then and Now</p> <p>Reading 1: The Robber Barons (p. 26-33)</p> <p>Reading skills: scanning a text to locate specific information/definitions</p> <p>Writing Chapter 2: Unity and Coherence (p. 22-45)</p> <p>Applying Vocabulary: Using Synonyms 1</p> <p>Writing Assignment: A Paragraph about a Health and Medicine</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: A Paragraph about a Medical Topic, Responding to a Reading</p> <p>Supplementary reading: Animal Farm, Chapters 7-8</p> <p>Assessment: paragraph writing, book quiz</p> <p>Writers work on their script</p>
<p>Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i></p>	<p>Chapter 2: History: Robber Barons Then and Now</p> <p>Reading 2: The Politics of Progressivism (p. 34-41)</p> <p>Reading skills: Filling out an organizer to help remember details</p> <p>Writing Chapter 3: Using Outside Sources (p. 46-73)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Synonyms 2</p> <p>Using and Citing Sources: Plagiarism, Correct Citations</p>

	<p>Quotations: Reporting Verbs and Phrases, Punctuating Direct Quotations, Using Direct Quotations as Support, Changing Direct Quotations to Indirect Quotations</p> <p>Supplementary reading: <i>Animal Farm</i>, Chapters 9-10</p> <p>Assessment: graphic organizer, book quiz</p> <p>Request for judges if needed – YSC Committee</p>
<p>Week 7 Sep 18th to 22nd</p>	<p>Chapter 2: History: Robber Barons Then and Now</p> <p>Reading 3: A Message to Wall Street (p. 42-55)</p> <p>Reading skills: inferring information from a text, drawing conclusions</p> <p>Writing Chapter 3: Using Outside Sources (p. 46-73)</p> <p>Paraphrasing</p> <p>Analyzing the Model: Plagiarism and Paraphrasing, Writing a Successful Paraphrase, Using Paraphrases as Support</p> <p>Summarizing</p> <p>Analyzing the Model: Writing a Successful Summary</p> <p>Applying Vocabulary: Using Synonyms 2</p> <p>Writers work on their script</p>
<p>Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i></p>	<p>Supplementary reading: <i>Animal Farm</i> and Review</p> <p>Assessment: word family tree, book quiz</p> <p>No classes</p> <p>Writers work on their script</p>
<p>Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i></p>	<p>Unit Review</p> <p>Writing Chapter 3: Using Outside Sources (p. 46-73)</p> <p>Writing Assignment: A Summary of an Article</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: A Summary of a Reading, Responding to a Reading</p> <p>Exam Preparation and Q1 EAP Exam</p> <p>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
Week 1 (10) Oct 9th to 13th <u>3 Days of Class</u> <i>9-10 – Double 10 Holiday</i>	<p>Chapter 3: Film Studies: Is Cinema an Art or a Business?</p> <p>Reading 1: One Hundred Years of Cinema (p. 58-66)</p> <p>Reading skills: Locate and analyze the thesis statement in an essay</p> <p>Writing Chapter 4: From Paragraph to Essay (p. 74-100)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Nouns and Noun Suffixes</p> <p>Parts of an Essay: The Introductory Paragraph, Body Paragraphs, The Concluding Paragraph</p> <p>Patterns of Organization: Organization and Thesis Statements, Organization and Body Paragraphs</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Introduction</p> <p>Assessment: Parallel structures quiz</p> <p>Announce Program Design Competition Submission date: Nov. 1st Google Form voting</p>
Week 2 (11) Oct 16th to 20th	<p>Chapter 3: Film Studies: Is Cinema an Art or a Business?</p> <p>Reading 2: A Conversation with Leo Tolstoy on Film (p. 67-73)</p> <p>Reading skills: Skim a passage to locate and summarize the main ideas</p> <p>Writing Chapter 4: From Paragraph to Essay (p. 74-100)</p> <p>Outlines of Essays</p> <p>Applying Vocabulary: Using Nouns and Noun Suffixes</p> <p>Writing Assignment: An Essay about Education</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: An Essay about Education, Using Quotes and Paraphrases to Support Ideas</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 1</p> <p>Assessment: Paraphrase paragraph</p>

<p>Week 3 (12) Oct 23rd to 27th</p>	<p>Chapter 3: Film Studies: Is Cinema an Art or a Business?</p> <p>Reading 3: An Interview with James Cameron (p. 74-109)</p> <p>Reading skills: Scanning an interview transcript to identify the speaker's tone</p> <p>Writing Chapter 5: Process Essays (p. 101-115)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Word Parts and Word Families</p> <p>Organization: Thesis Statements for a Process Essay, Body Paragraphs in a Process Essay, Transition Signals for Chronological Order Organization: Thesis Statements for a Process Essay, Body Paragraphs in a Process Essay, Transition Signals for Chronological Order</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 2</p> <p>Assessment: Summary paragraph</p>
<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p>	<p>Chapter 4: Media Studies: The Internet and Social Media</p> <p>Reading 1: Mind Control and the Internet (p.84-92)</p> <p>Reading skills: Skimming the first paragraph to preview the most important idea</p> <p>Writing Chapter 5: Process Essays (p. 101-115)</p> <p>Applying Vocabulary: Word Parts and Word Families</p> <p>Writing Assignment: A Process Essay about Earth Science</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: A Process Essay, Writing from a Diagram</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 3</p> <p>Assessment: Process essay introduction paragraph</p> <p>YSC Program Design Submission: Nov. 1st</p>
<p>Week 5 (14) Nov 6th to 10th</p>	<p>Chapter 4: Media Studies: The Internet and Social Media</p> <p>Reading 2: The Positive Effect of Social Networking Sites (p.93-100)</p> <p>Reading skills: Understanding scholarly references (in-text citations, bibliography)</p> <p>Writing Chapter 6: Cause / Effect Essays (p. 116-132)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Collocations 1</p> <p>Organization: Block Organization, Chain Organization, Transition Signals for Cause / Effect Relationships</p>

	<p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 4</p> <p>Assessment: Book quiz Ch.1-4</p> <p>Round 1 videos to be uploaded on Nov. 6th</p>
<p>Week 6 (15) Nov 13th to 17th</p>	<p>Chapter 4: Media Studies: The Internet and Social Media</p> <p>Reading 3: The Use of Social Media in the Arab Spring (p. 101-109)</p> <p>Reading skills: Identify imperatives and the reasons for their use</p> <p>Writing Chapter 6: Cause / Effect Essays (p. 116-132)</p> <p>Applying Vocabulary: Collocations 1</p> <p>Writing Assignment: A Cause / Effect Essay about Psychology</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: A Cause / Effect Essay, Writing a Summary and Response</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 5</p> <p>Assessment: Cause/effect conclusion paragraph, imperatives quiz</p> <p>Round 1 Winners to be announced on Nov. 13th</p>
<p>Week 7 (16) Nov 20th to 24th</p>	<p>Chapter 5: Neuroscience: The Brain and Memory</p> <p>Reading 1: In Search of Memory (p. 111-119)</p> <p>Reading skills: Visualize the content of a text to enhance understanding</p> <p>Writing Chapter 7: Comparison / Contrast Essays (p. 133-151)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Antonyms</p> <p>Organization: Points of Comparison, Point-by-Point Organization, Block Organization, Comparison and Contrast Signal Words</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 6</p> <p>Assessment: rhetorical questions quiz</p> <p>Friday November 24th – YSC Competition Day (After lunch)</p>
<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p>Chapter 5: Neuroscience: The Brain and Memory</p> <p>Reading 2: The Brain and Memory (p. 120-126)</p> <p>Reading skills: Scan and interpret visual information (charts, graphs, tables) in text</p> <p>Writing Chapter 7: Comparison / Contrast Essays (p. 133-151)</p> <p>Applying Vocabulary: Using Antonyms</p>

	<p>Writing Assignment: A Comparison / Contrast Essay about Culture</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: An Essay about Child / Parent Relationships, Writing a Summary and Response</p> <p>Applying Vocabulary: Word Parts and Word Families</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 7</p> <p>Assessment: essay draft</p>
<p>Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations</p>	<p>Chapter 5: Neuroscience: The Brain and Memory</p> <p>Reading 3: Music and the Brain (p. 127-138)</p> <p>Reading skills: Understand synonyms, collocations, and different word forms</p> <p>Writing Chapter 8: Argumentative Essays (p. 152-169)</p> <p>Introduction: Analyzing the Model</p> <p>Noticing Vocabulary: Collocations 2</p> <p>Organization: The Elements of an Argumentative Essay, The Introductory Paragraph</p> <p>Statics as Support</p> <p>Analyzing the Model</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 8</p> <p>Assessment: Book quiz Ch. 5-8</p>
<p>Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> 14-15 ~ Q2 Exams</p>	<p>Unit Review</p> <p>Writing Chapter 8: Argumentative Essays (p. 152-169)</p> <p>Applying Vocabulary: Using Collocations 2</p> <p>Writing Assignment: An Argumentative Essay about Space Travel</p> <p>Self-Assessment</p> <p>Expansion: Timed Writing: An Essay about Technology, Rebutting an Argument</p> <p>Exam Preparation</p> <p>Q2 EAP Exam (timed comparison/contrast essay)</p>
Dec 18th to Jan 1st	Christmas Holiday

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
Week 1 (20) Jan 3rd to 5th 3 Days of Class <i>4 ~ New Year Mass</i>	Chapter 6: Zoology: Animals and Language Reading 1: Bridges to Human Language (p. 140-148) Reading skills: predicting the writer's point of view Writing Chapter 9: Types of Sentences (p. 170-188) Introduction: Analyzing the Model Independent and Dependent Clauses: Independent Clauses, Dependent Clauses Kinds of Sentences: Simple Sentences, Compound Sentences, Complex Sentences, Compound-Complex Sentences Sentence Types and Writing Style Supplementary reading: <i>Lord of the Flies</i>, Chapter 9 Assessment: argumentative essay introduction and conclusion paragraphs
Week 2 (21) Jan 8th to 12th	Chapter 6: Zoology: Animals and Language Reading 2: Speaking to the Relatives (p. 149-157) Reading skills: identifying and analyzing the author's argument Writing Chapter 9: Types of Sentences (p. 170-188) Editing Practice Writing Practice Self-Assessment Supplementary reading: <i>Lord of the Flies</i>, Chapter 10 Assessment: argumentative essay body paragraphs
Week 3 (22) Jan 15th to 19th	Chapter 6: Zoology: Animals and Language Reading 3: Language and Morality (p. 158-164) Reading skills: taking notes to identify the arguments for/against the author's argument Writing Chapter 10: Parallelism and Sentence Problems (p. 189-204) Introduction: Analyzing the Model Parallel Structure in Sentences: Parallelism with Coordinators: <i>And, Or, But</i> , Parallelism with Correlative Conjunctions Sentence Problems: Sentence Fragments, Choppy Sentences, Run-On Sentences and Comma Splices, Stringy Sentences

	<p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 11</p> <p>Assessment: Book quiz Ch. 9-11</p>
<p>Week 4 (23) Jan 22nd to 26th</p>	<p>Chapter 7: Political Science: The Rulers and the Ruled</p> <p>Reading 1: The Morals of the Prince (p. 167-174)</p> <p>Reading skills: Highlight the important information in a text</p> <p>Writing Chapter 10: Parallelism and Sentence Problems (p. 189-204)</p> <p>Editing Practice</p> <p>Writing Practice</p> <p>Self-Assessment</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 12</p> <p>Assessment: Sentence types quiz</p>
<p>Week 5 (24) Jan 29th to Feb 2nd</p>	<p>Chapter 7: Political Science: The Rulers and the Ruled</p> <p>Reading 2: The Declaration of Independence (p. 175-184)</p> <p>Reading skills: Take notes in columns to compare and contrast ideas</p> <p>Writing Chapter 11: Noun Clauses (p. 205-220)</p> <p>Introduction: Analyzing the Model</p> <p>That Clauses: Sentences Beginning with <i>It</i>, Special Verb Tenses in <i>That</i> Clauses</p> <p>If / Whether Clauses</p> <p>Question Clauses</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 13</p> <p>Assessment: Parallelism quiz</p>
<p>Week 6 (25) Feb 5th to 9th <u>3 Days of Class</u> <i>8-9 ~ CNY</i></p>	<p>Chapter 7: Political Science: The Rulers and the Ruled</p> <p>Reading 3: Two Cheers for Democracy (p. 185-194)</p> <p>Reading skills: Synthesize ideas from different texts</p> <p>Writing Chapter 11: Noun Clauses (p. 205-220)</p> <p>Editing Practice</p> <p>Writing Practice</p> <p>Self-Assessment</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Chapter 14</p> <p>Assessment: Sentence problem quiz</p>
<p>Feb 8th to 16th</p>	<p>CNY Holiday</p>

<p>Week 7 (26) Feb 19th to 23rd <i>19 ~ Lenten Mass</i> <i>21-23 ~ Pre-Exam Days</i></p>	<p>Chapter 8: Psychology: Aggression and Violence</p> <p>Reading 1: Civilization and its Discontents (p. 197-201)</p> <p>Reading skills: Filling out an organizer with supporting details</p> <p>Writing Chapter 12: Adverb Clauses (p. 221-242)</p> <p>Introduction: Analyzing the Model</p> <p>Kinds of Adverb Clauses: Time Clauses, Place Clauses, Distance, Frequency, and Manner Clauses, Reason Clauses, Result Clauses, Purpose Clauses, Contrast Clauses, Conditional Clauses</p> <p>Supplementary reading: <i>Lord of the Flies</i>, Review and Summary</p> <p>Assessment: Book quiz Ch. 12-14</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>Chapter 8: Psychology: Aggression and Violence</p> <p>Reading 2: Reflection on Natural History (p. 202-209)</p> <p>Reading skills: Filling out a timeline detailing the sequence of events</p> <p>Writing Chapter 12: Adverb Clauses (p. 221-242)</p> <p>Editing Practice</p> <p>Writing Practice</p> <p>Self-Assessment</p> <p>Supplementary reading: “The Lottery”</p> <p>Assessment: Argumentative essay draft, noun clause quiz</p>
<p>Week 9 (28) March 4th to 8th <u>4 Days of Class</u> <i>8 ~ Q3 Exams</i></p>	<p>Chapter 8: Psychology: Aggression and Violence</p> <p>Reading 3: A Neuroscientist Discovers a Dark Secret (p. 210-220)</p> <p>Unit Review</p> <p>Exam Preparation</p> <p>Q3 EAP Exam (Timed argumentative essay on “The Lottery”)</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
Week 1 (29) March 11th to 15th <u>4 Days of Class</u> <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	Chapter 9: Ethics: Resistance to Evil in the 20th Century Reading 1: The Ghosts of Mrs. Gandhi (p. 223-231) Reading skills: Predict content of a text from inserts and subheadings Writing Chapter 13: Adjective Clauses (p. 243-263) Introduction: Analyzing the Model Relative Pronouns and Adverbs: Position of Adjective Clauses, Verb Agreement in Adjective Clauses Restrictive and Nonrestrictive Adjective Clauses: Punctuation of Adjective Clauses
Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i>	Chapter 9: Ethics: Resistance to Evil in the 20th Century Reading 2: Denmark in World War II (p. 232-240) Reading skills: Identify adverb clauses and reasons for their use Writing Chapter 13: Adjective Clauses (p. 243-263) Restrictive and Nonrestrictive Adjective Clauses: Punctuation of Adjective Clauses Kinds of Adjective Clauses: Relative Pronouns as Subjects, Relative Pronouns as Objects, Possessive Adjective Clauses, Relative Pronouns as Objects of Prepositions, Relative Pronouns in Phrases of Quantity and Quality Adjective Clauses of Time and Place Supplementary reading: <i>Metamorphosis</i>, Introduction Assessment: Adverb clause quiz
March 25th to Apr 5th	Easter Holiday
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	Chapter 9: Ethics: Resistance to Evil in the 20th Century Reading 3: Three Ways to Meet Oppression (p. 241-251) Reading skills: Analyze and evaluate information Writing Chapter 13: Adjective Clauses (p. 243-263) Editing Practice Writing Practice Self-Assessment Supplementary reading: <i>Metamorphosis</i>, Part 1

	<p>Assessment: Written response to Reading 3, Book quiz Part 1</p>
<p>Week 4 (33) Apr 15th to 19th</p>	<p>Chapter 10: Women's Studies: Reaching for Equality Reading 1: The Declaration of Sentiments 1848 (p. 254-259) Reading skills: Use paraphrasing to identify the main ideas of a text Writing Chapter 14: Participles and Participial Phrases (p. 264-278) Introduction: Analyzing the Model Kinds of Participles: Participle Forms Supplementary reading: <i>Metamorphosis</i>, Part 2 Assessment: Adjective clause quiz, book quiz Part 2</p>
<p>Week 5 (34) Apr 22th to 26th 22-26 ~ AP Mock Exams</p>	<p>Chapter 10: Women's Studies: Reaching for Equality Reading 2: Speech on Women's Rights 1888 (p. 260-271) Reading skills: Scan a text for dates to understand a sequence of events Writing Chapter 14: Participles and Participial Phrases (p. 264-278) Participial Phrases: Reduced Adjective Clauses, Position and Punctuation of Participial Phrases, Present Participial Phrases, Past Participial Phrases, Perfect Form Participial Phrases, Participial Phrases and Writing Style, Reduced Adverb Clauses Supplementary reading: <i>Metamorphosis</i>, Part 3 Assessment: Book quiz Part 3</p>
<p>Week 6 (35) Apr 29th to May 3rd 1-2 ~ Pre-Exam 1-10 ~ Final Exams (K, 5, 8, 12 only) 4/29 – 5/10 ~ AP Exams</p>	<p>Chapter 10: Women's Studies: Reaching for Equality Reading 3: The Day Women Got the Vote (p. 272-282) Reading skills: Take notes to identify the author's claims and supporting explanations Writing Chapter 14: Participles and Participial Phrases (p. 264-278) Editing Practice Writing Practice Self-Assessment Assessment: Participle quiz</p>
<p>Week 7 (36) May 6th to 10th 1-10 ~ Final Exams (K, 5, 8, 12 only) 4/29 – 5/10 ~ AP Exams</p>	<p>TED Talk: The Danger of a Single Story Writing and Grammar Review Assessment: Exemplification essay draft: introduction, body, conclusion</p>

<p>Week 8 (37) May 13th to 17th <u>2 Days of Class</u> <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i></p>	<p>Unit Review Exam Preparation EAP Q4 Exam (timed essay on “The Danger of a Single Story”)</p>
<p>Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></p>	<p>Clearance Signing</p> <p>-----</p> <p><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></p>
<p>Week 10 (39) May 27th to 31st <u>ACTIVITIES:</u> <i>Double check the school calendar and emails from the administration.</i></p>	<p>School Culmination Activities</p> <p>-----</p> <p><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></p>