Dominican International School

English for Academic Purposes (EAP)

COURSE SYLLABUS

Grade Level: 9
Teacher: Ms. Ma. Robeth G. Collado

School Year: 2023-2024
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Please take note that there might be some changes according to the students' needs.

Course Description

This course aims to prepare students to use English to communicate, achieve academically in all content areas at school, and help them become strong readers, writers, communicators, and thinkers. The course is designed to be a small group course that allows students who are non-proficient readers and writers to build English academic skills, get as close to at-grade-level reading and writing as possible, and ultimately join the Language Arts program.

Longman Academic Reading Series is a five-level series that prepares English language learners for academic work. The aim of the series is to make students more effective and confident readers by providing high-interest readings on academic subjects and by teaching them skills and strategies for effective reading, vocabulary building, note-taking, and critical thinking. The series also encourages students to discuss and write about the ideas they discovered in the readings, making them better speakers and writers of English as well.

- ***Readings based on academic sources*** *— Every reading in the text focuses on an academic subject and is chosen with the intent of providing different and intriguing perspectives on the theme.*
- ***Multiple reading genres*** *— Readings come from a variety of sources or genres, from textbooks to on-line articles, and are written by a variety of experts from widely different fields.*
- ***Explicit academic skills*** *— From critical reading to vocabulary building, notetaking and critical thinking, the* ***Longman Academic Reading Series*** *provides students with a holistic approach to effective reading.*
- ***Corpus-Informed approach to vocabulary*** *(AWL) — Students build vocabulary and acquire skills that will help them become more confident and successful in preparing for their academic work.*

Longman Academic Writing Series helps students master the academic writing skills needed to succeed in their academic careers. The five-level series spans writing topics from composing

sentences to writing research papers. Each level covers the complete writing process from prewriting to revision.

> ***Level 3*** *teaches intermediate students to write various genres of academic paragraphs and essays. The text's proven approach integrates training in grammar, mechanics, vocabulary, sentence structure, and paragraph and essay organization along with the writing process.*

The **Reading Program** comprises of two main areas. The first is the use of the *Scholastic Learning Zone.* This digital, interactive, personalized reading program includes a wide variety of fiction and non-fiction content, which students can choose based on their interest and assessed reading level. This will be facilitated in class, with further reading assigned in class. The second is the *Independent Reading* class, in which students do the free voluntary reading. The students choose books from the library (or bring books) that they want to read. Various silent or out-loud reading methods are done in class, and students come together in groups or pairs to share and discuss what they are reading. The teacher may guide students in book selection and participate in discussions but mainly acts as a facilitator.

General Course Objectives

1. Provide necessary support for students to be successful in language and literature 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.

Teaching Strategies

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

The teacher creates an environment where each student feels comfortable making mistakes and learning 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 implications for encouraging progress. A small group class provides the ideal environment for students to take advantage of all of these.

Homework

It is the student's responsibility to keep track of homework and maintain a copy of all assignments and worksheets. In case of missing work and tasks (homework), the student must contact the teacher. If the missed work is not met within the time determined by the teacher and the student didn't communicate with the teacher, the student will receive a grade of .10. The student who has

an unexcused absence is given an opportunity for makeup work at the teacher's discretion once the student contacts the teacher. He/She will only receive a maximum grade of 60%. Special circumstances will be considered and must be discussed with the teacher.

Students must hand in all assignments ***before the quarter exam***. Barring special circumstances, the following rules are implemented:

- one day late- 90% maximum
- two days late- 60% maximum
- Project-I (*chance for works not handed in*)- 60% maximum

Assessment

Throughout this course, many different assessment strategies will be 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 announce before time. The 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 cheating, including plagiarism, is prohibited and will result in an automatic ZERO for the assignment. A written report will be handed to the Prefect of Discipline. The discipline committee will determine whether further action needs to be taken.

Grading

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

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- 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 (strict implementation).
5. Come prepared with books, assignments, and supplies.
6. No gum, food or drink (a sealable water bottle is acceptable) 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.

Main Texts

Miller, J. L., & Cohen, R. F. (2017). *Longman Academic Reading Series 3: Reading Skills for College*. Pearson Education.

- Student textbook
- My English Lab (access)
- Flip book

Oshima, A., & Hogue, A. (2020). *Longman Academic Writing Series 3: Paragraphs to Essays* (4th ed.). Pearson Education.

- Student textbook
- My English Lab (access)

Supplementary Reading

Long Way Down by Jason Reynolds (Atheneum/Caitlyn Dlouhy Books; Reprint edition, 2019)

The Count of Monte Cristo (Oxford Dominoes)

The Giver by Lois Lowry (1993)

Scholastic Learning Zone (online reading program)

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

Other Materials

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Students will also need the following

- English Dictionary (at least 2 years ago to the latest update). Bilingual dictionaries are discouraged.
- stationery (including different color pens)
- 2 notebooks
- USB flash drive (optional)
- laptop or tablet (optional)

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:

Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and

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.

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.

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

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

EAP9 TENTATIVE COURSE CONTENT SY2023-2024

First Quarter

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

	TOPICS/LESSONS/ PROJECTS/ ASSESSMENTS **CHAPTER 1-2: Reading Series 3** **CHAPTER 1-3: Writing Series 3**
Week 1 **Aug 10th to 11th** **2 School Days** *10 - First Day / Orientation Day*	**Orientation:** *Course syllabus, expectations, grading system* *WIDA English Language Proficiency Assessment (for some students)* **Grammar and Writing:** *EAP pre course assessment and other informal assessments* — Vocabulary: *Spelling*; Grammar: *Parts of Speech* **Independent Reading:** *Student-choice library book/ Cornerstone/ Oxford Dominoes* **Reading Groups:** *In-class reading and discussions* **Young Shakespeare:** *Introduction and Brainstorming*
Week 2 **Aug 14th to 18th** *15 – Opening Mass/ Feast of Our Lady of Assumption*	*WIDA English Language Proficiency Assessment (for some students)* *EAP pre-course assessment* **Reading**: Chapter 1/Reading 1: **The Extraordinary Life of Steve Jobs** *(a magazine article)* ✓ Reading Strategy: *Predicting Author's Point of View from Title* Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Synonyms; Using the Dictionary* ✓ Note Taking ✓ Critical Thinking **Writing**: Part 1/ Chapter 1: **Academic Paragraphs** ✓ Vocabulary: *Word Families (Noun and Verb)* ✓ Organization: *Formatting (handwritten Work; on Computer)* ✓ Mechanics: *Capital Letters* ✓ Writing Process: *Journal Writing (weekly); Long Way Down by Jason Reynolds* **SRA Reading Lab:** *In-class reading and lab activities* **Independent Reading:** *Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds* **Reading Groups:** *In-class reading and discussions*

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	Young Shakespeare: *Brainstorming/ Conceptualization*

Week 3

Aug 21st to 25th

Reading	Writing
Chapter 1/Reading 2: **The Pixar Story** *(an online article)* ✓ Reading Strategy: *Predicting Content from First Paragraph* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Synonyms; Using the Dictionary* ✓ Critical Thinking	Part 1/ Chapter 1: **Academic Paragraphs** ✓ Sentence Structure: *Simple Sentences; Phrases (Prepositional); S-V Agreement; Fragments* ✓ Writing Process: *Listing; Journal Writing (weekly); Long Way Down by Jason Reynolds*

SRA Reading Lab:	*In-class reading and lab activities*
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds*
Reading Groups:	*In-class reading and discussions*
Young Shakespeare:	*Brainstorming/ Conceptualization*

Week 4

Aug 28th to Sept 1st

Reading	Writing
Chapter 1/Reading 3: **The Map of Innovation: *Creating Something Out of Nothing*** *(a book excerpt)* ✓ Reading Strategy: *Skimming by Reading Topic Sentences* ✓ Comprehension: *Main Ideas; Close Reading*	Part 1/ Chapter 2: **Narrative Paragraphs** ✓ Vocabulary: *Compound Nouns* ✓ Organization: *Time Order Signals* ✓ Writing Process: *Journal Writing (weekly); Long Way Down by Jason Reynolds*

	✓ Vocabulary: *Guessing from Context; Synonyms; Using the Dictionary; Word Forms* ✓ Note Taking ✓ Critical Thinking	
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Brainstorming/ Conceptualization*

	Reading	Writing
Week 5 **Sept 4th to 8th** **4 Days of Class** *8 – Mass/ Mother May's Birthday* *– VIP Induction*	Chapter 2/Reading 1: **When Does a Fear Become a Phobia?** *(a textbook excerpt)* ✓ Reading Strategy: *Scanning* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Collocations; Word Forms* ✓ Critical Thinking	Part 1/ Chapter 2: **Narrative Paragraphs** ✓ Sentence Structure: *Analyzing the Model; Compound Sentences; Coordinating Conjunctions* Writing Process: *Freewriting; Journal Writing (weekly); Long Way Down by Jason Reynolds*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Brainstorming/ Conceptualization*
	Holidays/Official Class Interruptions:	*Sep 9th (Moon Festival; Holiday/Observed)*

	Reading	Writing
Week 6 **Sep 11th to 15th** *12 to 14 – Pre- Exam Days*	Chapter 2/Reading 2: **Case Studies** *(a textbook excerpt)* ✓ Reading Strategy: *Previewing Using Visuals* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Word Usage; Using the Dictionary* ✓ Note Taking: *Filling Out an Organizer* ✓ Critical Thinking: *Drawing Conclusions; Cultural Aspects*	Part 1/ Chapter 2: **Narrative Paragraphs** ✓ Sentence Structure: *Compound Sentences; Coordinating Conjunctions (cont.)* ✓ Punctuation: *Three Comma Rules* Writing Process: *Freewriting; Journal Writing (weekly); Long Way Down by Jason Reynolds*
SRA Reading Lab:	*In-class reading and lab activities*	
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds*	
Reading Groups:	*In-class reading and discussions*	
Young Shakespeare:	*Brainstorming/ Conceptualization*	

	Reading	Writing
Week 7 **Sept 18th to 22nd**	Chapter 2/Reading 3: **Treatments for Phobias** *(a textbook excerpt)* ✓ Reading Strategy: *Understanding Scholarly References* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Greek and Latin Roots; Synonyms* ✓ Note Taking: *Organizing and Categorizing* ✓ Critical Thinking	Part 1/ Chapter 3: **Basic Paragraph Structure** ✓ Sentence Structure: *Analyzing the Model; Adjectives and Adverbs in Basic Sentences* ✓ Writing Process: *The Detailed Outline; Journal Writing (weekly)/ Summary Writing; Long Way Down by Jason Reynolds*

SRA Reading Lab:	*In-class reading and lab activities*
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds*
Reading Groups:	*In-class reading and discussions*
Young Shakespeare:	*Brainstorming/ Conceptualization*

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	Writing
Week 8 **Sept 25th to 29th** **No Classes** *25 – 28 Teacher's Conference* *29- Moon Festival (Holiday)*	Part 1/ Chapter 3: **Basic Paragraph Structure** ✓ Sentence Structure: *Adjectives and Adverbs in Basic Sentences (cont.)* ✓ Writing Process: *Journal Writing (weekly)/ Summary Writing; Long Way Down by Jason Reynolds*

SRA Reading Lab:	*In-class reading and lab activities*
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds*
Reading Groups:	*In-class reading and discussions*
Young Shakespeare:	*Brainstorming/ Conceptualization*
Holidays/Official Class Interruptions:	*Sep 25th to 28th (Teacher's Conference); Sep 29th- Moon Festival*

Week 9 **Oct 2nd to 6th** **3 Days of Class** *5 - 6 Q1 Exam*	**SRA Reading Lab:**	*Q1 progress review*
	Reading Groups:	*Q1 review and reflection*
	Writing:	*Journal Writing (weekly)*
	Test Preparation Q1 EAP (LA) EXAM	
	Young Shakespeare:	*Brainstorming/ Conceptualization*
	Holidays/Official Class Interruptions:	*Oct 5th to 6th (Q2 Examination)*

Second Quarter

	TOPICS/LESSONS **CHAPTER 3-5: Reading Series 3**	**CHAPTER 4-5: Writing Series 3**
Week 1 (10) **Oct 9th to 13th** **3 Days of Class** *9-10 - Double Ten (Holiday)*	**Reading**	**Writing**
	Chapter 3/Reading 1: **An Interview with Michael Pollan** *(an online article)* ✓ Reading Strategy: *Skimming an Interview* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Using the Dictionary* ✓ Note Taking: *Categorizing* ✓ Critical Thinking	Part 1/ Chapter 4: **Logical Division of Ideas** ✓ Writing Process: *Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)* • Return Q1 Exam Papers/Review and Clarifications
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*
	Holidays/Official Class Interruptions:	*Oct 9th to 10th (Double Ten; Holiday/Observed)*
Week 2 (11) **Oct 16th to 20th**	**Reading**	**Writing**
	Chapter 3/Reading 2: **Bad Food? Tax It and Subsidize Vegetables *by Mark Bittman*** *(a newspaper article)* ✓ Reading Strategy: *Scanning*	Part 1/ Chapter 4: **Logical Division of Ideas** ✓ Vocabulary: *Synonyms* ✓ Writing Process: *Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)*

	✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Prefixes (in-, im-, il-, ir-); Antonyms* ✓ Note Taking: *Chain of Reasoning* ✓ Critical Thinking	
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*

Week 3 (12) **Oct 23rd to 27th** *27- Book Fair* *27- Masquerade Night*	**Reading**	**Writing**
	Chapter 3/Reading 3: **Bad Food? Tax It and Subsidize Vegetables *by Mark Bittman*** *(a newspaper article)* ✓ Reading Strategy: *Scanning* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Prefixes (in-, im-, il-, ir-); Antonyms* ✓ Note Taking: *Chain of Reasoning* ✓ Critical Thinking	Part 1/ Chapter 4: **Logical Division of Ideas** ✓ Organization: *Logical Division of Ideas; Unity and Coherence in the Supporting Sentences of a Paragraph* ✓ Writing Process: *Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*

Week 4 (13) **Oct 30th to Nov 3rd** *1- All Saint's Day Mass*	**Reading**	**Writing**
	Chapter 4/Reading 1: **The Hippocratic Oath—A Modern Version** *(an online article)* ✓ Reading Strategy: *Skimming an Oath* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Word Usage: affect vs. effect* ✓ Critical Thinking	Part 1/ Chapter 4: **Logical Division of Ideas** ✓ Sentence Structure: *Run-ons and Comma Splices; Correcting and Finding Run-ons and Comma Splices* ✓ Writing Process: *Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*

	Reading	Writing
Week 5 (14) **Nov 6th to 10th**	Chapter 4/Reading 2: **The Invisible Enemy** *(a textbook excerpt)* ✓ Reading Strategy: *Scanning for Dates to Understand Sequence* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Categorizing Words; Collocations; Synonyms* ✓ Note Taking: *Creating a Timeline* ✓ Critical Thinking	Part 1/ Chapter 4: **Logical Division of Ideas** ✓ Sentence Structure: *Run-ons and Comma Splices; Correcting and Finding Run-ons and Comma Splices (cont.)* ✓ Writing Process: *Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*

	Reading	Writing
Week 6 (15) **Nov 13th to 17th**	Chapter 4/Reading 3: **That Mothers Might Live** *(a book excerpt)* ✓ Reading Strategy: *Finding Link between Title and First Paragraph* ✓ Comprehension: *Main Ideas; Close Reading*	Part 1/ Chapter 5: **Process Paragraphs** ✓ Vocabulary: *Phrasal Verbs* ✓ Writing Process: *Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*

Week 7 (16) **Nov 20th to 24th** *23- House Family Day/ Thanksgiving Mass* *24- YSC; G12 Q2 Exam*	**Reading**	**Writing**
	Chapter 4/Reading 3: **That Mothers Might Live** *(a book excerpt)* ✓ Vocabulary: *Synonyms; Word Usage: the authorities vs. the authority; Connotations* ✓ Critical Thinking	Part 1/ Chapter 5: **Process Paragraphs** ✓ Organization: *Topic, Supporting, and Concluding Sentences in Process Paragraphs* ✓ Writing Process: *Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Young Shakespeare:	*Practice and Preparations*
	Holidays/Official Class Interruptions:	*Nov 24th (Young Shakespeare Playwriting and Performing Contest)*

Week 8 (17) **Nov 27th to Dec 1st** *27- G12 Q2 Exam*	**Reading**	**Writing**
	Chapter 5/Reading 1: **Indian Camp—Part I** *(a short story excerpt)* ✓ Reading Strategy: *Understanding the Elements of Fiction* ✓ Comprehension: *Main Ideas; Setting; Plot; Close Reading* ✓ Vocabulary: *Guessing from Context; Synonyms; Gradations of Intensity* ✓ Critical Thinking: *Making Inferences; Drawing Conclusions*	Part 1/ Chapter 5: **Process Paragraphs** ✓ Organization: *Using Time Order in Process Paragraphs* ✓ Writing Process: *Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*

	Reading	Writing
Week 9 (18) **Dec 4th to 8th** *8- Foundation Day Celebration and Mass/ Christmas Program/ Solemnity of the Immaculate Conception (Half Day)*	Chapter 5/Reading 2: **Indian Camp—Part II** *(a short story excerpt)* ✓ Reading Strategy: *Identifying Themes* ✓ Comprehension: *Main Ideas; The Plot; Close Reading* ✓ Vocabulary: *Synonyms; Phrasal Verbs with stand* ✓ Note Taking: *Circling Themes and Writing Margin Notes* ✓ Critical Thinking	Part 1/ Chapter 5: **Process Paragraphs** ✓ Writing Process: *Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	*Dec 8th (Foundation Day; Half Day)*

	Writing	
Week 10 (19) **Dec 11th to 15th** **3 Days of Class** *14 - 15 Q2 Exam* *Dec 18 – Jan 1 Christmas Holiday*	✓ Writing Process: *Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)*	
	SRA Reading Lab:	*Q2 progress review*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)*
	Reading Groups:	*Q2 review and reflection*
	Test Preparation Q1 EAP (LA) EXAM	
	Holidays/Official Class Interruptions:	*Dec 14th to 15th (Q2 Examination)*
	Christmas Break	

Third Quarter

	TOPICS/LESSONS **CHAPTER 5-2: Reading Series 3**	**CHAPTER 6-8: Writing Series 3**
Week 1 (20) **Jan 3rd to 5th** **3 Days of Class** *2 – Record Day* *4- New Year Mass*	**Writing**	
	Part 1/ Chapter 6: **Definition Paragraphs** ✓ Vocabulary: *Word Knowledge* ✓ Organization ✓ Writing Process: *Journal Writing (weekly); The Giver Questionnaire (Ch. 1 & 2)* Return Q2 Exam Papers/Review and Clarifications	
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	*Jan 2nd (Record Day); Jan 4th- NY's Mass*
Week 2 (21) **Jan 8th to 12th**	**Reading**	**Writing**
	Chapter 5/Reading 3: **Hemmingway's Style** *(a textbook excerpt)* ✓ Reading Strategy: *Scanning for "Compare and Contrast" Words* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Word Forms; "Compare and Contrast" Words* ✓ Note Taking: *Organizing to Compare and Define Style* ✓ Critical Thinking	Part 1/ Chapter 7: **Cause/Effect Paragraphs** ✓ Organization: *Topic, Supporting and Concluding Sentences in Cause/Effect Paragraphs* ✓ Writing Process: *The Giver Questionnaire (Ch. 3 & 4)*
	SRA Reading Lab:	***In-class reading and lab activities***
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*

	Reading Groups:	*In-class reading and discussions*

	Reading	Writing
Week 3 (22) **Jan 15th to 19th**	Chapter 6/Reading 1: **A Biography of Vincent Van Gogh** *(1853-1890; a book excerpt)* ✓ Reading Strategy: *Previewing Using Visuals* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Using the Dictionary; Connotations* ✓ Note Taking: *Identifying Supporting Details* ✓ Critical Thinking	Part 1/ Chapter 7: **Cause/Effect Paragraphs** ✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 5 & 6)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*

	Reading	Writing
Week 4 (23) **Jan 22nd to 26th**	Chapter 6/Reading 2: **The Letters of Vincent Van Gogh** *(a book excerpt)* ✓ Reading Strategy: *Skimming Letters* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Synonyms* ✓ Note Taking: *Identifying Supporting Details*	Part 1/ Chapter 8: **Comparison/ Contrast Paragraphs** ✓ Vocabulary: *Antonyms* ✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 7 & 8)*

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	✓ Critical Thinking	
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*

	Reading	Writing
Week 5 (24) **Jan 29th to Feb 2nd**	Chapter 6/Reading 3: **Portrait of Dr. Gachet: Timeline** *(an online article)* ✓ Reading Strategy: *Scanning for Dates to Understand Sequence* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Word Root: sen-* ✓ Note Taking: *Identifying Supporting Details* ✓ Critical Thinking	Part 1/ Chapter 8: **Comparison/ Contrast Paragraphs** ✓ Organization: *Topic, Supporting and Concluding Sentences in Comparison Paragraphs* ✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 9 & 10)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*

	Reading	Writing
Week 6 (25) **Feb 5th to 9th** **3 Days of Class**	Chapter 6/Reading 3: **Portrait of Dr. Gachet: Timeline** *(an online article)* ✓ Reading Strategy: *Scanning for Dates to Understand Sequence*	Part 1/ Chapter 8: **Comparison/ Contrast Paragraphs** ✓ Organization: *Topic, Supporting and Concluding Sentences in Contrast Paragraphs*

	✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Word Root: sen-* ✓ Note Taking: *Identifying Supporting Details* ✓ Critical Thinking	✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 11 & 12)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	***Feb 8th – 16th Chinese New Year***

Week 7 (26) **Feb 19th to 23rd** *19- Lenten Mass*	**Reading**	**Writing**
	Chapter 7/Reading 1: **Basic Principles of Forensics** *(a textbook excerpt)* ✓ Reading Strategy: *Skimming by Reading Topic Sentences* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Word Usage: sound; Collocations* ✓ Critical Thinking	Part 1/ Chapter 8: **Comparison/ Contrast Paragraphs** ✓ Sentence Structure: *Analyzing the Model; Transition Signals for Comparison* ✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 13 & 14)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	*Feb 19h – Lenten Mass*

	Reading	Writing
Week 8 (27) **Feb 26th to Mar 1st** **4 Days of Class** *28- Memorial Day*	Chapter 7/Reading 2: **The "CSI Effect" is a Mixed Blessing for Real Crime Labs** *(an online article)* ✓ Reading Strategy: *Predicting Content from the Title and Subheadings* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Word Forms; Idioms: Word Usage: pool* ✓ Note Taking: *Identifying Who said What* ✓ Critical Thinking	Part 1/ Chapter 8: **Comparison/ Contrast Paragraphs** ✓ Sentence Structure: *Analyzing the Model; Transition Signals for Contrast* ✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 15 & 16)*

SRA Reading Lab:	*In-class reading and lab activities*
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
Reading Groups:	*In-class reading and discussions*
Holidays/Official Class Interruptions:	*Feb 28th Memorial Day (Holiday Observed)*

Week 9 (28) **Mar 4th to 8th** **4 Days of Class** *8- Q3 Exam*	**Reading**	**Writing**
	Chapter 7/Reading 3: **The Forensic Use of DNA** *(a book excerpt)* ✓ Reading Strategy: *Reading Last Paragraph First* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Word Forms; Idioms: Word Usage: pool* ✓ Note Taking: *Organizing Material Chronologically* ✓ Critical Thinking	Part 1/ Chapter 8: **Comparison/ Contrast Paragraphs** ✓ Writing Process: *Double-Entry Journal Writing; The Giver Questionnaire (Ch. 17 & 18)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry* *Review for Q3 Exam*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	*Mar 8th- Q3 Exam (Half Day)*

Fourth Quarter

	TOPICS/LESSONS **CHAPTER 8-10: Reading Series 1**	**CHAPTER 9-10: Writing Series 3**
Week 1 (29) **Mar 11th to 15th** **4 Days of Class** *11 – Q3 Exams*	**Reading**	**Writing**
	Chapter 8/Reading 2: **The "CSI Effect" is a Mixed Blessing for Real Crime Labs** *(a journal article)* ✓ Reading Strategy: *Predicting Content from the Title and Subheadings* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Word Forms; Idioms: Word Usage: pool* ✓ Note Taking: *Identifying Who said What* ✓ Critical Thinking	**Part 2/ Chapter 9: Essay Organization** ✓ Vocabulary: *Formal and Informal Words* ✓ Writing Process: *Summary Writing; Journal Writing (weekly); The Giver Questionnaire (Ch. 19 & 20)* Return Q3 Exam Papers/Review and Clarifications
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	*Mar 11th- Q3 Exam (Half Day)*
Week 2 (30) **Mar 18th to 22nd** *18-21 – Fire Drill*	**Reading**	**Writing**
	Chapter 8/Reading 1: **More than Man's Best Friend** *(a journal article)* ✓ Reading Strategy: *Previewing Using Visuals* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Greek and Latin Names and Roots* ✓ Note Taking: *Reviewing Details to Help You Remember*	**Part 2/ Chapter 9: Essay Organization** ✓ Organization: *Introductory, Body, and Concluding Paragraphs; Transition Between Paragraphs;* ✓ Writing Process: *Journal Writing (weekly); The Giver Questionnaire (Ch. 20 & 21)*

	✓ Critical Thinking	
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	*Mar 18h - 21st- Fire Drill*

	Reading	Writing
Week 3 (31) **Apr 8th to 12th** *Mar 25th to Apr5th – Easter Break*	Chapter 8/Reading 2: **Domesticating Wolves** *(a book excerpt)* ✓ Reading Strategy: *Paraphrasing to Identify the Main Ideas* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Synonyms; Suffix: -worthy; Homonyms: site/ sight/ cite* ✓ Note Taking: *Preparing for a Test* ✓ Critical Thinking	**Part 2/ Chapter 9: Essay Organization** ✓ Organization: *Essay Outlining* ✓ Writing Process: *Journal Writing (weekly); The Giver Questionnaire (Ch. 22 & 23)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*
	Holidays/Official Class Interruptions:	***March 25th to Apr 5th Easter Break***

	Reading	Writing
Week 4 (33) **Apr 15th to 19th**	Chapter 8/Reading 3: **Frisky to the Rescue in Hurricane Katrina** *(an online article)* ✓ Reading Strategy: *Predicting Type of Text from Title* ✓ Comprehension: *Main Ideas; Close Reading*	**Part 2/ Chapter 10: Opinion Essays** ✓ Vocabulary: *Collocations* ✓ Organization: *Introductory Paragraphs in Opinion Essays (Analyzing and Writing Thesis Statements for Opinion Essays)*

	✓ Vocabulary: *Words and Idioms; Phrasal Verbs with pass and hang; Compound Words with -long* ✓ Critical Thinking	Writing Process: *Applying Vocabulary using Collocations; Journal Writing (weekly)*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions/ The Giver movie viewing*

	Reading	Writing
Week 5 (34) **Apr 22nd to 26th** *22-26 – AP Mock Exams*	Chapter 9/Reading 1: **Savage Inequalities: Children in America's School** *(a book excerpt)* ✓ Reading Strategy: *Identifying Issues from First Paragraph of an Essay* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Prefixes of not-Words or Antonyms; Synonym* ✓ Note Taking: *Summarizing the Argument* ✓ Critical Thinking: *Analyzing the Argument; Brainstorming a Letter*	**Part 2/ Chapter 10: Opinion Essays** ✓ Vocabulary: *Collocations* ✓ Organization: *Body Paragraphs in Opinion Essays (Writing Reasons to Support an Opinion)* Writing Process: *Writing the First Draft of an academic essay; Journal Writing (weekly);*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions/ The Giver movie viewing*

	Reading	Writing
Week 6 (35) **Apr 29th to May 3rd** *1-10 – Final Exams (K, G5, G8, G12 and AP classes)*	Chapter 9/Reading 2: **The Autobiography of Malcolm X** *(a book excerpt)*	**Part 2/ Chapter 10: Opinion Essays** ✓ Vocabulary: *Collocations* ✓ Organization: *Developing Supporting Details; Quotations*

	✓ Reading Strategy: *Skimming by Reading Topic Sentences* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Synonyms; Using the Dictionary* ✓ Note Taking: *Preparing for a Test* ✓ Critical Thinking	Writing Process: *Revising Draft and Finalize an academic essay; Journal Writing (weekly);*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions/ The Giver movie viewing*

Week 7 (36) **May 6th to 10th** *1-10 – Final Exams (K, G5, G8, G12 and AP classes*	**Reading**	**Writing**
	Chapter 9/Reading 3: **Where I Learned to Read** *(a magazine article)* ✓ Reading Strategy: *Understanding Most Important Idea from Last Paragraph* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Synonyms; Word Forms* ✓ Note Taking: *Identifying Important Details* ✓ Critical Thinking	**Part 2/ Chapter 10: Opinion Essays** ✓ Vocabulary: *Collocations* ✓ Organization: *Statistics* ✓ Writing Process: *Identifying Supporting Details; Conducting A Survey Journal Writing (weekly); The Giver Movie and Book Review*
	SRA Reading Lab:	*In-class reading and lab activities*
	Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
	Reading Groups:	*In-class reading and discussions*

Week 8 (37)

May 13th to 17th

2 Days of Class

15- 16 Q4 Exams

17- Record Day

Reading	Writing
Chapter 10/Reading 1: **The Global Context** *(a journal article)* ✓ Reading Strategy: *Predicting Content from First Sentence* ✓ Comprehension: *Main Ideas; Close Reading* ✓ Vocabulary: *Guessing from Context; Using the Dictionary; Gradations of Intensity* ✓ Critical Thinking	✓ Writing Process: *Journal Writing (weekly); The Giver Movie and Book Review*

SRA Reading Lab:	*In-class reading and lab activities*
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
Reading Groups:	*In-class reading and discussions; Review for the Q4 Exam*
Holidays/Official Class Interruptions:	*May 15th to 16th- Q4 Exam (Half Day)*

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Week 9 (38)

May 20th to 24th

ACTIVITIES: Double check the school calendar and emails from the administration.

Writing	
✓ Writing Process: *Journal Writing (weekly); The Giver Movie and Book Review* Return Q4 Exam Papers/Review and Clarifications	
SRA Reading Lab:	*In-class reading and lab activities*
Independent Reading:	*Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry*
Reading Groups:	*In-class reading and discussions; WIDA*
Holidays/Official Class Interruptions:	*20-24 ~ Student Clearance Days* *21 ~ Baccalaureate Mass for Graduating classes* *22 & 23 ~ Middle & High School Sports Day* *23 ~ Pre-Kindergarten & Gr. 1 - 4 Recognition/Kindergarten Graduation/Gr. 5 Promotion* *24 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation*

		24 ~ Lower School Sports Day
Week 10 (39) **May 27th to 31st** **ACTIVITIES: Double check the school calendar and emails from the administration**	**Holidays/Official Class Interruptions:**	*27 ~ House Culminating Activity* *28 ~ Gr. 9-11 Recognition and Gr. 12 Graduation* *29 ~ Class Party* *30 ~ Last Day of School & Report Card Distribution (half day)* *31 ~ Teachers/Staff Meeting*

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