



Gr.8 ENGLISH LANGUAGE ARTS (ELA)

COURSE SYLLABUS

GRADE LEVEL: 8

SCHOOL YEAR: 2023-24

TEACHER: Mr. Wakeling

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COURSE DESCRIPTION:

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

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

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

AREA OF STUDY:

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

COURSE STANDARDS:

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

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

The CCSS are organized into five strands:

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

LIFELONG LEARNING STANDARDS:

- Knowledgeable person
- Effective communicator
- Quality producer

• Critical thinker

• Self-directed learner

• Contributing citizen

KEY CCSS OBJECTIVES:

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

ASSESSMENT:

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

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

TEXTS:

G8 - HMH Into Literature & Writable

REFERENCE / LINKS:

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

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

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

REQUIRED MATERIALS:

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

HOMEWORK RULES:

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

CLASSROOM RULES:

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

Below are the five golden rules:

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

DISCIPLINE:

- Please refer to the student handbook.

ACADEMIC DISHONESTY means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.

2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

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

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>	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <ul style="list-style-type: none"> ● Course Introduction / Unit 1 Opener <u>HMH Writing/Grammar:</u> <ul style="list-style-type: none"> ● Course Introduction
Week 2 Aug 14th to 18th <i>15 ~ Opening Mass</i>	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <ul style="list-style-type: none"> ● <u>Analyze & Apply:</u> <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 <u>HMH Writing/Grammar:</u> <ul style="list-style-type: none"> ● <u>M1 – The Sentence</u> ● Differentiated Instruction Writing Activity YSC-RT: Introduction + Assign Groups + Explain Online brainstorming <u>Independent Study:</u> <ul style="list-style-type: none"> ● YSC-RT: HW = Online <u>brainstorming</u>
Week 3 Aug 21st to 25th	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>Are Bionic Superhumans on the Horizon?</i> ● <u>Collaborate & Compare:</u> <i>The Automation Paradox</i> p.36-49 <u>HMH Writing/Grammar:</u> <ul style="list-style-type: none"> ● <u>M1 – The Sentence:</u> Cont. ● <u>Write an Argument:</u> Introduction & Prewriting <u>Independent Study:</u> <ul style="list-style-type: none"> ● YSC-RT: HW = Online <u>brainstorming</u>
Week 4 Aug 28th to Sep 1st	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <ul style="list-style-type: none"> ● <u>Collaborate & Compare:</u> <i>Heads Up, Humans</i> p.50-51 <u>HMH Writing/Grammar:</u> <ul style="list-style-type: none"> ● <u>Write an Argument:</u> Prewriting & Drafting YSC-RT: Final brainstorming + Start Planning <u>Independent Study:</u> <ul style="list-style-type: none"> ● YSC-RT: HW = Online <u>planning</u>
Week 5 Sep 4th to 8th <i>8 ~ Holy Mass & VIP Induction</i>	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>The Automation Paradox + Heads Up, Humans</i> ● <u>Analyze & Apply:</u> <i>The Brave Little Toaster</i> p.4-15 <u>HMH Writing/Grammar:</u> <ul style="list-style-type: none"> ● <u>Write an Argument:</u> Revise, Edit and Publish YSC-RT: 1st Lesson = <u>Everyone:</u> Finish the planning and get it approved. 2nd Lesson = <u>Writers:</u> Start writing scenes 1-3. <u>Others:</u> Read Novel <u>Independent Study:</u> <ul style="list-style-type: none"> ● YSC-RT: HW = <u>Writers</u> Will start writing the first draft (Scenes 1-3). <u>Other Students</u> will monitor the writer's progress and offer feedback.
Week 6 Sep 11th to 15th	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <ul style="list-style-type: none"> ● <u>Analyze & Apply:</u> <i>The Brave Little Toaster</i> p.4-15

12-14 ~ Pre-Exam Days	<ul style="list-style-type: none"> ● <u>Analyze & Apply</u>: <i>Interflora</i> p.28-35 ● <u>Read a Play</u>: <i>The Hitchhiker</i> + Drama Elements p.439 <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>M7 – Sentence Structure</u> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● YSC-RT: HW = <u>Writers</u> Will start writing the first draft (Scenes 1-3). <u>Other Students</u> will monitor the writer's progress and offer feedback.
<p>Week 7 Sep 18th to 22nd</p>	<p><u>Into Literature – Unit 6: Drama Study</u></p> <ul style="list-style-type: none"> ● <u>Assessment</u>: <i>The Brave Little Toaster</i> p.4-15 ● <u>Read a Play</u>: <i>The Hitchhiker</i> + Drama Elements p.439 Cont. <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>Argument Writing</u>: Presentations ● <u>M7 – Sentence Structure</u> Cont. <p>Novel: <u>Introduction</u>: <i>The Giver</i> - Introduction/SSR</p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● YSC-RT: HW = <u>Writers</u> Will finish writing the first draft (Scenes 4-6). <u>Other Students</u> will monitor the writer's progress and offer feedback. ● Read - <i>The Giver</i> Ch.1-11
<p>Week 8 Sep 25th to 29th <i>25-28 ~Teacher's Conference</i> <i>29 – Moon Festival Holiday</i></p>	<p style="text-align: center;"><u>No Classes</u></p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● YSC-RT: HW = <u>Writers</u> Will finish writing the first draft (Scenes 4-6). <u>Other Students</u> will monitor the writer's progress and offer feedback. Scripts Due on October 3rd ● Read - <i>The Giver</i> Ch.1-11
<p>Week 9 Oct 2nd to 6th <u>3 Days of Class</u> <i>5-6 ~Q1 Exams</i></p>	<p><u>Into Literature – Unit 1: Gadgets and Glitches</u></p> <ul style="list-style-type: none"> ● Exam Prep. & Review <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>Assessment</u>: M1 + M7 Sentences ● Exam Prep. & Review <p>Q1 Exams (Half Day)</p> <p>-----</p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● Read - <i>The Giver</i> Ch.1-11

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 9th to 13th <u>3 Days of Class</u> <i>9-10 – Double 10 Holiday</i></p>	<p><u>Review Q1 Exam</u></p> <p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Introduction / Unit 2 Opener</u> <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>M2 – Part of Speech I: Nouns & Pronouns</u>

	<p>YSC-RT: Read through + Plan the 1* Practice</p> <p>Novel: <u>Activity/SSR:</u> The Giver – Ch.1-11</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● YSC-RT: Check Google Classroom ● Review - The Giver Ch.1-11
<p>Week 2 (11) Oct 16th to 20th</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Analyze & Apply:</u> <i>What is the Horror Genre</i> p.82-93 <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>M2 – Part of Speech I:</u> Nouns & Pronouns Cont. <p>YSC-RT: Practice & Preparation</p> <p>Novel: <u>TEST:</u> The Giver – Ch. 1-11</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● YSC-RT: Check Google Classroom ● Read - The Giver Ch.12-23
<p>Week 3 (12) Oct 23rd to 27th</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Analyze & Apply:</u> <i>The Tell-Tale Heart</i> p94-107 <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>M2 – Part of Speech I:</u> Nouns & Pronouns Cont. ● <u>M2 – Part of Speech I:</u> Adjectives <p>YSC-RT: Practice & Preparation</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● YSC-RT: Check Google Classroom
<p>Week 4 (13) Oct 30th to Nov 3rd <i>1 - All Saint's Day Mass</i></p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>The Tell-Tale Heart</i> ● <u>Collaborate & Compare:</u> <i>The Monkey's Paw</i> p.108-129 <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>M2 – Part of Speech I:</u> Adjectives <p>YSC-RT: Practice & Preparation</p> <p>Novel: <u>Activity/SSR:</u> The Giver – Ch.12-23</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● YSC-RT: Check Google Classroom ● Read - The Giver Ch.12-23
<p>Week 5 (14) Nov 6th to 10th</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Collaborate & Compare:</u> <i>The Monkey's Paw</i> p.108-129 <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>Assessment:</u> M2 – Part of Speech I <p>YSC-RT: No Class / Judging Taking Place</p> <p>Novel: <u>SSR:</u> The Giver – Ch.12-23</p> <p><u>TEST:</u> The Giver – Ch. 10-23</p> <p>Roll of Thunder Hear My Cry - Introduction/SSR</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read - Roll of Thunder Hear My Cry Ch.1-6
<p>Week 6 (15) Nov 13th to 17th</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p>

	<ul style="list-style-type: none"> ● <u>Assessment</u>: <i>The Monkey's Paw</i> ● <u>Collaborate & Compare</u>: from <i>The Monkey's Paw</i> p.130-133 <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>M3 – Part of Speech II</u>: Verbs & Adverbs <p>YSC-RT: Extra Practice for in-class winners Novel: SSR: Roll of Thunder Hear My Cry - Ch.1-6 <u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● YSC-RT: Check Google Classroom ● Read - Roll of Thunder Hear My Cry Ch.1-6
<p>Week 7 (16) Nov 20th to 24th</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Collaborate & Compare</u>: from <i>The Aeneid of Virgil</i> p.136-142 <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>M3 – Part of Speech II</u>: Verbs & Adverbs (Cont.) <p>YSC-RT: Extra Practice / Dress Rehearsal + YSC Competition Novel: Activity/SSR: Roll of Thunder Hear My Cry - Ch.1-6 <u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● Review - Roll of Thunder Hear My Cry Ch.1-6
<p>Week 8 (17) Nov 27th to Dec 1st</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Collaborate & Compare</u>: from <i>Hades: Lord of the Dead</i> p.143-155 ● Exam Prep. & Review <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>M3 – Part of Speech II</u>: Prepositions, Conjunctions & Interjections <p>Novel: TEST: Roll of Thunder Hear My Cry - Ch.1-6 <u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● Read - Roll of Thunder Hear My Cry Ch.6-12
<p>Week 9 (18) Dec 4th to 8th 8 - Foundation Day Celebrations</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● <u>Assessment</u>: from <i>The Aeneid of Virgil</i> + from <i>Hades: Lord of the Dead</i> ● Exam Prep. & Review <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● <u>Assessment</u>: M3 – Part of Speech II <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● Read - Roll of Thunder Hear My Cry Ch.6-12
<p>Week 10 (19) Dec 11th to 15th <u>3 Days of Class</u> 14-15 ~ Q2 Exams</p>	<p><u>Into Literature – Unit 2: The Thrill of Horror</u></p> <ul style="list-style-type: none"> ● Exam Prep. & Review <p><u>HMH Writing/Grammar</u>:</p> <ul style="list-style-type: none"> ● Exam Prep. & Review <p>Q2 Exams (Half Day)</p> <p>-----</p> <p><u>Independent Study</u>:</p> <ul style="list-style-type: none"> ● Read - Roll of Thunder Hear My Cry Ch.6-12
<p>Dec 18th to Jan 1st</p>	<p>Christmas Holiday</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>3 ~ Q3 Begins</i> <i>4 ~ New Year Mass</i>	Review Q2 Exam <u>Into Literature – Unit 4: The Fight for Freedom</u> <ul style="list-style-type: none"> ● Introduction / Unit 4 Opener HMH Writing/Grammar: <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Introduction + Model Examples + Prewriting Novel: Activity/SSR: Roll of Thunder Hear My Cry - Ch.6-12 Independent Study: <ul style="list-style-type: none"> ● Review - Roll of Thunder Hear My Cry Ch.5-8
Week 2 (21) Jan 8th to 12th	<u>Into Literature – Unit 4: The Fight for Freedom</u> <ul style="list-style-type: none"> ● <u>Analyze & Apply:</u> <i>from Narrative of the Life of Frederick Douglass...</i> p.264-275 HMH Writing/Grammar: <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Prewriting + Research Lessons ● <u>M9 – Using Verbs Correctly:</u> Principal Parts & Regular Verbs Novel: <u>TEST:</u> Roll of Thunder Hear My Cry - Ch.6-12
Week 3 (22) Jan 15th to 19th	<u>Into Literature – Unit 4: The Fight for Freedom</u> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>from Narrative of the Life of Frederick Douglass...</i> ● <u>Analyze & Apply:</u> <i>The Drummer Boy of Shiloh</i> p.276-289 HMH Writing/Grammar: <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Drafting Novel: The Outsiders - Introduction/SSR Independent Study: <ul style="list-style-type: none"> ● Read - The Outsiders Ch.1-6
Week 4 (23) Jan 22nd to 26th	<u>Into Literature – Unit 4: The Fight for Freedom</u> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>The Drummer Boy of Shiloh</i> ● <u>Analyze & Apply:</u> <i>O Captain! My Captain!</i> p.290-297 HMH Writing/Grammar: <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Drafting ● <u>M9 – Using Verbs Correctly:</u> Regular Verbs Cont. + Irregular Verb Novel: SSR: The Outsiders - Ch.1-6 Independent Study: <ul style="list-style-type: none"> ● Read - The Outsiders Ch.1-6
Week 5 (24) Jan 29th to Feb 2nd	<u>Into Literature – Unit 4: The Fight for Freedom</u> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>O Captain! My Captain!</i> ● <u>Analyze & Apply:</u> <i>from Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3) HMH Writing/Grammar: <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Revise, Edit and Publish ● <u>M9 – Using Verbs Correctly:</u> Verb Tenses

	<p>Novel: Activity/SSR: The Outsiders - Ch.1-6</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Review - The Outsiders Ch.1-6
<p>Week 6 (25) Feb 5th to 9th 3 Days of Class 8-9 ~ CNY</p>	<p>Into Literature – Unit 4: The Fight for Freedom</p> <ul style="list-style-type: none"> ● <u>Analyze & Apply:</u> <i>from Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Plan & Create Presentations <p>Novel: TEST: The Outsiders - Ch.1-6</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read - The Outsiders Ch.6-12
Feb 8th to 16th	CNY Holiday
<p>Week 7 (26) Feb 19th to 23rd 19 ~ Lenten Mass 21-23 ~ Pre-Exam Days</p>	<p>Into Literature – Unit 4: The Fight for Freedom</p> <ul style="list-style-type: none"> ● <u>Assessment:</u> <i>from Harriet Tubman: Conductor...</i> <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>Write a Research Report:</u> Presentations ● <u>M9 – Using Verbs Correctly:</u> Verb Tenses <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read - The Outsiders Ch.6-12
<p>Week 8 (27) Feb 26th to March 1st 4 Days of Class IOWA Assessment 28 ~ 228 Memorial Day Holiday</p>	<p>Into Literature – Unit 4: The Fight for Freedom</p> <ul style="list-style-type: none"> ● <u>Collaborate & Compare:</u> <i>Not My Bones</i> p.318-325 ● <u>Collaborate & Compare:</u> <i>from Fortune's Bones</i> p.326-331 <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read - The Outsiders Ch.6-12
<p>Week 9 (28) March 4th to 8th 4 Days of Class 8 ~ Q3 Exams</p>	<p>Into Literature – Unit 4: The Fight for Freedom</p> <ul style="list-style-type: none"> ● Exam Prep. & Review <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● <u>Assessment:</u> M9 – Using Verbs Correctly ● Exam Prep. & Review <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read - The Outsiders Ch.6-12

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 (29) March 11th to 15th 4 Days of Class 11 ~ Q3 Exams 12 ~ Q4 Begins</p>	<p>Review Q3 Exam</p> <p>Into Literature – Unit 3: Places We Call Home</p> <ul style="list-style-type: none"> ● Introduction / Unit 3 Opener <p>HMH Writing/Grammar:</p>

	<ul style="list-style-type: none"> ● <u>Write a Personal Narrative</u>: Introduction + Brainstorming/ Prewriting <p>Novel: Activity/SSR: The Outsiders - Ch.6-12</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Review - The Outsiders Ch.5-8
<p>Week 2 (30) March 18th to 22nd <i>18-21 ~ Fire Drill</i></p>	<p><u>Into Literature – Unit 3: Places We Call Home</u></p> <ul style="list-style-type: none"> ● <u>Analyze & Apply</u>: from <i>The Book of the Unknown Americans</i> p.174–189 <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> ● <u>Write a Personal Narrative</u>: Prewriting + Quotations & Dialogue <p>Novel: TEST: The Outsiders - Ch.6-12</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Student's Choice: Research novel options and select one.
<p>March 25th to Apr 5th</p>	<p>Easter Holiday</p>
<p>Week 3 (31) Apr 8th to 12th <i>10 ~ Easter Mass</i></p>	<p><u>Into Literature – Unit 3: Places We Call Home</u></p> <ul style="list-style-type: none"> ● <u>Assessment</u>: from <i>The Book of the Unknown Americans</i> ● <u>Analyze & Apply</u>: <i>My Favorite Chaperone</i> p.190–219 <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> ● <u>Write a Personal Narrative</u>: Drafting ● <u>M13 – Capital Letters</u> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read: Novel = Student's Choice
<p>Week 4 (32) Apr 15th to 19th</p>	<p><u>Into Literature – Unit 3: Places We Call Home</u></p> <ul style="list-style-type: none"> ● <u>Analyze & Apply</u>: <i>My Favorite Chaperone</i> p.190–219 Cont. <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> ● <u>Write a Personal Narrative</u>: Revising, Editing & Publishing ● <u>M13 – Capital Letters</u> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read: Novel = Student's Choice
<p>Week 5 (33) Apr 22th to 26th <i>22-26 ~ AP Mock Exams</i></p>	<p><u>Into Literature – Unit 3: Places We Call Home</u></p> <ul style="list-style-type: none"> ● <u>Assessment</u>: <i>My Favorite Chaperone</i> ● <u>Analyze & Apply</u>: <i>Spirit Walking in the Tundra</i> p.220–227 <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> ● <u>M13 – Capital Letters</u> <p>Novel: SSR: Student's Choice - Ch.11-12</p> <p>Independent Study:</p> <ul style="list-style-type: none"> ● Read: Novel = Student's Choice
<p>Week 6 (34) Apr 29th to May 3rd <i>1-2 ~ Pre-Exam</i> <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i></p>	<p><u>Into Literature – Unit 3: Places We Call Home</u></p> <ul style="list-style-type: none"> ● <u>Assessment</u>: <i>Spirit Walking in the Tundra</i> ● Exam Prep. & Review <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> ● <u>Assessment</u>: M13 – Capital Letters ● Exam Prep. & Review

Week 7 (35) May 6th to 10th <i>1-10~ Final Exams (K, 5, 8, 12 only)</i> <i>4/29 – 5/10 ~ AP Exams</i>	Q4 Language Arts Exams Review Q4 Exam G8 – Clearance & Graduation Practice
Week 8 (36) May 13th to 17th 2 Days of Class <i>15-16 ~ Q4 Exams</i> <i>17 ~ Record Day</i>	G8 – Clearance & Graduation Practice
Week 9 (37) May 20th to 24th <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.	G8 – Clearance & Graduation Practice <hr/> <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>
Week 10 (38) May 27th to 31st <u>ACTIVITIES:</u> Double check the school calendar and emails from the administration.	<hr/> <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>