



EAL (English as an Additional Language) SY 2022-2023 COURSE SYLLABUS 1 Year, 1 Credit

Grade level: 7

Teachers: Ms. Chanting Lee

SY: 2022-2023

E-mail: clee@dishs.tp.edu.tw

COURSE DESCRIPTION

The Grade 7 Language Arts and Writing Course for *English as an additional language (EAL)* aims to prepare students for using English to communicate effectively in speaking, reading, listening, and writing, and achieve academic success in all content areas at the school and help them become confident English readers, writers, communicators, and thinkers.

The EAL course is made up of three components: the **Pearson Longman Keystone** series, **Scholastic Learning Zone**, and **Independent Reading**. The course also includes a focus on integrated, cross-curricular project-based learning in **Semester 1**, with the school's **Young Shakespeare Playwriting and Acting Competition**. In **Semester 2**, the EAL course will extend and further develop the students' skills in reading comprehension and critical thinking with **EAL Novel Reading**.

The Pearson Longman Keystone series will be the main text students will be working with. It is a multi-level, four skills language development program that accelerates students' academic achievement through scaffolding, sustained instruction, and learning and development strategies. The text builds students' capacity by focusing on both language proficiency and academic knowledge. Explicit lessons accelerate language acquisition, reading comprehension, vocabulary, and oral and written communication skills. For more information on the program, please refer to www.pearsonglobalschools.com.

Scholastic Learning Zone is an online, interactive, and personal reading program that includes a wide variety of fiction and non-fictional texts that students can choose from based on their interested and assessed level of reading. This program will be facilitated in-class to extend or integrate any content covered in Keystone. The Scholastic Learning Zone offers students texts of various genres and skill levels, with interactive features that develop their comprehension, vocabulary, and fluency skills.

The Independent Reading component of the course will be used to give students the opportunity to read independently. Students will pick a book (or bring a book from home) of their choice from the library based on their interest. It is recommended that students explore different kinds of text and keep a reading journal of their progress. Weekly in-class activities will support the student's independent reading by providing them time to read with their peers and share their experience through discussions and writing reviews. To find out more about Independent Reading can be found at www.eduplace.com.

In Semester 1 and 2, there are specific genres of texts and skills that are covered in order to extend students' learning with the three above components in EAL: the **Young Shakespeare Playwriting and Acting Competition** in Second Quarter (Semester 1), and **Novel Reading** in Third and Fourth Quarters (Semester 2). Throughout First and Second Quarter, texts covered in EAL are focused on fictional texts to scaffold and supervise the students in preparing for **Young Shakespeare**, a playwriting and acting competition that is part of the English Language curriculum. As a class, EAL students work together with their English Language Arts (ELA) peers to produce, direct, and perform an original play. In Semester 2, the curriculum focuses on students' skills in reading and comprehension with **Novel Reading**. Students will have opportunities to read, participate and contribute in discussions based around the novels they will read as a class.

COURSE OBJECTIVES

- For students to achieve academic language acquisition with those taking English Language Arts (ELA) classes
- Develop transferable academic skills that they can apply to other subjects, such as Science and Social Studies
- Provide a variety of opportunities for English learners to produce, practice, and improve their English reading and writing skills.
- Build and retain newly, and previously, learned English vocabulary over the school year
- Build and provide opportunities for students to read a wide variety of text in different genres

TEACHING STRATEGIES

The EAL class aims to be student-centered and collaborative. Majority of the work will be done in class to monitor and better facilitate and supervise the students. Students will have opportunities to use and engage with the course material in various ways through visuals or graphics. Occasionally, computers and electronics will be used. Students will also be introduced to reading and writing strategies that will be transferable and help them in other subjects, such as Social Studies and Science. A majority of these strategies and teaching will be facilitated through pair or group discussion, and sometimes self-reflection. All activities are aimed to give EAL students a safe space to reflect and learn from their peers and also gain confidence as English language speakers.

Creating 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 young 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.

ASSESSMENT

- Students will be assessed in class participation, homework, in-class work, quizzes/tests, oral responses, and quarter exams. It is **very important** that students complete the in-class work and homework assignments.
- Quizzes will relate to current or previous topics. A pop quiz may be given at any time during any class period.
- Grades will be computed following the school wide policy of 1/3 Homework/Seatwork/Projects, 1/3 Tests and Quizzes, and 1/3 Quarter Exams.
 - ♦ All assignments **must be turned in** on the day they are due. **Penalties for late work are the following:**
 - 1 day late = Minus 5%
 - 2 days late = Minus 10%
 - 3 days late = Minus 20%
 - 4 days late = Minus 60%
 - 5 days late or over = Project-I & Only 60%
 - ♦ Missed work due to notified/unforeseen absence: **It is the student's responsibility** to notify the teacher if he/she will be absent, **it is also his/her duty** to find out what work is due if he/she has been absent, and hand in the work he/she missed after discussing the matter with the teacher.

PRIMARY TEXTBOOKS AND OTHER RESOURCES

- Pearson Longman (2019) *New Keystone, Level B: Student Textbook*
- Pearson Longman (2019) *New Keystone, Level B: Workbook*
- Pearson Longman (2019) *New Keystone, Level B: Reader's Companion*
- Dominoes Level 2: *The Three Musketeers* (Q3 / Q4)
- Dominoes Level 2: *White Fang* (Q3 / Q4)

Online

- Scholastic Learning Zone
- Google Classroom (<http://classroom.google.com>) for announcements, homework, and submission of writing and assignments related to the Independent Reading and/or novel component of the program

REQUIRED STATIONERY AND MATERIALS

Audio and video that accompany the textbooks as well as those supplemental to the textbook will be used in class. Other than the required texts and resources, students should also bring the following to class:

- Compact dictionaries and thesaurus (electronic dictionaries are not allowed)
- A notebook for in class notes
- Writing paper (notepads) for in-class writing and for doing drafts of longer writing pieces
- A clear file folder to keep handouts and records of written work from teachers

CLASS RULES AND EXPECTATIONS

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

- **The 5 Golden Rules:**
 - Come to class on time and be prepared
 - Have a positive attitude and be willing to learn
 - Respect yourself, others, and our school
 - Always complete your work and try your best
 - Actively participate, listen carefully, but don't speak out of turn
- **Others:**
 - Read and follow the school rules as listed in the DIS Student Handbook.
 - Speak in ENGLISH ONLY.
 - The use of your native language may be done occasionally in class to help with your understanding of the content
 - Only a water bottle is allowed during class; no eating or drinking of other liquids.
 - Ask permission to leave the class.

DISCIPLINE

- Verbal warning, second reminder (if needed)
- Write-Up, entered into the discipline system and then referral to the Discipline Office.
- Parent-Teacher conference as required.

PLAGIARISM

Neither cheating nor plagiarism in ANY form will be accepted. Anyone caught doing either during an assessment will be given a 0, and will NOT be given another chance.

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

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

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 Unit 1: How does the natural world affect us?
Week 1 Aug 10th – 12th Wed. – First Day of School for Students and Orientation 3 Days of Class	Welcome (Back)! / EAL Course Overview and Rules Wed.: Welcome (Back)! Thu. – Fri.: <ul style="list-style-type: none"> • Course overview • Class rules and expectations • Student needs/learning strategies/prior experiences learning English
Week 2 Aug 15th – 19th Mon. – Opening Mass YSC Introduction	U1R1 Introduction and Vocabulary / U1R1 Reading / Writing / YSC U1R1 Introduction and Vocabulary Literary words, Academic Words <i>Word Study:</i> Prefixes “in-”, “re-”, “over-”, “un-“ <i>Reading Strategy:</i> Predict U1R1 Reading “The Salmon People” Writing: 4 Stages of Writing, How Writing Classes will work Q1 writing: Short story – Purpose of short stories and writing to visualize and entertain readers
Week 3 Aug 22nd – 26th	U1R1 Grammar / Writing / U1R1 Test / Independent Reading Introduction U1R1 Grammar Adjectives after Indefinite Pronouns & Prenominal and Postnominal Adjectives U1R1 Test, Corrections and Feedback Writing: My short story – genre, setting, and character(s) Describe your character; Describe the setting (short writing pieces) Independent Reading: Introduction to the Library, Choosing Books, check-out procedures and rules, Reading Journal
Week 4 Aug 29th – Sep 2nd	U1R2 Introduction and Vocabulary / Writing / Online Reading Program Introduction U1R2 Introduction and Vocabulary Key Words, Academic Words <i>Word Study:</i> Decoding Strategies: Digraphs <i>Reading Strategy:</i> Preview for Main Idea and Details Writing: My short story – The plot of my story Scholastic Learning Zone: Set-up, Introduction, and Reading Levels Assessment Independent Reading: Silent Reading Time, Reading Journal

<p>Week 5 Sep 5th – 9th</p> <p>Thurs. – Birthday of Mother Mary</p> <p>Fri. – Moon Festival (Public Holiday)</p> <p><u>4 Days of Class</u></p>	<p>U1R2 Reading / U1R2 Grammar / U1R2 Test / Writing</p> <p>U1R2 Reading “Ecosystems: The Systems of Nature”</p> <p>Grammar Subject-verb agreement: Non-count and Irregular-plural nouns</p> <p>U1R2 Test, Test Corrections and Feedback</p> <p>Writing: Putting it all together – Drafting my short story (i)</p> <p>YSC Introduction Class – Reader’s Theater edition (Combined class with ELA)</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: Silent Reading Time, Reading Journal</p>
<p>Week 6 Sep 12th – 16th</p> <p>Tue.-Thurs. – Pre-Exam Days</p>	<p>U1R3 Introduction and Vocabulary / U1R3 Reading / Writing</p> <p>U1R3 Introduction Key Words, Academic Words <i>Word Study:</i> Suffixes (-er vs. -or) <i>Reading Strategy:</i> Use Visuals</p> <p>U1R3 Reading “Ali, Child of the Desert” & “Desert Women”</p> <p>Writing: Making it better – Revising my draft (peer feedback)</p> <p>YSC – Planning and Drafting the Script</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: Silent Reading Time, Reading Journal</p>
<p>Week 7 Sep 19th – 23rd</p>	<p>U1R3 Grammar / U1R3 Test / Writing / Q1 Exam Review / Reflection on Reading</p> <p>Grammar Simple Sentences: Consistent forms & Parallel Structures; Adjective Order</p> <p>U1R3 Test, Corrections and Feedback</p> <p>Writing: Making it better – Correcting my draft (spelling+grammar)</p> <p>Q1 Exam Review</p> <ul style="list-style-type: none"> Review of content and skills covered in this quarter <p>Q1 Reflection on Reading Scholastic Learning Zone: Q1 Wrap-up and Discussion Independent Reading: Q1 Wrap-Up and Discussion</p>
<p>Week 8 Sep 26th – 30th</p> <p>Mon. – Teachers’ Day Celebration</p> <p>Wed. – Confucius Day</p>	<p>Writing / Q1 Exam Review</p> <p>Writing Submission of Final Draft! Q1 EAL Writing Piece – Descriptive Essay</p> <p>Q1 Exam Review Review of content and skills covered in this quarter</p>

<p>Wed. – Fri. – Teachers' Conference (No classes)</p> <p>2 Days of Classes</p>	
<p>Week 9 Oct 3rd – 7th</p> <p>Mon. – Rosary Month Launch</p> <p>Thurs.+Fri.. – First Quarter Exams (Half-Day)</p> <p>3 Days of Class</p>	<p>Q1 Exam Review / Q1 Exams</p> <p>Q1 Exam Review</p> <p>Mon.-Wed. – Review of content and skills covered in this quarter</p> <p>Thurs.+Fri. –First Quarter Exams, GOOD LUCK! 😊</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 Unit 2: Where can a journey take you?, Young Shakespeare Competition (YSC)
<p style="text-align: center;">Week 1 (10) Oct 11th – 14th</p> <p>Mon. – Taiwan Double Ten Holiday (Public Holiday)</p> <p style="text-align: center;"><u>4 Days of Class</u></p>	<p>Q1 Exam Feedback / Q2 Announcements and Reminders / U2R1 Introduction and Vocabulary</p> <p>Q1 Exam Corrections and Feedback</p> <p>Q2 Announcements and Reminders</p> <ul style="list-style-type: none"> • Class rules and expectations • Unit 2 • YSC classes <p>U2R1 Introduction and Vocabulary Literary Words, Academic Words <i>Word Study:</i> Root words (vis, mem, mand, vict, laps) <i>Reading Strategy:</i> Identify Problems and Solutions</p> <p>YSC-RT: Practicing with the script</p> <p>Scholastic Learning Zone: Q2 Goals, In-class reading and activities Independent Reading: Q2 Goals, In-class reading and discussion</p>
<p style="text-align: center;">Week 2 (11) Oct 17th – 21st</p> <p>Mon. – Catholic Students Integration Day</p>	<p>U2R1 Reading / U2R1 Grammar / YSCRT</p> <p>U2R1 Reading “Tales from the Odyssey”</p> <p>Grammar Simple Past tense</p> <p>YSC-RT: Practicing with the script</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p style="text-align: center;">Week 3 (12) Oct. 24th – 28th</p> <p>Tue. – Thurs. – Book Fair Fri. Masquerade Night</p>	<p>U2R1 Test / U2R3 Introduction and Vocabulary / YSCRT</p> <p>U2R1 Test, Corrections and Feedback</p> <p>U2R3 Introduction and Vocabulary Literary and Academic Words <i>Word Study:</i> Words Ending in “y” <i>Reading Strategy:</i> Make Inferences</p> <p>YSC-RT: Practicing with the script – practice is recorded.</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p style="text-align: center;">Week 4 (13) Oct. 31st – Nov. 4th</p>	<p>U2R3 Reading / U2R3 Grammar / Writing</p> <p>U2R3 Reading</p>

<p>Mon. – All Saint’s Day Mass</p>	<p>“The Journal of Wong Ming-Chung”</p> <p>Grammar Complex Sentences with Adverbial Clauses of Time & Expressions of Quantity and Subject-verb agreement</p> <p>YSC-RT: Practicing with the script – practice is recorded for the semi-finals</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 5 (14) Nov 7th – 11th</p>	<p>U2R3 Test / U2R2 Introduction and Vocabulary</p> <p>U2R3 Test, Corrections and Feedback</p> <p>U2R2 Introduction and Vocabulary Key Words, Academic Words <i>Word Study:</i> Words as Multiple Parts of Speech (Homographs) <i>Reading Strategy:</i> Recognizing Cause and Effect</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 6 (15) Nov 14th – 18th</p>	<p>U2R2 Reading / U2R2 Grammar / Writing</p> <p>U2R2 Reading “Migrating Caribou” & “Magnets in Animals”</p> <p>Grammar More on Parallel Structure & Prepositions</p> <p>Writing: Writing & Proofreading activities</p> <p>YSC-RT: Winning group of the class practice</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 7 (16) Nov 21st – 25th</p> <p>Fri. – Young Shakespeare Competition</p> <p><u>4.5 Days of Class</u></p>	<p>U2R2 Test / Writing / YOUNG SHAKESPEARE COMPETITION</p> <p>U2R2 Test, Corrections and Feedback</p> <p>Writing: Writing & Proofreading activities</p> <p>YSC-RT: Winning group of the class practice</p> <p>Fri. – YSC-RT Competition Day. Have fun and GOOD LUCK! ☺</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 8 (17) Nov 28th – Dec 2nd</p> <p>Tue.-Thurs. – Pre-Exam Days</p>	<p>Writing</p> <p>Writing: Writing & Proofreading activities</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 9 (18) Dec 5th – 9th</p>	<p>Q2 Exam Review / Reflection on Reading</p> <p>Writing: Writing & Proofreading activities</p>

<p>Thurs. – DIS Foundation Day, Foundation Day Mass (Half-Day)</p> <p><u>4.5 Days of Class</u></p>	<p>Q2 Exam Review</p> <ul style="list-style-type: none"> • Review of content and skills covered in this quarter <p>Reflection on Reading</p> <p>Scholastic Learning Zone: Q2 Review/Reflection</p> <p>Independent Reading: Q2 Review/Reflection</p>
<p>Week 10 (19) Dec 12th – 16th</p> <p>Thurs.+Fri. – Second Quarter Exams (Half-Day)</p> <p><u>3 Days of Class</u></p>	<p>Q2 Exam Review / Q2 Exams</p> <p>Q2 Exam Review</p> <ul style="list-style-type: none"> • Review of content and skills covered in this quarter <p>Thurs. – Fri.</p> <p>Second Quarter Exams, GOOD LUCK! 😊</p>
<p>Dec. 19th – Jan. 2nd</p> <p>Christmas Break</p>	<p>Merry Christmas!</p> <p>School is Closed</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 Unit 4: Can we see change as it happens?, Novel Reading
<p>Week 1 (20) Jan 5th – 6th</p> <p>Tues. – Record Day Wed. – Teacher’s Only Day Thurs. – Third Quarter Begins</p> <p><u>2 Days of Class</u></p>	<p>Q2 Exam Feedback / Q3 Announcements and Reminders / U4R1 Introduction and Vocabulary</p> <p>Q2 Exam Corrections and Feedback</p> <p>Q3 Introduction, Rules and Reminders Unit 4 Novel Reading</p> <p>U4R1 Introduction and Vocabulary Key Words, Academic Words <i>Word Study:</i> Related Words <i>Reading Strategy:</i> Skim and scan</p> <p>Scholastic Learning Zone: Q3 Goals, In-class reading and activities Independent Reading: Q3 Goals, In-class reading and discussion</p>
<p>Week 2 (21) Jan 9th – 13th</p>	<p>U4R1 Reading / U4R1 Grammar / Writing / Novel Reading</p> <p>U4R1 Reading “Changing Earth”</p> <p>Grammar Present Perfect and Conjunctive Adverbs</p> <p>Writing: Brainstorming and Discussion – Distinguishing Fact and Opinion, purpose and structure of an opinion essay</p> <p>Novel Reading Introduction, Guidelines, and Expectations</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 3 (22) Jan 16th – 19th</p> <p>Career Awareness Week</p> <p>Fri. – CNY Holiday begins</p> <p><u>4 Days of Class</u></p>	<p>U4R1 Test / U4R2 Introduction and Vocabulary / Writing / Novel Reading</p> <p>U4R1 Test, Corrections and Feedback</p> <p>U4R2 Introduction and Vocabulary Key Words, Academic Words <i>Word Study:</i> Capitalizing Proper Nouns <i>Reading Strategy:</i> Draw Conclusions</p> <p>Writing: Planning my opinion essay: My thesis statement Supporting my opinion with facts and/or examples (i)</p> <p>Novel Reading Progress check, activities, and discussion</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>

<p>Jan 20th – 27th CNY Break</p>	<p>Happy Chinese New Year! School is Closed.</p>
<p>Week 4 (23) Jan 30th – Feb. 3rd</p>	<p>U4R2 Reading / U4R2 Grammar / Writing / Novel Reading</p> <p>U4R2 Reading “Through My Eyes”</p> <p>Grammar Compound and Complex Sentences & Subject-verb agreement in Compound and Complex Sentences</p> <p>Writing: Planning my opinion essay: Supporting my opinion with facts and/or examples (ii)</p> <p>Novel Reading Mid-Point Test</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 5 (24) Feb 6th – 10th</p>	<p>U4R2 Test / Writing / Novel Reading</p> <p>U4R2 Test, Corrections and Feedback</p> <p>Writing: Putting it all together – Drafting my opinion essay (i)</p> <p>Novel Reading Progress check, activities and discussion</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 6 (25) Feb 13th – 17th</p> <p>Tue. – Valentine’s Day</p>	<p>U4R3 Introduction and Vocabulary / Novel Reading / Writing</p> <p>U4R3 Introduction and Vocabulary Literary Words, Academic Words <i>Word Study:</i> Spelling Long /e/ <i>Reading Strategy:</i> Summarize</p> <p>Writing: Putting it all together – Drafting my opinion essay (ii)</p> <p>Novel Reading Final Test; Novel Project Workshop</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 7 (26) Feb 20th – 24th</p> <p>Wed. – Ash Wednesday Mass</p> <p>Tues.-Thurs. – Pre-Exam Days</p>	<p>U4R3 Reading / U4R3 Grammar / Novel Reading</p> <p>U4R3 Reading “Anne of Green Gables”</p> <p>Grammar Possessive Nouns and Adjectives & Antecedent-Pronoun and Subject-Verb Agreement</p> <p>Novel Reading Wrap-Up Discussions and Reflections</p>

	<p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 8 (27) Feb 27th – Mar 3rd</p> <p>Mon.+Tue. – 228 Peace Memorial Day (Public Holiday)</p> <p><u>3 Days of Class</u></p>	<p>U4R3 Test / Novel Reading / Writing / Reflection on Reading</p> <p>U4R3 Test, Corrections and Feedback</p> <p>Writing: Editing my draft (Self-checking)</p> <p>Novel Reading Wrap-Up Discussions and Reflections; Novel Project workshop</p> <p>Q3 Reflection on Reading Scholastic Learning Zone: Q3 Review/Reflection Independent Reading: Q3 Review/Reflection</p>
<p>Week 9 (28) Mar 6th – 10th</p> <p>Fri. – Third Quarter Exams (Half-Day)</p> <p><u>4 Days of Class</u></p>	<p>Writing / Novel Reading / Q3 Exam Review / Q3 Exams</p> <p>Novel Reading Novel project workshop; Novel Project due</p> <p>Writing: Submission of Final Draft! Q3 EAL Writing Piece – Opinion Essay</p> <p>Q3 Exam Review</p> <ul style="list-style-type: none"> • Review of content and skills covered in this quarter • Fri. – Third Quarter Exams, GOOD LUCK! 😊
<p>Week 10 (29) Mar 13th – 17th</p> <p>Mon. – Third Quarter Exams (Half-Day)</p> <p>Tue. – Fourth Quarter begins</p> <p>Wed.-Fri. – IOWA Tests</p> <p><u>4 Days of Class</u></p>	<p>Q3 Exams / IOWA Tests</p> <p>Mon. – Third Quarter Exams, GOOD LUCK! 😊</p> <p>Tue. – Fourth Quarter Begins</p> <p>Wed. – Fri. – IOWA Tests</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 Unit 6: How do we know what is true?, Novel reading
<p>Week 1 (29) Mar 13th – 17th</p> <p>Mon. – Third Quarter Exams (Half-Day)</p> <p>Tue. – Fourth Quarter Begins</p> <p><u>4 Days of Class</u></p>	<p>Q3 Exam Feedback / Q4 Introduction and Reminders / U6R1 Introduction and Reading / Writing / Novel Reading</p> <p>Q3 Exam Corrections and Feedback</p> <p>Q4 Introduction, Rules and Reminders Novel Reading Unit 6</p> <p>U6R1 Introduction and Reading Literary Words and Academic Words <i>Word Study:</i> Antonyms <i>Reading Strategy:</i> Compare and Contrast</p> <p>Writing: How to write a compare-and-contrast essay; purpose and content</p> <p>Novel Reading New novel for Q4</p> <p>Scholastic Learning Zone: Q4 Goals, In-class reading and activities Independent Reading: Q4 Goals, In-class reading and discussion</p>
<p>Week 2 (30) Mar 20th – 24th</p> <p>Mon. – Fire Drill</p>	<p>U6R1 Reading / U6R1 Grammar / Writing / Novel Reading</p> <p>U6R1 Reading “How Glooskap Found the Summer” & “Persephone and the Pomegranate Seeds”</p> <p>Grammar Reported Speech: Statements and Questions & Past Continuous with Adverbial Clauses</p> <p>Writing: Brainstorming and Discussion: Planning my compare-and-contrast essay – thesis statement</p> <p>Novel Reading Progress check, activities and discussion</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 3 (31) Mar 27th – 31st</p> <p>WASC Visit</p>	<p>U6R1 Test / U6R2 Introduction and Vocabulary / Writing / Novel Reading</p> <p>U6R1 Test, Corrections and Feedback</p> <p>U6R2 Introduction and Vocabulary Key Words, Academic Words <i>Word Study:</i> Spelling Long /i/ <i>Reading Strategy:</i> Evaluating New Information</p> <p>Writing: Planning my compare-and-contrast essay – supporting my thesis statement with examples</p>

	<p>Novel Reading Novel Questions, Mid-Point Test</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Apr 3rd – 14th Easter Break</p>	<p>Happy Easter! School is Closed.</p>
<p>Week 4 (33) Apr 17th – 21st</p> <p>Epic Week</p> <p>Mon. – Easter Mass</p> <p>Sat. – Earth Day</p>	<p>U6R2 Reading / Grammar / Writing / Novel Reading</p> <p>U6R2 Reading “Early Astronomers”</p> <p>Grammar Participial Adjectives: Formation and Meaning; Prepositions and Infinitives with Participial Adjectives</p> <p>Writing: Planning my compare-and-contrast essay – supporting my thesis statement with examples</p> <p>Novel Reading Progress check, activities and discussion</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 5 (34) Apr 24th – 28th</p> <p>Mon.-Thurs. – STUCO Campaign</p> <p>Fri. – STUCO Elections</p> <p>Sat. – Spring Fair</p>	<p>U6R2 Test / U6R3 Introduction and Vocabulary / Writing / Novel Reading</p> <p>U6R2 Test, Corrections and Feedback</p> <p>U6R3 Introduction and Vocabulary Key Words, Academic Words <i>Word Study:</i> Root Words <i>Reading Strategy:</i> Evaluating Written Information</p> <p>Writing: Putting it all together, Drafting my compare-and-contrast essay</p> <p>Novel Reading Novel Questions, Final Test</p> <p>Scholastic Learning Zone: In-class reading and activities Independent Reading: In-class reading and discussion</p>
<p>Week 6 (35) May 1st – 5th</p> <p>Tues.-Thurs. – Pre-Exam Days</p>	<p>U6R3 Reading / U6R3 Grammar / U6R3 Test / Writing / Novel Reading / Reflection on Reading</p> <p>U6R3 Reading “Proving Innocence – A Matter of Life or Death”</p> <p>Grammar Future for Prediction; Modals of Possibility and Advice; Punctuation of Direct Quotations; Quoting Sources</p> <p>Writing: Editing your compare-and-contrast essay</p> <p>Novel Reading Final Test</p>

	<p>EOY Reflection on Reading Scholastic Learning Zone: EOY Reflection/Review Independent Reading: EOY Reflection/Review</p>
<p>Week 7 (36) May 8th – 12th</p>	<p>U6R3 Test / Writing / Novel Reading / Q4 Exam Review</p> <p>U6R3 Test, Corrections and Feedback</p> <p>Writing: Editing your compare-and-contrast essay</p> <p>Novel Reading Wrap-Up Discussions and Reflections</p> <p>Q4 Exam Review</p> <ul style="list-style-type: none"> Review of content and skills covered in this quarter
<p>Week 8 (37) May 15th – 19th</p> <p>Thurs.+Fri. – Fourth Quarter Exams (Half-Day)</p> <p>3 Days of Class</p>	<p>Writing / Q4 Exam Review</p> <p>Writing: Submission of Final Draft! Q4 EAL Writing Piece – Compare-and-Contrast Essay</p> <p>Q4 Exam Review</p> <ul style="list-style-type: none"> Review of content and skills covered in this quarter <p>Fri. – Fourth Quarter Exams, GOOD LUCK! 😊</p>
<p>Week 9 (38) May 22nd – 26th</p> <p>Mon. – Record Day (No classes)</p> <p>Thurs. – Pre-K+G1-4 Recognition & K2 Graduation Ceremony & G5 Promotion Ceremony</p> <p>Fri. – G6-7 Recognition & G8 Graduation Ceremony</p> <p>4 Days of Class</p>	<p>WIDA Testing for EAL / EAP Students / Graduation Ceremonies</p> <p>Tue. – Fri. – EAL and EAP students will be WIDA Tested on these days</p> <p>Thurs. – K2 Graduation Ceremony & G5 Promotion Ceremony</p> <p>Fri. – G8 Graduation Ceremony</p> <p>CONGRATULATIONS TO ALL GRADUATES! 😊</p>
<p>Week 10 (39) May 29th – Jun 2nd</p> <p>Mon. – LS Sports Day</p> <p>Tue. – G9-11 Recognition & G12 Graduation Ceremony</p> <p>Wed. – MS+HS Sports Day & House Activity</p> <p>Thurs. – LAST DAY OF SCHOOL (Half-Day)</p> <p>4 Days of Class</p>	<p>Sports Day / House Activity / Graduation Ceremonies</p> <p>Mon. – Lower School Sports Day</p> <p>Tue. – G12 Graduation Ceremony</p> <p>CONGRATULATIONS TO ALL GRADUATES! 😊</p> <p>Wed. – Middle & High School Sports Day, House Culminating Activity</p> <p>Thurs. – LAST DAY OF SCHOOL! ENJOY YOUR SUMMER! 😊</p>