



Dominican International School
台北市私立道明外僑學校
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Gr.8 ENGLISH LANGUAGE ARTS (ELA)

COURSE SYLLABUS

GRADE LEVEL: 8

SCHOOL YEAR: 2026-27

TEACHER: Elliott 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 various 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, Novels

Reading Informational Text (RI)

Autobiography, Biography, Essays, Scientific and historical articles, Speeches

Writing (W)

Writing Process, Narrative, Argument, Exposition, Conducting Research, Response to Literature, Poetry

Language (L)

Vocabulary: Critical Reading Vocabulary, Academic Vocabulary, Word Parts

Grammar: 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 exams (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:

- writing rubrics, presentation/oral rubrics, quizzes and quarter tests/exams, and peer evaluations

TEXTS & RESOURCES:

G8 - HMH Into Literature & Writable
CommonLit
Class Novels

REFERENCE / LINKS:

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

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

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

REQUIRED MATERIALS:

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

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, and listen carefully, but don't speak out of turn.

DISCIPLINE:

- Please refer to the student handbook on the school website.

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

SUBJECT: Gr.8 ENGLISH LANGUAGE ARTS (ELA)

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 11th to 14th 4 Days of Class 11 ~ First Day / Orientation Day 14 ~ Opening Mass & Assumption of Our Lady 8:00	<u>Into Literature – Unit 1: Gadgets and Glitches</u> - Course Introduction / Unit 1 Opener (2) <u>Analyze & Apply</u>: <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 (2) <u>HMH Writing/Grammar:</u> - Course Introduction (1) <u>M1 – The Sentence</u> (1)
Week 2 Aug 17th to 21st 17 ~ Induction of Student Leaders	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <u>Analyze & Apply</u>: <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 (2) <u>Common Lit</u>: Growth Measure Reading Test – BOY (2) <u>Read a Play</u>: <i>The Hitchhiker</i> + Drama Elements p.439 (1) <u>HMH Writing/Grammar:</u> <u>M1 – The Sentence</u> (1) <u>YSC-RT</u> : Introduction + Assign Groups + Explain Online brainstorming (2) <u>Independent Study:</u> YSC-RT: HW = Online <u>brainstorming</u>
Week 3 Aug 24th to 28th	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <u>Assessment</u>: <i>Are Bionic Superhumans on the Horizon?</i> (1) <u>Collaborate & Compare</u>: <i>The Automation Paradox</i> p.36-49 (2) <u>HMH Writing/Grammar:</u> <u>M1 – The Sentence</u>: Cont. (1) <u>Write an Argument</u>: Introduction & Prewriting (2) <u>YSC-RT</u> : Final brainstorming + Start Planning (2) <u>Independent Study:</u> YSC-RT: HW = Online <u>planning</u>
Week 4 Aug 31st to Sep 4th	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <u>Collaborate & Compare</u>: <i>The Automation Paradox</i> p.36-49 (2) <u>Collaborate & Compare</u>: <i>Heads Up, Humans</i> p.50-51 (2) <u>HMH Writing/Grammar:</u> <u>Write an Argument</u>: Prewriting & Drafting (2) <u>YSC-RT</u> : 1 st Lesson = <u>Everyone</u> : Finish the planning and get it approved. (1) 2 nd Lesson = <u>Writers</u> : Start writing scenes 1-3. <u>Others</u> : Read Novel (1) <u>Independent Study:</u> 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 5 Sep 7th to 8th 7 ~ Mass & Birthday Mother Mary& VIP Induction	<u>Into Literature – Unit 1: Gadgets and Glitches</u> <u>Collaborate & Compare</u>: <i>Heads Up, Humans</i> p.50-51 (2) <u>Assessment</u>: <i>The Automation Paradox</i> + <i>Heads Up, Humans</i> (1) <u>Analyze & Apply</u>: <i>The Brave Little Toaster</i> p.4-15 (3) <u>HMH Writing/Grammar:</u> <u>Assessment</u>: M1 Sentences (1) <u>Word Study:</u> - Prefixes (HW) <u>Independent Study:</u> 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 14th to 18th	<u>Into Literature – Unit 1: Gadgets and Glitches</u> • <u>Analyze & Apply</u>: <i>The Brave Little Toaster</i> p.4-15 (1) • <u>Assessment</u>: <i>The Brave Little Toaster</i> p.4-15 (1) • <u>Analyze & Apply</u>: <i>Interflora</i> p.28-35 (3) <u>HMH Writing/Grammar:</u> • <u>Write an Argument</u>: Revise, Edit, and Publish (1) • <u>M7 –Sentence Structure</u> (1) YSC-RT: Finish writing the first draft of the script (1) <u>Independent Study:</u> • 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.
Week 7 Sep 21st to 25th 21 - Teacher's Day / Peace Day Activities 22-24 ~ Pre-exam Days 25 ~ Moon Festival	<u>Into Literature – Unit 1+6:</u> • <u>Assessment</u>: <i>Interflora</i> p.28-35 (1) • Exam Prep. & Review (2) <u>HMH Writing/Grammar:</u> • <u>M7 – Sentence Structure</u> Cont. (1) • <u>Assessment</u>: M7 Sentences (1) <u>Word Study:</u> • <u>Assessment</u>: Prefixes Words (1) Novel: The Giver - Introduction (HW) <u>Independent Study:</u> • 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 - The Giver Ch.1-11
Week 8 Sep 29th to Oct 2nd <u>2 Days of Class</u> 28 ~ Teacher's Day 1-2 ~ Q1 Exams	<u>Into Literature – Unit 1:</u> • Vocabulary Study/Review (1) <u>HMH Writing/Grammar:</u> • Exam Prep. & Review (2) Q1 Exams (Half Day) <u>Independent Study:</u> • Read - The Giver Ch.1-11
Week 9 Oct 5th to 9th <u>4 Days / No Classes</u> 5-8 ~ Teacher's Conf. & Mass 9 ~ Double Ten	<u>No Classes</u> <u>Independent Study:</u> • Read - The Giver 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
Week 1 (10) Oct 12th to 16th <i>12 ~ Second Quarter Begins</i>	Review Q1 Exam (1) Into Literature – Unit 2: The Thrill of Horror - Introduction / Unit 2 Opener (1) HMH Writing/Grammar: - M2 – Part of Speech I: Nouns & Pronouns (2) - M2 – Part of Speech I: Adjectives (1) YSC-RT: Read through + Plan the 1- Practice (2) Poetry: Free Verse (1) Independent Study: - YSC-RT: Check Google Classroom - Review - The Giver Ch.1-11
Week 2 (11) Oct 19th to 23rd	Into Literature – Unit 2: The Thrill of Horror - Analyze & Apply: <i>What is the Horror Genre?</i> p.82-93 (4) HMH Writing/Grammar: - M2 – Part of Speech I: Adjectives (1) Word Study: - Suffixes (HW) YSC-RT: Practice & Preparation (2) Novel: TEST: <i>The Giver</i> – Ch. 1-11 (1) Independent Study: - YSC-RT: Check Google Classroom - Read - <i>The Giver</i> Ch.12-23
Week 3 (12) Oct 26th to 30th 4 Days of Class <i>26 – Retrocession Day</i> <i>30 – Book Fair</i>	Into Literature – Unit 2: The Thrill of Horror - Assessment: <i>What is the Horror Genre?</i> (1) - Analyze & Apply: <i>The Tell-Tale Heart</i> p.94-107 (4) HMH Writing/Grammar: - Assessment: M2 – Part of Speech I (Cont.) YSC-RT: Practice & Preparation (1) / Round 1 - In-class Competition (1) Independent Study: - YSC-RT: Check Google Classroom - Read - <i>The Giver</i> Ch.12-23
Week 4 (13) Nov 2nd to Nov 6th <i>2 – All Soul's Day Mass</i>	Into Literature – Unit 2: The Thrill of Horror - Assessment: <i>The Tell-Tale Heart</i> (1) - Collaborate & Compare: <i>The Monkey's Paw</i> p.108-129 (3) HMH Writing/Grammar: - M3 – Part of Speech II: Verbs & Adverbs (2) YSC-RT: Practice & Preparation (2) Independent Study: - YSC-RT: Check Google Classroom - Read - <i>The Giver</i> Ch.12-23
Week 5 (14) Nov 9th to 13th	Into Literature – Unit 2: The Thrill of Horror - Collaborate & Compare: <i>The Monkey's Paw</i> p.108-129 (3) HMH Writing/Grammar: - M3 – Part of Speech II: Verbs & Adverbs (Cont.) (1) YSC-RT: Extra Practice for in-class winners (3) Novel: TEST: <i>The Giver</i> – Ch. 12-23 (1) <i>A Monster Calls</i> - Introduction/SSR (-) Independent Study:

	• YSC-RT: Check Google Classroom • Read - A Monster Calls Ch.1-14
Week 6 (15) Nov 16th to 20th 20 - YSC Contest	<u>Into Literature – Unit 2: The Thrill of Horror</u> • <u>Collaborate & Compare:</u> <i>from The Monkey's Paw</i> p.130-133 (3) <u>HMH Writing/Grammar:</u> • <u>M3 – Part of Speech II:</u> Prepositions, Conjunctions & Interjections (1) <u>YSC-RT:</u> Extra Practice / Dress Rehearsal + <u>YSC Competition</u> (4) <u>Independent Study:</u> • Read - A Monster Calls Ch.1-14
Week 7 (16) Nov 23th to 27th 24-26 ~ Pre-Exam Day	<u>Into Literature – Unit 2: The Thrill of Horror</u> • <u>Assessment:</u> <i>The Monkey's Paw</i> (1) • <u>Collaborate & Compare:</u> <i>from The Aeneid of Virgil</i> p.136-142 (4) <u>HMH Writing/Grammar:</u> • <u>M3 – Part of Speech II:</u> Prepositions, Conjunctions & Interjections (Cont.) (2) <u>Novel:</u> Activity/SSR: A Monster Calls Ch.1-14 (1) <u>Independent Study:</u> • Review - A Monster Calls Ch.1-14
Week 8 (17) Nov 30th to Dec 4th	<u>Into Literature – Unit 2: The Thrill of Horror</u> • <u>Collaborate & Compare:</u> <i>from Hades: Lord of the Dead</i> p.143-155 (3) • Exam Prep. & Review (1) • Vocabulary Study/Review (1) <u>HMH Writing/Grammar:</u> • <u>Assessment:</u> M3 – Part of Speech II (1) <u>Vocabulary:</u> Analogies & Homophones (1) <u>Novel:</u> TEST: A Monster Calls Ch.1-14 (1) <u>Independent Study:</u> • Read - A Monster Calls Ch.15-33
Week 9 (18) Dec 7th to 11th <u>2 Days of Class</u> 8 - Foundation Day (Whole Day) 10-11 ~ Q2 Exams	<u>Into Literature – Unit 2: The Thrill of Horror</u> • <u>Assessment:</u> <i>from The Aeneid of Virgil</i> + <i>from Hades: Lord of the Dead</i> (1) • Exam Prep. & Review (1) <u>HMH Writing/Grammar:</u> • Exam Prep. & Review (1) <u>Word Study:</u> • <u>Assessment:</u> Suffix Words (1) <u>Independent Study:</u> • Read - A Monster Calls Ch.15-33 Q2 Exams (Half Day)
Dec 14th to Jan 1st	Christmas Break

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 (19) Jan 4th to 8th 4 Days of Class 4 ~ Record Day 5 ~ Third Quarter Begins 8 ~ New Year Mass	Review Q2 Exam (1) Into Literature – Unit 4: The Fight for Freedom - Introduction / Unit 4 Opener (1) <u>Common Lit</u>: Growth Measure Reading Test - MOY (1.5) HMH Writing/Grammar: <u>Write a Research Report</u>: Introduction + Model Examples + Prewriting (2) Novel : SSR: A Monster Calls Ch.15-33 (0.5) Independent Study: Review - A Monster Calls Ch.15-33
Week 2 (20) Jan 11th to 15th	Into Literature – Unit 4: The Fight for Freedom <u>Analyze & Apply</u>: from <i>Narrative of the Life of Frederick Douglass</i>... p.264-275 (4) HMH Writing/Grammar: <u>Write a Research Report</u>: Prewriting + Research Lessons (2) <u>M9 – Using Verbs Correctly</u>: Principal Parts & Regular Verbs (1) Novel : TEST: A Monster Calls Ch.15-33 (1)
Week 3 (21) Jan 18th to 22nd	Into Literature – Unit 4: The Fight for Freedom <u>Assessment</u>: from <i>Narrative of the Life of Frederick Douglass</i>... (1) <u>Analyze & Apply</u>: <i>The Drummer Boy of Shiloh</i> p.276-289 (4) HMH Writing/Grammar: <u>Write a Research Report</u>: Drafting + Research Lessons (2) Novel : The Outsiders - Introduction/SSR (1) Independent Study: Read - The Outsiders Ch.1-6
Week 4 (22) Jan 25th to 29th 28 ~ Feast Day of St. Thomas	Into Literature – Unit 4: The Fight for Freedom <u>Assessment</u>: <i>The Drummer Boy of Shiloh</i> (1) <u>Analyze & Apply</u>: <i>O Captain! My Captain!</i> p.290-297 (3) HMH Writing/Grammar: <u>Write a Research Report</u>: Drafting (2) <u>M9 – Using Verbs Correctly</u>: Regular Verbs Cont. + Irregular Verbs (1) Poetry : Acrostic (1) Independent Study: Read - The Outsiders Ch.1-6
Week 5 (23) Feb 1st to 5th 3 Days of Class 1 ~ CNY Celebration	Into Literature – Unit 4: The Fight for Freedom <u>Assessment</u>: <i>O Captain! My Captain!</i> (1) <u>Analyze & Apply</u>: from <i>Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3) HMH Writing/Grammar: <u>Write a Research Report</u>: Revise, Edit and Publish + Peer Review (2) <u>M9 – Using Verbs Correctly</u>: Verb Tenses (Cont.) Independent Study: Review - The Outsiders Ch.1-6
Feb 4th to 12th	Chinese New Year
Week 6 (24) Feb 15th to 19th ?? ~ House Valentine's Mini Fair	Into Literature – Unit 4: The Fight for Freedom <u>Analyze & Apply</u>: from <i>Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3) <u>Assessment</u>: from <i>Harriet Tubman: Conductor</i>... (1)

	<u>HMH Writing/Grammar:</u> • <u>M9 – Using Verbs Correctly</u>: Verb Tenses (2) • <u>Assessment</u>: M9 – Using Verbs Correctly (1) <u>Word Study:</u> • Word Roots: Specialized Vocabulary: Health & Banking Terms (1) <u>Independent Study:</u> • Read - The Outsiders Ch.6-12 • Vocabulary - Word Roots; Specialized Vocabulary: Health & Banking Terms
Week 7 (25) Feb 22nd to 26th 22- 26 ~ IOWA Assessments	<u>Into Literature – Unit 4: The Fight for Freedom</u> • <u>Collaborate & Compare</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (4) <u>Novel</u>: <u>TEST</u>: The Outsiders - Ch.1-6 (1) <u>Independent Study:</u> • Read - The Outsiders Ch.6-12 • Vocabulary - Word Roots; Specialized Vocabulary: Health & Banking Terms
Week 8 (26) March 1st to 5th <u>4 Days of Class</u> 1 ~ Memorial Day Holiday 2- 4 ~ Pre-Exam Days	<u>Into Literature – Unit 4: The Fight for Freedom</u> • <u>Collaborate & Compare</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (2) <u>HMH Writing/Grammar:</u> • <u>Write a Research Report</u>: Presentations (5) Vocabulary: CHECK - Word Roots; Specialized Vocabulary: Health & Banking Terms (1) <u>Independent Study:</u> • Read - The Outsiders Ch.7-12 • Vocabulary - Word Roots; Specialized Vocabulary: Health & Banking Terms
Week 9 (27) March 8th to 12th <u>4 Days of Class</u> 13 – Q3 Exams	<u>WK1 -HMH Writing/Grammar:</u> • <u>Write a Personal Narrative</u>: ○ Introduction + Brainstorming/ Prewriting (1) ○ Prewriting + Quotations & Dialogue (2) ○ Drafting (2) <u>Poetry</u>: Quinzaine (1) <u>Word Study:</u> • Word Roots: Specialized Vocabulary: French & Geo. Terms (1) <u>Independent Study:</u> • Read - The Outsiders Ch.7-12
Week 10 (28) March 15th to 19th	<u>Into Literature – Unit 4: The Fight for Freedom</u> • <u>Collaborate & Compare</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (1) • <u>Assessment</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (1) • Exam Prep. & Review (2) <u>HMH Writing/Grammar:</u> • Exam Prep. & Review (2) <u>Word Study:</u> • <u>Assessment</u>: Word Roots; Specialized Vocabulary: Health & Banking Terms (1) <u>Novel</u>: <u>SSR</u>: The Outsiders Ch.7-12 (1) <u>Independent Study:</u> • Read - The Outsiders Ch.7-12
Week 11 (29) March 22nd to 26th <u>1 Day of Class</u> 23 - 24 – Q3 Exams	<u>Into Literature – Unit 4: The Fight for Freedom</u> • Exam Prep. & Review (2) <u>Q3 Exam (Half Day)</u>

4th QUARTER – TENTATIVE COURSE CONTENT

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

Week / Date	Topic / Projects / Assessments
Week 1 (30) Apr 7th to 9th 3 Days of Class 5 - 6 ~ Tomb Sweeping 20 ~ Spring Fair	Review Q3 Exam (1) Into Literature – Unit 3: Places We Call Home - Introduction / Unit 3 Opener (1) Analyze & Apply: from <i>The Book of the Unknown Americans</i> p.174–189 (1) HMH Writing/Grammar: M13 – Capital Letters (1) Independent Study: Review - The Outsiders - Ch.7-12
Week 2 (31) Apr 12th to 16th	Into Literature – Unit 3: Places We Call Home Analyze & Apply: from <i>The Book of the Unknown Americans</i> p.174–189 (4) Analyze & Apply: <i>My Favorite Chaperone</i> p.190–219 (1) HMH Writing/Grammar: Write a Personal Narrative: Revising, Editing & Publishing (2) Novel: TEST: The Outsiders - Ch.7-12 (1) Independent Study: Student's Choice: Research novel options and select one. Word Study: Specialized Vocabulary: French & Geo. Terms (HW)
Week 3 (32) Apr 19th to 23rd	Into Literature – Unit 3: Places We Call Home Assessment: from <i>The Book of the Unknown Americans</i> (1) Analyze & Apply: <i>My Favorite Chaperone</i> p.190–219 (6) HMH Writing/Grammar: CHECK: M13 – Capital Letters (1) Independent Study: Read: Novel = Student's Choice
Week 4 (33) Apr 26th to 30th 4 Days of Class 27 - 29 ~ Pre-Exam Days 29 ~ Class Photo Taking 30 ~ Labor Day Holiday	Into Literature – Unit 3: Places We Call Home Assessment: <i>My Favorite Chaperone</i> (1) Collaborate & Compare: New Immigrants Share Their Stories p. 228–230 / A Common Bond p.231–247 (6) Independent Study: Read: Novel = Student's Choice
Week 5 (34) May 3rd to 7th 3 – May Crowning & Mother's Day Celebration	Into Literature – Unit 3: Places We Call Home Assessment: New Immigrants Share Their Stories (1) - Exam Prep. & Review (2) HMH Writing/Grammar: Assessment: M13 – Capital Letters (1) Word Study: Assessment: Specialized Vocabulary: French & Geo. Terms (1) Q4 Language Arts Exams
Week 6 (35) May 10th to 14th	Review Q4 Exam (1)

<u>4 Days of Class</u> 12-13 ~ Q4 Exam 14 ~ Record Day	<u>Into Literature:</u> <u>Common Lit</u>: Growth Measure Reading Test - EOY (2) G8 – Clearance & Graduation Practice
Week 7 (36) May 17th to 21st 17 ~ Baccalaureate Mass 17 – 21 ~ WIDA Testing 19 ~ House Sports Day 21 ~ House Culminating Activity	G8 – Clearance & Graduation Practice
Week 8 (37) May 24th to 28th 25 ~ K2 Graduation + G5 Promotion 26 ~ Gr. 8 +12 Graduation 27 ~ Recognition Day 28 ~ Students Last Day	G8 – Clearance & Graduation Practice
Week 9 (38) May 31st 31 ~ Teachers/Staff Meeting	