



Grade 9 English for Academic Purposes (EAP)

Course Syllabus

2022-2023

Teacher: Ms. Ma. Robeth G. Collado
E-mail: rcollado@dishs.tp.edu.tw

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

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

- Homework, classwork, projects, and other assignments - 30% of quarterly grade
- Quizzes and tests - 30% of quarterly grade
- Quarterly Exams - 30% of quarterly grade
- Student conduct makes up 10% of the overall grade

Classroom Expectations

1. Be on time to class.
2. Do not enter the classroom unless a teacher is inside.
3. Wear your uniform neatly.
4. Use English at all times (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

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Other Materials

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)

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.

EAP9 TENTATIVE COURSE SCHEDULE SY2022-2023

First Quarter

TOPICS/LESSONS															
CHAPTER 1-2: Reading Series 3	CHAPTER 1-3: Writing Series 3														
Week 1 Aug 10 th to 12 th 3 Days of Class 10 - First Day / Orientation Day 12 - Club Orientation	Orientation: <i>Course syllabus, expectations, grading system</i>														
	WIDA English Language Proficiency Assessment (for some students)														
	Grammar and Writing: <i>EAP pre course assessment and other informal assessments</i>														
	Vocabulary: <i>Spelling</i> Grammar: <i>Parts of Speech</i>														
	Independent Reading: <i>Student-choice library book/ Cornerstone/ Oxford Dominoes</i>														
	Reading Groups: <i>In-class reading and discussions</i> Young Shakespeare: <i>Introduction and Brainstorming</i>														
Week 2 Aug 15 th to 19 th	WIDA English Language Proficiency Assessment (for some students)														
	EAP pre-course assessment														
	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 1/Reading 1: The Extraordinary Life of Steve Jobs (a magazine article) </td> <td> Part 1/ Chapter 1: Academic Paragraphs </td> </tr> <tr> <td> ✓ Reading Strategy: <i>Predicting Author's Point of View from Title</i> </td> <td> ✓ Vocabulary: <i>Word Families (Noun and Verb)</i> </td> </tr> <tr> <td> ✓ Comprehension: <i>Main Ideas; Close Reading</i> </td> <td> ✓ Organization: <i>Formatting (handwritten Work; on Computer)</i> </td> </tr> <tr> <td> ✓ Vocabulary: <i>Guessing from Context; Synonyms; Using the Dictionary</i> </td> <td> ✓ Mechanics: <i>Capital Letters</i> </td> </tr> <tr> <td> ✓ Note Taking </td> <td> ✓ Writing Process: <i>Journal Writing (weekly); Long Way Down by Jason Reynolds</i> </td> </tr> <tr> <td> ✓ Critical Thinking </td> <td> </td> </tr> </tbody> </table>	Reading	Writing	Chapter 1/Reading 1: The Extraordinary Life of Steve Jobs (a magazine article)	Part 1/ Chapter 1: Academic Paragraphs	✓ Reading Strategy: <i>Predicting Author's Point of View from Title</i>	✓ Vocabulary: <i>Word Families (Noun and Verb)</i>	✓ Comprehension: <i>Main Ideas; Close Reading</i>	✓ Organization: <i>Formatting (handwritten Work; on Computer)</i>	✓ Vocabulary: <i>Guessing from Context; Synonyms; Using the Dictionary</i>	✓ Mechanics: <i>Capital Letters</i>	✓ Note Taking	✓ Writing Process: <i>Journal Writing (weekly); Long Way Down by Jason Reynolds</i>	✓ Critical Thinking	
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Reading Groups: <i>In-class reading and discussions</i>															
Young Shakespeare: <i>Brainstorming/ Conceptualization</i>															

Week 3 Aug 22 nd to 26 th	Reading		Writing	
	Chapter 1/Reading 2: The Pixar Story (<i>an online article</i>)		Part 1/ Chapter 1: Academic Paragraphs	
	<ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Predicting Content from First Paragraph</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Guessing from Context; Synonyms; Using the Dictionary</i> ✓ <u>Critical Thinking</u> 		<ul style="list-style-type: none"> ✓ <u>Sentence Structure:</u> <i>Simple Sentences; Phrases (Prepositional); S-V Agreement; Fragments</i> ✓ <u>Writing Process:</u> <i>Listing; Journal Writing (weekly); Long Way Down by Jason Reynolds</i> 	
	SRA Reading Lab:	<i>In-class reading and lab activities</i>		
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds</i>		
Reading Groups:	<i>In-class reading and discussions</i>			
Young Shakespeare:	<i>Brainstorming/ Conceptualization</i>			
Week 4 Aug 29 th to Sept 2 nd	Reading		Writing	
	Chapter 1/Reading 3: The Map of Innovation: Creating Something Out of Nothing (<i>a book excerpt</i>)		Part 1/ Chapter 2: Narrative Paragraphs	
	<ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Skimming by Reading Topic Sentences</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Guessing from Context; Synonyms; Using the Dictionary; Word Forms</i> ✓ <u>Note Taking</u> ✓ <u>Critical Thinking</u> 		<ul style="list-style-type: none"> ✓ <u>Vocabulary:</u> <i>Compound Nouns</i> ✓ <u>Organization:</u> <i>Time Order Signals</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly); Long Way Down by Jason Reynolds</i> 	
	SRA Reading Lab:	<i>In-class reading and lab activities</i>		
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds</i>		
Reading Groups:	<i>In-class reading and discussions</i>			
Young Shakespeare:	<i>Brainstorming/ Conceptualization</i>			

<p>Week 5 Sept 5th to 8th</p> <p>4 Days of Class</p> <p>8 – Mass/ Mother May’s Birthday</p> <p>9 – Moon Festival</p>	<table border="1"> <thead> <tr> <th data-bbox="248 226 842 282">Reading</th> <th data-bbox="847 226 1489 282">Writing</th> </tr> </thead> <tbody> <tr> <td data-bbox="248 288 842 685"> <p>Chapter 2/Reading 1: When Does a Fear Become a Phobia? (a textbook excerpt)</p> <ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> Scanning ✓ <u>Comprehension:</u> Main Ideas; Close Reading ✓ <u>Vocabulary:</u> Synonyms; Collocations; Word Forms ✓ <u>Critical Thinking</u> </td> <td data-bbox="847 288 1489 685"> <p>Part 1/ Chapter 2: Narrative Paragraphs</p> <ul style="list-style-type: none"> ✓ <u>Sentence Structure:</u> Analyzing the Model; Compound Sentences; Coordinating Conjunctions <u>Writing Process:</u> Freewriting; Journal Writing (weekly); Long Way Down by Jason Reynolds </td> </tr> <tr> <td data-bbox="248 692 576 736">SRA Reading Lab:</td> <td data-bbox="580 692 1489 736">In-class reading and lab activities</td> </tr> <tr> <td data-bbox="248 743 576 831">Independent Reading:</td> <td data-bbox="580 743 1489 831">Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds</td> </tr> <tr> <td data-bbox="248 837 576 882">Reading Groups:</td> <td data-bbox="580 837 1489 882">In-class reading and discussions</td> </tr> <tr> <td data-bbox="248 889 576 976">Young Shakespeare:</td> <td data-bbox="580 889 1489 976">Brainstorming/ Conceptualization</td> </tr> <tr> <td data-bbox="248 983 576 1070">Holidays/Official Class Interruptions:</td> <td data-bbox="580 983 1489 1070">Sep 9th (Moon Festival; Holiday/Observed)</td> </tr> </tbody> </table>	Reading	Writing	<p>Chapter 2/Reading 1: When Does a Fear Become a Phobia? (a textbook excerpt)</p> <ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> Scanning ✓ <u>Comprehension:</u> Main Ideas; Close Reading ✓ <u>Vocabulary:</u> Synonyms; Collocations; Word Forms ✓ <u>Critical Thinking</u> 	<p>Part 1/ Chapter 2: Narrative Paragraphs</p> <ul style="list-style-type: none"> ✓ <u>Sentence Structure:</u> Analyzing the Model; Compound Sentences; Coordinating Conjunctions <u>Writing Process:</u> 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 9 th (Moon Festival; Holiday/Observed)
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Week 7 Sept 19 th to 23 rd	Reading		Writing	
	Chapter 2/Reading 3: Treatments for Phobias (a textbook excerpt)		Part 1/ Chapter 3: Basic Paragraph Structure	
	<ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Understanding Scholarly References</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Greek and Latin Roots; Synonyms</i> ✓ <u>Note Taking:</u> <i>Organizing and Categorizing</i> ✓ <u>Critical Thinking</u> 		<ul style="list-style-type: none"> ✓ <u>Sentence Structure:</u> <i>Analyzing the Model; Adjectives and Adverbs in Basic Sentences</i> ✓ <u>Writing Process:</u> <i>The Detailed Outline; Journal Writing (weekly)/ Summary Writing; Long Way Down by Jason Reynolds</i> 	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds</i>	
Reading Groups:		<i>In-class reading and discussions</i>		
Young Shakespeare:		<i>Brainstorming/ Conceptualization</i>		
Week 8 Sept 26 th to 27 th <u>2 Days of Class</u> <i>28 – 30 Teacher's Conference</i>	Writing			
	Part 1/ Chapter 3: Basic Paragraph Structure			
	<ul style="list-style-type: none"> ✓ <u>Sentence Structure:</u> <i>Adjectives and Adverbs in Basic Sentences (cont.)</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly)/ Summary Writing; Long Way Down by Jason Reynolds</i> 			
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ Long Way Down by Jason Reynolds</i>	
	Reading Groups:		<i>In-class reading and discussions</i>	
Young Shakespeare:		<i>Brainstorming/ Conceptualization</i>		
Holidays/Official Class Interruptions:		<i>Sep 28th to 30th (Teacher's Conference)</i>		

Week 9 Oct 3rd to 7th 3 Days of Class <i>6 - 7</i> <i>Q1 Exam</i>	SRA Reading Lab:	<i>Q1 progress review</i>
	Reading Groups:	<i>Q1 review and reflection</i>
	Writing:	<i>Journal Writing (weekly)</i>
	Test Preparation Q1 EAP (LA) EXAM	
	Young Shakespeare:	<i>Brainstorming/ Conceptualization</i>
	Holidays/Official Class Interruptions:	<i>Oct 6th to 7th (Q2 Examination)</i>

Second Quarter

TOPICS/LESSONS															
CHAPTER 3-5: Reading Series 3	CHAPTER 4-5: Writing Series 3														
Week 1 (10) Oct 10th to 14th 4 Days of Class <i>10- Double Ten</i>	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 3/Reading 1: An Interview with Michael Pollan (<i>an online article</i>) ✓ <u>Reading Strategy:</u> <i>Skimming an Interview</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Guessing from Context; Using the Dictionary</i> ✓ <u>Note Taking:</u> <i>Categorizing</i> ✓ <u>Critical Thinking</u> </td> <td> Part 1/ Chapter 4: Logical Division of Ideas ✓ <u>Writing Process:</u> <i>Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)</i> • <u>Return Q1 Exam Papers/Review and Clarifications</u> </td> </tr> <tr> <td>SRA Reading Lab:</td> <td><i>In-class reading and lab activities</i></td> </tr> <tr> <td>Independent Reading:</td> <td><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i></td> </tr> <tr> <td>Reading Groups:</td> <td><i>In-class reading and discussions</i></td> </tr> <tr> <td>Young Shakespeare:</td> <td><i>Practice and Preparations</i></td> </tr> <tr> <td>Holidays/Official Class Interruptions:</td> <td><i>Oct 10th (Double Ten; Holiday/Observed)</i></td> </tr> </tbody> </table>	Reading	Writing	Chapter 3/Reading 1: An Interview with Michael Pollan (<i>an online article</i>) ✓ <u>Reading Strategy:</u> <i>Skimming an Interview</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Guessing from Context; Using the Dictionary</i> ✓ <u>Note Taking:</u> <i>Categorizing</i> ✓ <u>Critical Thinking</u>	Part 1/ Chapter 4: Logical Division of Ideas ✓ <u>Writing Process:</u> <i>Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)</i> • <u>Return Q1 Exam Papers/Review and Clarifications</u>	SRA Reading Lab:	<i>In-class reading and lab activities</i>	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i>	Reading Groups:	<i>In-class reading and discussions</i>	Young Shakespeare:	<i>Practice and Preparations</i>	Holidays/Official Class Interruptions:	<i>Oct 10th (Double Ten; Holiday/Observed)</i>
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Week 2 (11) Oct 17th to 21st	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 3/Reading 2: Bad Food? Tax It and Subsidize Vegetables by Mark Bittman (<i>a newspaper article</i>) ✓ <u>Reading Strategy:</u> <i>Scanning</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Synonyms; Prefixes (in-, im-, il-, ir-); Antonyms</i> </td> <td> Part 1/ Chapter 4: Logical Division of Ideas ✓ <u>Vocabulary:</u> <i>Synonyms</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i> </td> </tr> </tbody> </table>	Reading	Writing	Chapter 3/Reading 2: Bad Food? Tax It and Subsidize Vegetables by Mark Bittman (<i>a newspaper article</i>) ✓ <u>Reading Strategy:</u> <i>Scanning</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Synonyms; Prefixes (in-, im-, il-, ir-); Antonyms</i>	Part 1/ Chapter 4: Logical Division of Ideas ✓ <u>Vocabulary:</u> <i>Synonyms</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i>										
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✓ <u>Note Taking:</u> <i>Chain of Reasoning</i> ✓ <u>Critical Thinking</u>	
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Reading Groups:	<i>In-class reading and discussions</i>
Young Shakespeare:	<i>Practice and Preparations</i>

Week 3 (12) Oct 24th to 28th <i>25-27 Book Fair</i> <i>28- Masquerade Night</i> <i>TBA- Holy Rosary Mass</i>	Reading		Writing	
	Chapter 3/Reading 3: <u>Bad Food? Tax It and Subsidize Vegetables by Mark Bittman</u> (a newspaper article)		Part 1/ Chapter 4: <u>Logical Division of Ideas</u>	
	✓ <u>Reading Strategy:</u> <i>Scanning</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Synonyms; Prefixes (in-, im-, il-, ir-); Antonyms</i> ✓ <u>Note Taking:</u> <i>Chain of Reasoning</i> ✓ <u>Critical Thinking</u>		✓ <u>Organization:</u> <i>Logical Division of Ideas; Unity and Coherence in the Supporting Sentences of a Paragraph</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)</i>	
	SRA Reading Lab:	<i>In-class reading and lab activities</i>		
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i>		
	Reading Groups:	<i>In-class reading and discussions</i>		
	Young Shakespeare:	<i>Practice and Preparations</i>		

Week 4 (13) Oct 21st to Nov 4th <i>1- All Saint's Day</i>	Reading		Writing	
	Chapter 4/Reading 1: <u>The Hippocratic Oath—A Modern Version</u> (an online article) ✓ <u>Reading Strategy:</u> <i>Skimming an Oath</i>		Part 1/ Chapter 4: <u>Logical Division of Ideas</u> ✓ <u>Sentence Structure:</u> <i>Run-ons and Comma Splices; Correcting and Finding Run-ons and Comma Splices</i>	

	<ul style="list-style-type: none"> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Synonyms; Word Usage: affect vs. effect</i> ✓ <u>Critical Thinking</u> 	<ul style="list-style-type: none"> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)</i>
<p>SRA Reading Lab:</p>	<p><i>In-class reading and lab activities</i></p>	
<p>Independent Reading:</p>	<p><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i></p>	
<p>Reading Groups:</p>	<p><i>In-class reading and discussions</i></p>	
<p>Young Shakespeare:</p>	<p><i>Practice and Preparations</i></p>	
<p>Week 5 (14) Nov 7th to 11th</p>	<p style="text-align: center;">Reading</p> <p>Chapter 4/Reading 2: The Invisible Enemy <i>(a textbook excerpt)</i></p> <ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Scanning for Dates to Understand Sequence</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Categorizing Words; Collocations; Synonyms</i> ✓ <u>Note Taking:</u> <i>Creating a Timeline</i> ✓ <u>Critical Thinking</u> 	<p style="text-align: center;">Writing</p> <p>Part 1/ Chapter 4: Logical Division of Ideas</p> <ul style="list-style-type: none"> ✓ <u>Sentence Structure:</u> <i>Run-ons and Comma Splices; Correcting and Finding Run-ons and Comma Splices (cont.)</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly)/ Summary Writing; The Count of Monte Cristo (Dominoes- Level 3)</i>
<p>SRA Reading Lab:</p>	<p><i>In-class reading and lab activities</i></p>	
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Week 6 (15) Nov 14th to 18^h	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 4/Reading 3: That Mothers Might Live (a book excerpt) ✓ Reading Strategy: <i>Finding Link between Title and First Paragraph</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> </td> <td> Part 1/ Chapter 5: Process Paragraphs ✓ Vocabulary: <i>Phrasal Verbs</i> ✓ Writing Process: <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i> </td> </tr> <tr> <td>SRA Reading Lab:</td> <td><i>In-class reading and lab activities</i></td> </tr> <tr> <td>Independent Reading:</td> <td><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i></td> </tr> <tr> <td>Reading Groups:</td> <td><i>In-class reading and discussions</i></td> </tr> <tr> <td>Young Shakespeare:</td> <td><i>Practice and Preparations</i></td> </tr> </tbody> </table>		Reading	Writing	Chapter 4/Reading 3: That Mothers Might Live (a book excerpt) ✓ Reading Strategy: <i>Finding Link between Title and First Paragraph</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i>	Part 1/ Chapter 5: Process Paragraphs ✓ Vocabulary: <i>Phrasal Verbs</i> ✓ Writing Process: <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i>	SRA Reading Lab:	<i>In-class reading and lab activities</i>	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i>	Reading Groups:	<i>In-class reading and discussions</i>	Young Shakespeare:	<i>Practice and Preparations</i>			
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Week 7 (16) Nov 21st to 25th <small>25- YSC; G12 Q2 Exam</small>	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 4/Reading 3: That Mothers Might Live (a book excerpt) ✓ Vocabulary: <i>Synonyms; Word Usage: the authorities vs. the authority; Connotations</i> ✓ Critical Thinking </td> <td> Part 1/ Chapter 5: Process Paragraphs ✓ Organization: <i>Topic, Supporting, and Concluding Sentences in Process Paragraphs</i> ✓ Writing Process: <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i> </td> </tr> <tr> <td>SRA Reading Lab:</td> <td><i>In-class reading and lab activities</i></td> </tr> <tr> <td>Independent Reading:</td> <td><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i></td> </tr> <tr> <td>Reading Groups:</td> <td><i>In-class reading and discussions</i></td> </tr> <tr> <td>Young Shakespeare:</td> <td><i>Practice and Preparations</i></td> </tr> <tr> <td>Holidays/Official Class Interruptions:</td> <td><i>Nov 25th (Young Shakespeare Playwriting and Performing Contest)</i></td> </tr> </tbody> </table>		Reading	Writing	Chapter 4/Reading 3: That Mothers Might Live (a book excerpt) ✓ Vocabulary: <i>Synonyms; Word Usage: the authorities vs. the authority; Connotations</i> ✓ Critical Thinking	Part 1/ Chapter 5: Process Paragraphs ✓ Organization: <i>Topic, Supporting, and Concluding Sentences in Process Paragraphs</i> ✓ Writing Process: <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i>	SRA Reading Lab:	<i>In-class reading and lab activities</i>	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i>	Reading Groups:	<i>In-class reading and discussions</i>	Young Shakespeare:	<i>Practice and Preparations</i>	Holidays/Official Class Interruptions:	<i>Nov 25th (Young Shakespeare Playwriting and Performing Contest)</i>	
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Holidays/Official Class Interruptions:	<i>Nov 25th (Young Shakespeare Playwriting and Performing Contest)</i>																

<p>Week 8 (17)</p> <p>Nov 28th to Dec 2nd</p> <p>28- G12 Q2 Exam</p>	<p style="text-align: center;">Reading Writing</p>	
	<p>Chapter 5/Reading 1: Indian Camp— Part I (a short story excerpt)</p> <ul style="list-style-type: none"> ✓ Reading Strategy: <i>Understanding the Elements of Fiction</i> ✓ Comprehension: <i>Main Ideas; Setting; Plot; Close Reading</i> ✓ Vocabulary: <i>Guessing from Context; Synonyms; Gradations of Intensity</i> ✓ Critical Thinking: <i>Making Inferences; Drawing Conclusions</i> 	<p>Part 1/ Chapter 5: Process Paragraphs</p> <ul style="list-style-type: none"> ✓ Organization: <i>Using Time Order in Process Paragraphs</i> ✓ Writing Process: <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i>
	<p>SRA Reading Lab:</p>	<p><i>In-class reading and lab activities</i></p>
	<p>Independent Reading:</p>	<p><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i></p>
<p>Reading Groups:</p>	<p><i>In-class reading and discussions</i></p>	
<p>Week 9 (18)</p> <p>Dec 5th to 9th</p> <p>8- Foundation Day (Half Day)</p> <p>5-10 Tentative Weeklong Celebration</p>	<p style="text-align: center;">Reading Writing</p>	
	<p>Chapter 5/Reading 2: Indian Camp— Part II (a short story excerpt)</p> <ul style="list-style-type: none"> ✓ Reading Strategy: <i>Identifying Themes</i> ✓ Comprehension: <i>Main Ideas; The Plot; Close Reading</i> ✓ Vocabulary: <i>Synonyms; Phrasal Verbs with stand</i> ✓ Note Taking: <i>Circling Themes and Writing Margin Notes</i> ✓ Critical Thinking 	<p>Part 1/ Chapter 5: Process Paragraphs</p> <ul style="list-style-type: none"> ✓ Writing Process: <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i>
	<p>SRA Reading Lab:</p>	<p><i>In-class reading and lab activities</i></p>
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	<p>Reading Groups:</p>	<p><i>In-class reading and discussions</i></p>
<p>Holidays/Official Class Interruptions:</p>	<p><i>Dec 8th (Foundation Day; Half Day)</i></p>	

Week 10 (19) Dec 12^h to 16th <u>3 Days of Class</u> <i>15 - 16 Q2 Exam</i> <i>Dec 19 – Jan 2 Christmas Holiday</i>	Writing	
	✓ <u>Writing Process:</u> <i>Journal Writing (weekly); The Count of Monte Cristo (Dominoes- Level 3)</i>	
	SRA Reading Lab:	<i>Q2 progress review</i>
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Count of Monte Cristo (Dominoes- Level 3)</i>
	Reading Groups:	<i>Q2 review and reflection</i>
	Test Preparation Q1 EAP (LA) EXAM	
	Holidays/Official Class Interruptions:	<i>Dec 15th to 16th (Q2 Examination)</i>
Christmas Break		

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Third Quarter

	TOPICS/LESSONS CHAPTER 5-2: Reading Series 3 CHAPTER 6-8: Writing Series 3	
Week 1 (20) Jan 3rd to 6th <u>2 Days of Class</u> <i>3 – Record Day</i> <i>4- New Year Mass; 50th Anniversary of Sr. Zen</i>	Writing	
	Part 1/ Chapter 6: Definition Paragraphs	
	✓ <u>Vocabulary:</u> <i>Word Knowledge</i> ✓ <u>Organization</u> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly); The Giver Questionnaire (Ch. 1 & 2)</i> <u>Return Q2 Exam Papers/Review and Clarifications</u>	
	SRA Reading Lab:	<i>In-class reading and lab activities</i>
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>
	Reading Groups:	<i>In-class reading and discussions</i>
	Holidays/Official Class Interruptions:	<i>Jan 3rd (Record Day); Jan 4th- NY's Mass/ 50th Anniversary of Sr. Zen</i>

Week 2 (21) Jan 9th to 13th	<table border="1"> <thead> <tr> <th style="width: 50%;">Reading</th> <th style="width: 50%;">Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 5/Reading 3: Hemmingway's Style (<i>a textbook excerpt</i>) ✓ Reading Strategy: <i>Scanning for "Compare and Contrast" Words</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Word Forms; "Compare and Contrast" Words</i> ✓ Note Taking: <i>Organizing to Compare and Define Style</i> ✓ Critical Thinking </td> <td> Part 1/ Chapter 7: Cause/Effect Paragraphs ✓ Organization: <i>Topic, Supporting and Concluding Sentences in Cause/Effect Paragraphs</i> ✓ Writing Process: <i>The Giver Questionnaire (Ch. 3 & 4)</i> </td> </tr> <tr> <td>SRA Reading Lab:</td> <td><i>In-class reading and lab activities</i></td> </tr> <tr> <td>Independent Reading:</td> <td><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i></td> </tr> <tr> <td>Reading Groups:</td> <td><i>In-class reading and discussions</i></td> </tr> </tbody> </table>		Reading	Writing	Chapter 5/Reading 3: Hemmingway's Style (<i>a textbook excerpt</i>) ✓ Reading Strategy: <i>Scanning for "Compare and Contrast" Words</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Word Forms; "Compare and Contrast" Words</i> ✓ Note Taking: <i>Organizing to Compare and Define Style</i> ✓ Critical Thinking	Part 1/ Chapter 7: Cause/Effect Paragraphs ✓ Organization: <i>Topic, Supporting and Concluding Sentences in Cause/Effect Paragraphs</i> ✓ Writing Process: <i>The Giver Questionnaire (Ch. 3 & 4)</i>	SRA Reading Lab:	<i>In-class reading and lab activities</i>	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	Reading Groups:	<i>In-class reading and discussions</i>		
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Week 3 (22) Jan 16th to 20th <i>23 – 27 Chinese New Year</i>	<table border="1"> <thead> <tr> <th style="width: 50%;">Reading</th> <th style="width: 50%;">Writing</th> </tr> </thead> <tbody> <tr> <td> Chapter 6/Reading 1: A Biography of Vincent Van Gogh (1853-1890; <i>a book excerpt</i>) ✓ Reading Strategy: <i>Previewing Using Visuals</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Guessing from Context; Using the Dictionary; Connotations</i> ✓ Note Taking: <i>Identifying Supporting Details</i> ✓ Critical Thinking </td> <td> Part 1/ Chapter 7: Cause/Effect Paragraphs ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 5 & 6)</i> </td> </tr> <tr> <td>SRA Reading Lab:</td> <td><i>In-class reading and lab activities</i></td> </tr> <tr> <td>Independent Reading:</td> <td><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i></td> </tr> <tr> <td>Reading Groups:</td> <td><i>In-class reading and discussions</i></td> </tr> <tr> <td>Holidays/Official Class Interruptions:</td> <td><i>Jan 23rd – 27th Chinese New Year</i></td> </tr> </tbody> </table>		Reading	Writing	Chapter 6/Reading 1: A Biography of Vincent Van Gogh (1853-1890; <i>a book excerpt</i>) ✓ Reading Strategy: <i>Previewing Using Visuals</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Guessing from Context; Using the Dictionary; Connotations</i> ✓ Note Taking: <i>Identifying Supporting Details</i> ✓ Critical Thinking	Part 1/ Chapter 7: Cause/Effect Paragraphs ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 5 & 6)</i>	SRA Reading Lab:	<i>In-class reading and lab activities</i>	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	Reading Groups:	<i>In-class reading and discussions</i>	Holidays/Official Class Interruptions:	<i>Jan 23rd – 27th Chinese New Year</i>
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Reading Groups:	<i>In-class reading and discussions</i>													
Holidays/Official Class Interruptions:	<i>Jan 23rd – 27th Chinese New Year</i>													

<p>Week 4 (23) Jan 30th to Feb 3rd</p>	Reading		Writing	
	<p>Chapter 6/Reading 2: The Letters of Vincent Van Gogh (a book excerpt)</p> <ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Skimming Letters</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Guessing from Context; Synonyms</i> ✓ <u>Note Taking:</u> <i>Identifying Supporting Details</i> ✓ <u>Critical Thinking</u> 		<p>Part 1/ Chapter 8: Comparison/ Contrast Paragraphs</p> <ul style="list-style-type: none"> ✓ <u>Vocabulary:</u> <i>Antonyms</i> ✓ <u>Writing Process:</u> <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 7 & 8)</i> 	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	
	Reading Groups:		<i>In-class reading and discussions</i>	
G9EAP Collado				
<p>Week 5 (24) Feb 6th to 10th</p>	Reading		Writing	
	<p>Chapter 6/Reading 3: Portrait of Dr. Gachet: Timeline (an online article)</p> <ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Scanning for Dates to Understand Sequence</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Synonyms; Word Root: sen-</i> ✓ <u>Note Taking:</u> <i>Identifying Supporting Details</i> ✓ <u>Critical Thinking</u> 		<p>Part 1/ Chapter 8: Comparison/ Contrast Paragraphs</p> <ul style="list-style-type: none"> ✓ <u>Organization:</u> <i>Topic, Supporting and Concluding Sentences in Comparison Paragraphs</i> ✓ <u>Writing Process:</u> <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 9 & 10)</i> 	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	
	Reading Groups:		<i>In-class reading and discussions</i>	

Week 6 (25) Feb 13th to 17th	Reading		Writing	
	Chapter 6/Reading 3: Portrait of Dr. Gachet: Timeline (<i>an online article</i>) ✓ Reading Strategy: <i>Scanning for Dates to Understand Sequence</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Synonyms; Word Root: sen-</i> ✓ Note Taking: <i>Identifying Supporting Details</i> ✓ Critical Thinking		Part 1/ Chapter 8: Comparison/ Contrast Paragraphs ✓ Organization: <i>Topic, Supporting and Concluding Sentences in Contrast Paragraphs</i> ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 11 & 12)</i>	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	
Reading Groups:		<i>In-class reading and discussions</i>		
<i>G9EAP Collado</i>				
Week 7 (26) Feb 20th to 24th <i>20-24 IOWA</i> <i>24- Ash Wednesday Mass</i>	Reading		Writing	
	Chapter 7/Reading 1: Basic Principles of Forensics (<i>a textbook excerpt</i>) ✓ Reading Strategy: <i>Skimming by Reading Topic Sentences</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Synonyms; Word Usage: sound; Collocations</i> ✓ Critical Thinking		Part 1/ Chapter 8: Comparison/ Contrast Paragraphs ✓ Sentence Structure: <i>Analyzing the Model; Transition Signals for Comparison</i> ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 13 & 14)</i>	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	
Reading Groups:		<i>In-class reading and discussions</i>		
Holidays/Official Class Interruptions:		<i>Feb 20th – 24th IOWA; 24th - Ash Wednesday</i>		

<p>Week 8 (27)</p> <p>Feb 27th to Mar 3rd</p> <p>3 Days of Class</p> <p>27-28 Memorial Day</p>	<table border="1"> <tr> <th style="width: 50%;">Reading</th> <th style="width: 50%;">Writing</th> </tr> <tr> <td> <p>Chapter 7/Reading 2: The “CSI Effect” is a Mixed Blessing for Real Crime Labs <i>(an online article)</i></p> <ul style="list-style-type: none"> ✓ Reading Strategy: <i>Predicting Content from the Title and Subheadings</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Word Forms; Idioms: Word Usage: pool</i> ✓ Note Taking: <i>Identifying Who said What</i> ✓ Critical Thinking </td> <td> <p>Part 1/ Chapter 8: Comparison/ Contrast Paragraphs</p> <ul style="list-style-type: none"> ✓ Sentence Structure: <i>Analyzing the Model; Transition Signals for Contrast</i> ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 15 & 16)</i> </td> </tr> </table>		Reading	Writing	<p>Chapter 7/Reading 2: The “CSI Effect” is a Mixed Blessing for Real Crime Labs <i>(an online article)</i></p> <ul style="list-style-type: none"> ✓ Reading Strategy: <i>Predicting Content from the Title and Subheadings</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Word Forms; Idioms: Word Usage: pool</i> ✓ Note Taking: <i>Identifying Who said What</i> ✓ Critical Thinking 	<p>Part 1/ Chapter 8: Comparison/ Contrast Paragraphs</p> <ul style="list-style-type: none"> ✓ Sentence Structure: <i>Analyzing the Model; Transition Signals for Contrast</i> ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 15 & 16)</i>
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	<p>Reading Groups:</p>	<p><i>In-class reading and discussions</i></p>				
<p>Holidays/Official Class Interruptions:</p>	<p><i>Feb 28th Memorial Day(Holiday Observed)</i></p>					

<p>Week 9 (28)</p> <p>Mar 6th to 10th</p> <p>4 Days of Class</p> <p><i>10 & 13</i> <i>Q3 Exam</i></p>	Reading		Writing	
	Chapter 7/Reading 3: The Forensic Use of DNA (<i>a book excerpt</i>)		Part 1/ Chapter 8: Comparison/ Contrast Paragraphs	
	<ul style="list-style-type: none"> ✓ Reading Strategy: <i>Reading Last Paragraph First</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Word Forms; Idioms: Word Usage: pool</i> ✓ Note Taking: <i>Organizing Material Chronologically</i> ✓ Critical Thinking 		<ul style="list-style-type: none"> ✓ Writing Process: <i>Double-Entry Journal Writing; The Giver Questionnaire (Ch. 17 & 18)</i> 	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry Review for Q3 Exam</i>	
	Reading Groups:		<i>In-class reading and discussions</i>	
Holidays/Official Class Interruptions:		<i>Mar 10th- Q3 Exam (Half Day)</i>		

G9EAP Collado

Fourth Quarter

		TOPICS/LESSONS		
		CHAPTER 8-10: Reading Series 1	CHAPTER 9-10: Writing Series 3	
Week 1 (29) Mar 13th to 17 th 4 Days of Class <i>13 – Q3 Exams</i>	Reading		Writing	
	Chapter 8/Reading 2: The “CSI Effect” is a Mixed Blessing for Real Crime Labs (a journal article)		Part 2/ Chapter 9: Essay Organization	
	<ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Predicting Content from the Title and Subheadings</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Word Forms; Idioms: Word Usage: pool</i> ✓ <u>Note Taking:</u> <i>Identifying Who said What</i> ✓ <u>Critical Thinking</u> 		<ul style="list-style-type: none"> ✓ <u>Vocabulary:</u> <i>Formal and Informal Words</i> ✓ <u>Writing Process:</u> <i>Summary Writing; Journal Writing (weekly); The Giver Questionnaire (Ch. 19 & 20)</i> 	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	
	Reading Groups:		<i>In-class reading and discussions</i>	
Holidays/Official Class Interruptions:		<i>Mar 13th- Q3 Exam (Half Day)</i>		
Week 2 (30) Mar 20th to 24 th <i>20 – Fire Drill</i>	Reading		Writing	
	Chapter 8/Reading 1: More than Man’s Best Friend (a journal article)		Part 2/ Chapter 9: Essay Organization	
	<ul style="list-style-type: none"> ✓ <u>Reading Strategy:</u> <i>Previewing Using Visuals</i> ✓ <u>Comprehension:</u> <i>Main Ideas; Close Reading</i> ✓ <u>Vocabulary:</u> <i>Guessing from Context; Greek and Latin Names and Roots</i> ✓ <u>Note Taking:</u> <i>Reviewing Details to Help You Remember</i> ✓ <u>Critical Thinking</u> 		<ul style="list-style-type: none"> ✓ <u>Organization:</u> <i>Introductory, Body, and Concluding Paragraphs; Transition Between Paragraphs;</i> ✓ <u>Writing Process:</u> <i>Journal Writing (weekly); The Giver Questionnaire (Ch. 20 & 21)</i> 	
	SRA Reading Lab:		<i>In-class reading and lab activities</i>	
	Independent Reading:		<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	
	Reading Groups:		<i>In-class reading and discussions</i>	

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<p>Week 3 (31) Mar 27th to 31st <i>Apr 3 to 14 – Easter Break</i></p>	<table border="1"> <thead> <tr> <th data-bbox="236 510 890 577">Reading</th> <th data-bbox="890 510 1508 577">Writing</th> </tr> </thead> <tbody> <tr> <td data-bbox="236 577 890 1061"> <p>Chapter 8/Reading 2: Domesticating Wolves (<i>a book excerpt</i>)</p> <ul style="list-style-type: none"> ✓ Reading Strategy: <i>Paraphrasing to Identify the Main Ideas</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Guessing from Context; Synonyms; Suffix: -worthy; Homonyms: site/ sight/ cite</i> ✓ Note Taking: <i>Preparing for a Test</i> ✓ Critical Thinking </td> <td data-bbox="890 577 1508 1061"> <p>Part 2/ Chapter 9: Essay Organization</p> <ul style="list-style-type: none"> ✓ Organization: <i>Essay Outlining</i> ✓ Writing Process: <i>Journal Writing (weekly); The Giver Questionnaire (Ch. 22 & 23)</i> </td> </tr> <tr> <td data-bbox="236 1061 587 1115">SRA Reading Lab:</td> <td data-bbox="587 1061 1508 1115"><i>In-class reading and lab activities</i></td> </tr> <tr> <td data-bbox="236 1115 587 1211">Independent Reading:</td> <td data-bbox="587 1115 1508 1211"><i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i></td> </tr> <tr> <td data-bbox="236 1211 587 1265">Reading Groups:</td> <td data-bbox="587 1211 1508 1265"><i>In-class reading and discussions</i></td> </tr> <tr> <td data-bbox="236 1265 587 1368">Holidays/Official Class Interruptions:</td> <td data-bbox="587 1265 1508 1368"><i>Apr 3rd to 14th Easter Break</i></td> </tr> </tbody> </table>		Reading	Writing	<p>Chapter 8/Reading 2: Domesticating Wolves (<i>a book excerpt</i>)</p> <ul style="list-style-type: none"> ✓ Reading Strategy: <i>Paraphrasing to Identify the Main Ideas</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Guessing from Context; Synonyms; Suffix: -worthy; Homonyms: site/ sight/ cite</i> ✓ Note Taking: <i>Preparing for a Test</i> ✓ Critical Thinking 	<p>Part 2/ Chapter 9: Essay Organization</p> <ul style="list-style-type: none"> ✓ Organization: <i>Essay Outlining</i> ✓ Writing Process: <i>Journal Writing (weekly); The Giver Questionnaire (Ch. 22 & 23)</i> 	SRA Reading Lab:	<i>In-class reading and lab activities</i>	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>	Reading Groups:	<i>In-class reading and discussions</i>	Holidays/Official Class Interruptions:	<i>Apr 3rd to 14th Easter Break</i>
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	SRA Reading Lab:	<i>In-class reading and lab activities</i>
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>
	Reading Groups:	<i>In-class reading and discussions/ The Giver movie viewing</i>

Week 7 (36) May 8th to 12th <i>1-5 – Final Exams (K, G5, G8, G12 and AP classes)</i>	Reading		Writing	
	Chapter 9/Reading 3: <i>Where I Learned to Read</i> <i>(a magazine article)</i>		Part 2/ Chapter 10: <i>Opinion Essays</i>	
	<ul style="list-style-type: none"> ✓ Reading Strategy: <i>Understanding Most Important Idea from Last Paragraph</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Synonyms; Word Forms</i> ✓ Note Taking: <i>Identifying Important Details</i> ✓ Critical Thinking 		<ul style="list-style-type: none"> ✓ Vocabulary: <i>Collocations</i> ✓ Organization: <i>Statistics</i> ✓ Writing Process: <i>Identifying Supporting Details; Conducting A Survey Journal Writing (weekly); The Giver Movie and Book Review</i> 	
	SRA Reading Lab:	<i>In-class reading and lab activities</i>		
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>		
	Reading Groups:	<i>In-class reading and discussions</i>		

Week 8 (37) May 15th to 19th 3 Days of Class <i>18-19 Q4 Exams</i>	Reading		Writing	
	Chapter 10/Reading 1: <i>The Global Context</i> <i>(a journal article)</i>		<ul style="list-style-type: none"> ✓ Writing Process: <i>Journal Writing (weekly); The Giver Movie and Book Review</i> 	
	<ul style="list-style-type: none"> ✓ Reading Strategy: <i>Predicting Content from First Sentence</i> ✓ Comprehension: <i>Main Ideas; Close Reading</i> ✓ Vocabulary: <i>Guessing from Context; Using the Dictionary; Gradations of Intensity</i> ✓ Critical Thinking 			
SRA Reading Lab:	<i>In-class reading and lab activities</i>			

	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>
	Reading Groups:	<i>In-class reading and discussions; Review for the Q4 Exam</i>
	Holidays/Official Class Interruptions:	<i>Mar 18th to 19th - Q4 Exam (Half Day)</i>
Week 9 (38) May 22nd to 26th 4 Days of Class <i>22- Record Day</i> <i>23- 26 Student's Clearance</i>	Writing	
	✓ Writing Process: <i>Journal Writing (weekly); The Giver Movie and Book Review</i> Return Q4 Exam Papers/Review and Clarifications	
	SRA Reading Lab:	<i>In-class reading and lab activities</i>
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/ The Giver by Lois Lowry</i>
	Reading Groups:	<i>In-class reading and discussions</i>
	Holidays/Official Class Interruptions:	<i>May 22nd - Record Day</i>
Week 10 (39) May 29th to Jun 2nd 4 Days of Class <i>1- Students' Last Day</i> <i>2- Teachers/ Staff Meeting</i>	SRA Reading Lab:	<i>In-class reading and lab activities</i>
	Independent Reading:	<i>Student-choice library book/ Cornerstone/ Oxford Dominoes/</i>
	Reading Groups:	<i>In-class reading and discussions; WIDA</i>
	Holidays/Official Class Interruptions:	<i>Jun 2nd - Teachers and Staff Meeting</i>