



SUBJECT: Grade 6 EAL

GRADE LEVEL: Grade 6

SCHOOL YEAR: 2023-24

TEACHER: Mr. Dustin Lewis

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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.

National Geographic Reach Higher guides students to learn English, learn about the world, and learn about themselves through authentic content with a global perspective. The cross-curricular program showcases original fiction, science, and social studies content to develop English literacy skills. Academic skill-building with phonics support develops students' understanding of different cultures while fostering independent learning.

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:

Main Text

National Geographic Learning: *Reach Higher*

- Student textbook
- Student workbook

Supplementary Reading

Dominoes Level 1: *The Curse of the Mummy*

Dominoes Level 1: *Sherlock Holmes: The Blue Diamond*

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

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 11th Only 2 School Days <i>10 ~ First Day / Orientation Day</i>	<p align="center">- English Language Proficiency Pre-Test-</p> <p>Unit 1 Preview How do choices affect who you are? Language Focus Social Studies Vocabulary Prepare to Read Vocabulary: <i>Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Preview and Predict</i></p>
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	<p>Reading Selection A – Biographical Profile <i>The Vision of the Sightless</i> Speaking: Think and Respond; The Vision of the Sightless Summarizing and Retelling: The Vision of the Sightless Word Work: Using a Dictionary Reading Selection B – Biographical Profile <i>A Work in Progress</i> Respond to the Text: Compare Main Ideas Grammar and Spelling: Complete Sentences</p> <p>Presentation of YSC theme, rules, and rubrics to all MS classes - Language Teachers</p>
Week 3 Aug 21st to 25th	<p>Unit 1 – Part 2 Language Focus Ask and Answer Questions: Why? What? This is ____ Prepare to Read Vocabulary: <i>Social Studies Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learn to Monitor</i> Reading Selection A – <u>Realistic Fiction</u> <i>Hot off the Press</i> Speaking: Think and Respond; Hot off the Press Writing: Writing an Email Speaking: Character and Plot Word Work: Using a Dictionary Reading Selection B – <u>Biographical Profile</u> <i>The Spark of Determination</i></p>

	<p>Respond to the Text: Compare Characters Grammar and Spelling: Subject-Verb Agreement</p> <p>YSC (-) Writers work on their script</p>
<p>Week 4 Aug 28th to Sep 1st</p>	<p>Writing: Personal Narrative <i>Unit 1 Review</i></p> <p>Unit 2 Preview What does it take to survive? Language Focus Descriptive Language Prepare to Read Vocabulary: <i>Science Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learn to Visualize</i></p> <p>Reading Selection A – <u>Science Article</u> <i>Deception: Formula for Survival</i> Speaking: Think and Respond; <i>Deception: Formula for Survival</i> Summarizing and Retelling: <i>Deception: Formula for Survival</i> Word Work: Word Families</p> <p>YSC (1) Activity Proposal Finalized - YSC Committee</p>
<p>Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i></p>	<p>Reading Selection B – Science Feature <i>Living Nightmares</i> Respond to the Text: Compare Texts Grammar and Spelling: Subject and Object Pronouns</p> <p>Unit 2 – Part 2 Language Focus Elaboration Prepare to Read Vocabulary: <i>Science Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learn to Visualize</i> Reading Selection A – <u>Adventure Story</u> <i>from Hatchet</i> Speaking: Think and Respond; <i>from Hatchet</i> Writing: Recalling a Personal Experience Speaking: Describing a Fictional Character Word Work: Synonyms</p> <p>YSC (-) Writers work on their script</p>
<p>Week 6 Sep 11th to 15th <i>12-14 ~ Pre-Exam Days</i></p>	<p>Writing: Recalling a Personal Experience Speaking: Describing a Fictional Character Word Work: Synonyms Reading Selection B – <u>Personal Narrative</u> <i>The Girl Who Fell from the Sky</i> Respond to the Text: Compare Choices Grammar and Spelling: Possessive Adjectives and Pronouns</p> <p>YSC (1) Request for judges if needed – YSC Committee</p>
<p>Week 7 Sep 18th to 22nd</p>	<p>Writing: Expository Report</p> <p>REVIEW: Unit 1</p> <p>YSC - Writers work on their script</p>

Week 8 Sep 25th to 29th <u>No Classes</u> <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i>	No classes: Teacher's Conference and Moon Festival Holiday
Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i>	REVIEW: Unit 2 YSC - Scripts Due on October 3rd

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>	Unit 3 Preview How can we bring the past to life? Language Focus Defining and Explaining Prepare to Read Vocabulary: Social Studies Vocab/Key Words/ Academic Words/ Word Study Reading Strategy: Asking Questions about a Text Reading Selection A – A Magazine Article <i>Valley of the Kings</i> YSC - Announce Program Design Competition Submission date: Nov. 1st Google Form voting
Week 2 (11) Oct 16th to 20th	Speaking: Think and Respond; Valley of the Kings Summarizing and Retelling: Valley of the Kings Word Work: Suffixes and Base Words Reading Selection B – A Magazine Article <i>Animals Everlasting</i> Respond to the Text: Compare Information Grammar and Spelling: Progressive Tenses YSC ~ In class practice
Week 3 (12) Oct 23rd to 27th	Unit 3 – Part 2 Language Focus Engaging in a Discussion Prepare to Read Vocabulary: Social Studies Vocab/ Key Words/ Academic Words/ Word Study Reading Strategy: Asking Questions Reading Selection A – <u>Reading a Diary</u> <i>Ahmes's Journal</i> Speaking: Think and Respond; Ahmes's Journal

<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p>	<p>Writing: Writing a Personal Letter Speaking: Reading with Expression Word Work: Compound Words</p> <p>Reading Selection B – <u>Historical Fiction</u> <i>from The Golden Goblet</i> Respond to the Text: Compare Details Grammar and Spelling: Modals</p> <p>YSC Program Design Submission: Nov. 1st</p>
<p>Week 5 (14) Nov 6th to 10th</p>	<p>Writing: Research Report</p> <p><u>Unit 4 Preview</u> Why Is Diversity Important? Language Focus Making an Argument</p> <p>Prepare to Read Vocabulary: Science Vocab/Key Words/ Academic Words/ Word Study Reading Strategy: <i>Learning to Make Connections</i> Reading Selection A – <i>An Environmental Report</i> <i>A Natural Balance</i></p>
<p>Week 6 (15) Nov 13th to 17th</p>	<p>Speaking: Think and Respond; A Natural Balance Summarizing and Retelling: A Natural Balance Word Work: Prefixes and Base Words</p> <p>Reading Selection B – An Online Article <i>Mireya Mayor: Explorer/Correspondent</i> Respond to the Text: Compare Authors' Viewpoints Grammar and Spelling: Adjectives and Adverbs</p>
<p>Week 7 (16) Nov 20th to 24th</p>	<p>Unit 4 – Part 2 Language Focus Using Appropriate Language Prepare to Read Vocabulary: <i>Science Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Using Prior Knowledge to Make Connections</i></p> <p>Reading Selection A – <u>Realistic Fiction</u> <i>If Trees Could Talk</i> Speaking: Think and Respond; If Trees Could Talk</p>
<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p>Writing: Writing a Personal Letter Speaking: Characters' Viewpoints Word Work: Greek and Latin Roots</p> <p>Reading Selection B – <u>Essay</u> <i>The Super Trees</i> Respond to the Text: Compare Genres Grammar and Spelling: Participial Phrases</p>
<p>Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations</p>	<p>Writing: Persuasive Essay</p> <p>Begin Quarter 2 Review</p>
<p>Week 10 (19) Dec 11th to 15th 3 Days of Class 14-15 ~ Q2 Exams</p>	<p>Quarter 2 Review</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
Week 1 (20) Jan 3rd to 5th 3 Days of Class <i>4 ~ New Year Mass</i>	Unit 5 Preview Why do People Take a Stand? Language Focus Asking for and giving information Prepare to Read Vocabulary: Social Studies Vocab/Key Words/ Academic Words/ Word Study Reading Strategy: <i>Learn to Determine Importance</i> Reading Selection A – <i>A History Article</i> <i>The Civil Rights Movement</i>
Week 2 (21) Jan 8th to 12th	Speaking: Think and Respond; The Civil Rights Movement Summarizing and Retelling: Relate Ideas Word Work: Word Origins Reading Selection B – A Memoir <i>Rosa Parks: My Story</i> Respond to the Text: Compare Accounts Grammar and Spelling: Verb Tenses
Week 3 (22) Jan 15th to 19th	Unit 5 – Part 2 Language Focus Expressing and Supporting Opinions Prepare to Read Vocabulary: <i>Science Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learn to Summarize</i> Reading Selection A – <u>Biographical Fiction</u> <i>Ayanna Sits In</i> Speaking: Think and Respond; Ayanna Sits In
Week 4 (23) Jan 22nd to 26th	Writing: Writing a News Report Speaking: Theme Word Work: Word Parts Reading Selection B – <u>Historical Fiction</u> <i>from Roll of Thunder, Hear My Cry</i> Respond to the Text: Compare Themes Grammar and Spelling: Perfect Tense Verbs
Week 5 (24) Jan 29th to Feb 2nd	Writing: Persuasive Essay Unit 6 Preview How Can We Feed a Growing Planet? Language Focus Paraphrasing Information Prepare to Read Vocabulary: Social Studies Vocab/Key Words/ Academic Words/ Word Study Reading Strategy: <i>Learn to Make Inferences</i>

	Reading Selection A – <i>Realistic Fiction</i> <i>from Seedfolks</i>
Week 6 (25) Feb 5th to 9th 3 Days of Class <i>8-9 ~ CNY</i>	Speaking: Think and Respond; <i>from Seedfolks</i> Summarizing and Retelling: Plot and Character Word Work: Words with Multiple Meanings Reading Selection B – An Interview <i>Soul-Soothing Soups</i> Respond to the Text: Compare Viewpoints Grammar and Spelling: Pronouns
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>	Unit 6 – Part 2 Language Focus Persuasive Language Prepare to Read Vocabulary: <i>Social Studies Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learn to Make Inferences</i> Reading Selection A – <u>Persuasive Article</u> <i>The End of Plenty</i> Speaking: Think and Respond; <i>The End of Plenty</i>
Week 8 (27) Feb 26th to March 1st 4 Days of Class <i>28 ~ 228 Memorial Day Holiday</i>	Writing: Writing a Letter for the School Newspaper Speaking: Argument Word Work: Words with Multiple Meanings Reading Selection B – <u>Persuasive Article</u> <i>How Altered?</i> Respond to the Text: Compare Arguments Grammar and Spelling: Different Kinds of Pronouns
Week 9 (28) March 4th to 8th 4 Days of Class <i>8 ~ Q3 Exams</i>	Unit 6 Review Quarter 3 Exams

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 4 Days of Class <i>11 ~ Q3 Exams</i> <i>12 ~ Q4 Begins</i>	Unit 7 Preview Why Should We Study Ancient Cultures? Language Focus Interpreting Images Prepare to Read Vocabulary: Social Studies Vocab/Key Words/ Academic Words/ Word Study Reading Strategy: <i>Learning to Draw Conclusions</i> Reading Selection A – <i>History Article</i> <i>from The Emperor's Silent Army</i>
Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i>	Speaking: Think and Respond; from The Emperor's Silent Army Summarizing and Retelling: Relate Ideas Word Work: Context Clues Reading Selection B – <i>History Article</i> <i>A Silent Army</i> Respond to the Text: Compare Details Grammar and Spelling: Pronoun Agreement
March 25th to Apr 5th	Easter Holiday
Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i>	Unit 7 – Part 2 Language Focus Summarization Prepare to Read Vocabulary: <i>Social Studies Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learn to Form Generalizations</i> Reading Selection A – <i>Fantasy</i> <i>from Where the Mountain Meet the Moon</i> Speaking; Think and Respond; from Where the Mountain Meet the Moon
Week 4 (33) Apr 15th to 19th	Writing: Writing a Short Dialogue Speaking: Elements of Fiction Word Work: Figurative Language Reading Selection B – <i>Drama</i> <i>Mu Lan: The Girl who Knew no Fear</i> Respond to the Text: Compare Experiences Grammar and Spelling: Prepositional Phrases Writing: Write a Narrative
Week 5 (34) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i>	Unit 8 Preview How does studying Earth tell us about other planets? Language Focus Clarifying and Verifying Prepare to Read Vocabulary: Science Vocab/Key Words/ Academic Words/ Word Study Reading Strategy: <i>Learning when to use different reading strategies</i> Reading Selection A – <i>Science Article</i> <i>Finding Mars on Earth</i>
Week 6 (35) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i>	Speaking: Think and Respond; Finding Mars on Earth Summarizing and Retelling: Compare and Contrast Word Work: Context Clues

<p><i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p>Reading Selection B – Science Article <i>Here, There, and Beyond</i> Respond to the Text: Compare Information Grammar and Spelling: Compound and Complex Sentences</p>
<p>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></p>	<p>Unit 8 – Part 2 Language Focus Making Comparisons Prepare to Read Vocabulary: <i>Science Vocab/ Key Words/ Academic Words/ Word Study</i> Reading Strategy: <i>Learning when to use different reading strategies</i></p> <p>Reading Selection A – Science Fiction <i>from Journey to the Center of the Earth</i> Speaking; Think and Respond; <i>from Journey to the Center of the Earth</i></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 8 Review Quarter 4 Exams</p>
<p>Week 9 (38) May 20th to 24th <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.</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> Double check the school calendar and emails from the administration.</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>