



Dominican International School  
台北市私立道明外僑學校  
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.  
10464 臺北市中山區大直街 76 號



## **Gr.8 ENGLISH LANGUAGE ARTS (ELA)**

### **COURSE SYLLABUS**

**GRADE LEVEL:** 8  
**TEACHER:** Elliott Wakeling  
**MAIL:** ewakeling@dishs.tp.edu.tw

**SCHOOL YEAR:** 2025-26

#### **COURSE DESCRIPTION:**

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

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

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

#### **AREA OF STUDY:**

<b>Reading Literature (RL)</b>	Short Story, Drama, Historical Fiction, Memoir, Folklore, Poetry, Novel
<b>Reading Informational Text (RI)</b>	Autobiography, Biography, Essays, Scientific and historical articles, Speeches
<b>Writing (W)</b>	Writing Process, Narrative, Persuasion, Exposition, Conducting Research, Response to Literature, Poetry
<b>Language (L)</b>	<u>Vocabulary</u> : Critical Reading Vocabulary, Academic Vocabulary, Word Parts <u>Grammar</u> : 8 Parts of Speech, Usage, Capitalization and Punctuation
<b>Speaking and Listening (SL)</b>	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
- Critical thinker
- Effective communicator
- Self-directed learner
- Quality producer
- Contributing citizen

## **KEY CCSS OBJECTIVES:**

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

## **ASSESSMENT:**

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

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

## **TEXTS:**

G8 - HMH Into Literature & Writable  
Class Novels

## **REFERENCE / LINKS:**

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

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

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

### **REQUIRED MATERIALS:**

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

### **HOMEWORK RULES:**

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

### **CLASSROOM RULES:**

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

**Below are the five golden rules:**

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

### **DISCIPLINE:**

- Please refer to the student handbook 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
<b>Week 1</b> <b>Aug 11<sup>th</sup> to 15<sup>th</sup></b> <b>4 Days of Class</b> 12 ~ First Day / Orientation Day 15 ~ Opening Mass & Assumption of Our Lady 8:00	<u><b>Into Literature – Unit 1: Gadgets and Glitches</b></u> <ul style="list-style-type: none"> <li>Course Introduction / Unit 1 Opener (2)</li> <li><u>Analyze &amp; Apply</u>: <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 (2)</li> </ul> <u><b>HMH Writing/Grammar:</b></u> <ul style="list-style-type: none"> <li>Course Introduction (1)</li> <li><u>M1 – The Sentence</u> (1)</li> </ul>
<b>Week 2</b> <b>Aug 18<sup>th</sup> to 22<sup>nd</sup></b> 18 ~ St. Dominic Feast Day Celebration + Induction of Student Leaders	<u><b>Into Literature – Unit 1: Gadgets and Glitches</b></u> <ul style="list-style-type: none"> <li><u>Analyze &amp; Apply</u>: <i>Are Bionic Superhumans on the Horizon?</i> p.16-27 (2)</li> <li><u>Common Lit</u>: Growth Measure Reading Test – BOY (2)</li> <li><u>Read a Play</u>: <i>The Hitchhiker</i> + Drama Elements p.439 (1)</li> </ul> <u><b>HMH Writing/Gramma</b></u> <ul style="list-style-type: none"> <li><u>M1 – The Sentence</u> (1)</li> </ul> <b>YSC</b> : Introduction + Assign Groups + Explain Online brainstorming (2) <u><b>Independent Study:</b></u> <ul style="list-style-type: none"> <li>YSC: HW = Online <u>brainstorming</u></li> </ul>
<b>Week 3</b> <b>Aug 25<sup>th</sup> to 29<sup>th</sup></b>	<u><b>Into Literature – Unit 1: Gadgets and Glitches</b></u> <ul style="list-style-type: none"> <li><u>Assessment</u>: <i>Are Bionic Superhumans on the Horizon?</i> (1)</li> <li><u>Collaborate &amp; Compare</u>: <i>The Automation Paradox</i> p.36-49 (2)</li> </ul> <u><b>HMH Writing/Grammar:</b></u> <ul style="list-style-type: none"> <li><u>M1 – The Sentence</u>: Cont. (1)</li> <li><u>Write an Argument</u>: Introduction &amp; Prewriting (2)</li> </ul> <b>YSC</b> : Final brainstorming + Start Planning (2) <u><b>Independent Study:</b></u> <ul style="list-style-type: none"> <li>YSC: HW = Online <u>planning</u></li> </ul>
<b>Week 4</b> <b>Sep 1<sup>st</sup> to 5<sup>th</sup></b>	<u><b>Into Literature – Unit 1: Gadgets and Glitches</b></u> <ul style="list-style-type: none"> <li><u>Collaborate &amp; Compare</u>: <i>The Automation Paradox</i> p.36-49 (2)</li> <li><u>Collaborate &amp; Compare</u>: <i>Heads Up, Humans</i> p.50-51 (2)</li> </ul> <u><b>HMH Writing/Grammar:</b></u> <ul style="list-style-type: none"> <li><u>Write an Argument</u>: Prewriting &amp; Drafting (2)</li> </ul> <b>YSC</b> : 1 <sup>st</sup> Lesson = <u>Everyone</u> : Finish the planning and get it approved. (1) 2 <sup>nd</sup> Lesson = <u>Writers</u> : Start writing scenes 1-3. <u>Others</u> : Read Novel (1) <u><b>Independent Study:</b></u> <ul style="list-style-type: none"> <li>YSC: 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.</li> </ul>
<b>Week 5</b> <b>Sep 8<sup>th</sup> to 12<sup>th</sup></b> 8 ~ Mass & Birthday Mother Mary& VIP Induction	<u><b>Into Literature – Unit 1: Gadgets and Glitches</b></u> <ul style="list-style-type: none"> <li><u>Collaborate &amp; Compare</u>: <i>Heads Up, Humans</i> p.50-51 (2)</li> <li><u>Assessment</u>: <i>The Automation Paradox</i> + <i>Heads Up, Humans</i> (1)</li> <li><u>Analyze &amp; Apply</u>: <i>The Brave Little Toaster</i> p.4-15 (3)</li> </ul> <u><b>HMH Writing/Grammar:</b></u> <ul style="list-style-type: none"> <li><u>Assessment</u>: M1 Sentences (1)</li> </ul> <u><b>Word Study:</b></u> <ul style="list-style-type: none"> <li>Prefixes (1)</li> </ul> <u><b>Independent Study:</b></u> <ul style="list-style-type: none"> <li>YSC: 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.</li> </ul>

<p><b>Week 6</b>  <b>Sep 15<sup>th</sup> to 19<sup>th</sup></b>  16-18 ~ Pre-exam Days</p>	<p><b><u>Into Literature – Unit 1: Gadgets and Glitches</u></b></p> <ul style="list-style-type: none"> <li>• <u>Analyze &amp; Apply</u>: <i>The Brave Little Toaster</i> p.4-15 (1)</li> <li>• <u>Assessment</u>: <i>The Brave Little Toaster</i> p.4-15 (1)</li> <li>• <u>Analyze &amp; Apply</u>: <i>Interflora</i> p.28-35 (3)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Write an Argument</u>: Revise, Edit, and Publish (1)</li> <li>• <u>M7 –Sentence Structure</u> (1)</li> </ul> <p><b>YSC</b>: Finish writing the first draft of the script (1)</p> <p><b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>• <b>YSC</b>: 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.</li> <li>• <b>Read</b> - The Giver Ch.1-11</li> </ul>
<p><b>Week 7</b>  <b>Sep 22<sup>nd</sup> to 26<sup>th</sup></b>  26 ~ Teacher's Day Celebration &amp;  Teachers' Appreciation  Initiative/Peace Pole</p>	<p><b><u>Into Literature – Unit 1+6:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: <i>Interflora</i> p.28-35 (1)</li> <li>• Exam Prep. &amp; Review (2)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• <u>M7 – Sentence Structure</u> Cont. (2)</li> <li>• <u>Assessment</u>: M7 Sentences (1)</li> </ul> <p><b><u>Word Study:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: Prefixes Words (1)</li> </ul> <p><b>Novel</b>: The Giver - Introduction/SSR (1)</p> <p><b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>• <b>YSC</b>: 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.</li> <li>• <b>Read</b> - The Giver Ch.1-11</li> </ul>
<p><b>Week 8 / 9</b>  <b>Sep 29<sup>th</sup> to Oct 3<sup>rd</sup></b>  <b>1 Day of Class</b>  29 ~ Teacher's Day  1-2 ~ Q1 Exams  3 ~ Record Day</p>	<p><b><u>Into Literature – Unit 1:</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary Study/Review (1)</li> </ul> <p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• Exam Prep. &amp; Review (1)</li> </ul> <p><b>Q1 Exams (Half Day)</b></p> <p><b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Giver Ch.1-11</li> </ul>
<p><b>Week 10</b>  <b>Oct 6<sup>th</sup> to 10<sup>th</sup></b>  <b>No Classes</b>  6 ~ Moon Festival  7-9 ~ Teacher's Conf. &amp; Mass  10 ~ Double Ten</p>	<p style="text-align: center;"><b><u>No Classes</u></b></p> <hr style="border-top: 1px dashed black;"/> <p><b><u>Independent Study:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Giver Ch.1-11</li> </ul>

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

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

Week / Date	Topic / Projects / Assessments
<b>Week 1 (11)</b> <b>Oct 13<sup>th</sup> to 17<sup>th</sup></b> <i>13 ~ Second Quarter Begins</i>	<b>Review Q1 Exam</b> (1) <b>Into Literature – Unit 2: The Thrill of Horror</b> <ul style="list-style-type: none"> <li>• <u>Introduction / Unit 2 Opener</u> (1)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li>• <u>M2 – Part of Speech I: Nouns &amp; Pronouns</u> (2)</li> <li>• <u>M2 – Part of Speech I: Adjectives</u> (1)</li> </ul> <b>YSC:</b> Read through + Plan the 1 <sup>st</sup> Practice (2) <b>Poetry:</b> Free Verse (1) <b>Independent Study:</b> <ul style="list-style-type: none"> <li>• YSC: Check Google Classroom</li> <li>• Review - The Giver Ch.1-11</li> </ul>
<b>Week 2 (12)</b> <b>Oct 20<sup>th</sup> to 24<sup>th</sup></b> <i>24 – Book Fair</i>	<b>Into Literature – Unit 2: The Thrill of Horror</b> <ul style="list-style-type: none"> <li>• <u>Analyze &amp; Apply: What is the Horror Genre?</u> p.82-93 (4)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li>• <u>M2 – Part of Speech I: Adjectives</u> (1)</li> </ul> <b>Word Study:</b> <ul style="list-style-type: none"> <li>• Suffixes (5)</li> </ul> <b>YSC:</b> Practice & Preparation (2) <b>Novel:</b> TEST: The Giver – Ch. 1-11 (1) <b>Independent Study:</b> <ul style="list-style-type: none"> <li>• YSC: Check Google Classroom</li> <li>• Read - The Giver Ch.12-23</li> </ul>
<b>Week 3 (13)</b> <b>Oct 27<sup>th</sup> to 31<sup>st</sup></b>	<b>Into Literature – Unit 2: The Thrill of Horror</b> <ul style="list-style-type: none"> <li>• <u>Assessment: What is the Horror Genre?</u> (1)</li> <li>• <u>Analyze &amp; Apply: The Tell-Tale Heart</u> p.94-107 (4)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li>• <u>Assessment: M2 – Part of Speech I</u> (1)</li> </ul> <b>YSC:</b> Practice & Preparation (2) <b>Independent Study:</b> <ul style="list-style-type: none"> <li>• YSC: Check Google Classroom</li> <li>• Read - The Giver Ch.12-23</li> </ul>
<b>Week 4 (14)</b> <b>Nov 3<sup>rd</sup> to Nov 7<sup>th</sup></b> <i>3 – Feast of St. Martin Mass</i>	<b>Into Literature – Unit 2: The Thrill of Horror</b> <ul style="list-style-type: none"> <li>• <u>Assessment: The Tell-Tale Heart</u> (1)</li> <li>• <u>Collaborate &amp; Compare: The Monkey's Paw</u> p.108-129 (3)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li>• <u>M3 – Part of Speech II: Verbs &amp; Adverbs</u> (2)</li> </ul> <b>YSC:</b> Practice & Preparation (2) <b>Independent Study:</b> <ul style="list-style-type: none"> <li>• YSC: Check Google Classroom</li> <li>• Read - The Giver Ch.12-23</li> </ul>
<b>Week 5 (15)</b> <b>Nov 10<sup>th</sup> to 14<sup>th</sup></b>	<b>Into Literature – Unit 2: The Thrill of Horror</b> <ul style="list-style-type: none"> <li>• <u>Collaborate &amp; Compare: The Monkey's Paw</u> p.108-129 (3)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li>• <u>M3 – Part of Speech II: Verbs &amp; Adverbs (Cont.)</u> (1)</li> </ul> <b>YSC:</b> Practice & Preparation (3) <b>Novel:</b> TEST: The Giver – Ch. 12-23 (1)

	<p>A Monster Calls - Introduction/SSR (-)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>Read - A Monster Calls Ch.1-14</li> </ul>
<p><b>Week 6 (16)</b>  <b>Nov 17<sup>th</sup> to 21<sup>st</sup></b>  21 - YSC Contest</p>	<p><b>Into Literature – Unit 2: The Thrill of Horror</b></p> <ul style="list-style-type: none"> <li><u>Collaborate &amp; Compare</u>: <i>from The Monkey's Paw</i> p.130-133 (3)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li><u>M3 – Part of Speech II</u>: Prepositions, Conjunctions &amp; Interjections (1)</li> </ul> <p><b>YSC</b>: Extra Practice / Dress Rehearsal + <b>YSC Competition</b> (4)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>Read - A Monster Calls Ch.1-14</li> </ul>
<p><b>Week 7 (17)</b>  <b>Nov 24<sup>th</sup> to 28<sup>th</sup></b>  25-27 ~ Pre-Exam Day</p>	<p><b>Into Literature – Unit 2: The Thrill of Horror</b></p> <ul style="list-style-type: none"> <li><u>Assessment</u>: <i>The Monkey's Paw</i> (1)</li> <li><u>Collaborate &amp; Compare</u>: <i>from The Aeneid of Virgil</i> p.136-142 (4)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li><u>M3 – Part of Speech II</u>: Prepositions, Conjunctions &amp; Interjections (Cont.) (2)</li> </ul> <p><b>Novel</b>: Activity/SSR: A Monster Calls Ch.1-14 (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>Review - A Monster Calls Ch.1-14</li> </ul>
<p><b>Week 8 (18)</b>  <b>Dec 1<sup>st</sup> to Dec 5<sup>th</sup></b></p>	<p><b>Into Literature – Unit 2: The Thrill of Horror</b></p> <ul style="list-style-type: none"> <li><u>Collaborate &amp; Compare</u>: <i>from Hades: Lord of the Dead</i> p.143-155 (3)</li> <li>Exam Prep. &amp; Review (1)</li> <li>Vocabulary Study/Review (1)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li><u>Assessment</u>: M3 – Part of Speech II (1)</li> </ul> <p><b>Vocabulary</b>: Analogies &amp; Homophones (1)</p> <p><b>Novel</b>: TEST: A Monster Calls Ch.1-14 (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>Read - A Monster Calls Ch.15-33</li> </ul>
<p><b>Week 9 (19)</b>  <b>Dec 8<sup>th</sup> to 12<sup>th</sup></b>  <b>2 Days of Class</b>  8 - Foundation Day (1/2 Day)  11-12 ~ Q2 Exams</p>	<p><b>Into Literature – Unit 2: The Thrill of Horror</b></p> <ul style="list-style-type: none"> <li><u>Assessment</u>: <i>from The Aeneid of Virgil</i> + <i>from Hades: Lord of the Dead</i> (1)</li> <li>Exam Prep. &amp; Review (1)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>Exam Prep. &amp; Review (1)</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li><u>Assessment</u>: Suffix Words (1)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>Read - A Monster Calls Ch.15-33</li> </ul> <p><b>Q2 Exams (Half Day)</b></p>
<p><b>Dec 13<sup>th</sup> to Jan 5<sup>th</sup></b></p>	<p><b>Christmas Break</b></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
<b>Week 1 (20)</b> <b>Jan 5<sup>th</sup> to 9<sup>th</sup></b> <b>4 Days of Class</b> 5 ~ Record Day 6 ~ Third Quarter Begins 9 ~ New Year Mass	<b>Review Q2 Exam</b> (1) <b>Into Literature – Unit 4: The Fight for Freedom</b> <ul style="list-style-type: none"> <li>Introduction / Unit 4 Opener (1)</li> <li><u>Common Lit</u>: Growth Measure Reading Test - MOY (1.5)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li><u>Write a Research Report</u>: Introduction + Model Examples + Prewriting (2)</li> </ul> <b>Novel</b> : SSR: A Monster Calls Ch.15-33 (0.5) <b>Independent Study:</b> <ul style="list-style-type: none"> <li><b>Review</b> - A Monster Calls Ch.15-33</li> </ul>
<b>Week 2 (21)</b> <b>Jan 12<sup>th</sup> to 16<sup>th</sup></b>	<b>Into Literature – Unit 4: The Fight for Freedom</b> <ul style="list-style-type: none"> <li><u>Analyze &amp; Apply</u>: from <i>Narrative of the Life of Frederick Douglass</i>... p.264-275 (4)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li><u>Write a Research Report</u>: Prewriting + Research Lessons (2)</li> <li><u>M9 – Using Verbs Correctly</u>: Principal Parts &amp; Regular Verbs (1)</li> </ul> <b>Novel</b> : <u>TEST</u> : A Monster Calls Ch.15-33 (1)
<b>Week 3 (22)</b> <b>Jan 19<sup>th</sup> to 23<sup>rd</sup></b>	<b>Into Literature – Unit 4: The Fight for Freedom</b> <ul style="list-style-type: none"> <li><u>Assessment</u>: from <i>Narrative of the Life of Frederick Douglass</i>... (1)</li> <li><u>Analyze &amp; Apply</u>: <i>The Drummer Boy of Shiloh</i> p.276-289 (4)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li><u>Write a Research Report</u>: Drafting + Research Lessons (2)</li> </ul> <b>Novel</b> : The Outsiders - Introduction/SSR (1) <b>Independent Study:</b> <ul style="list-style-type: none"> <li><b>Read</b> - The Outsiders Ch.1-6</li> </ul>
<b>Week 4 (23)</b> <b>Jan 26<sup>th</sup> to 30<sup>th</sup></b> 26 ~ Feast Day of St. Thomas	<b>Into Literature – Unit 4: The Fight for Freedom</b> <ul style="list-style-type: none"> <li><u>Assessment</u>: <i>The Drummer Boy of Shiloh</i> (1)</li> <li><u>Analyze &amp; Apply</u>: <i>O Captain! My Captain!</i> p.290-297 (3)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li><u>Write a Research Report</u>: Drafting (2)</li> <li><u>M9 – Using Verbs Correctly</u>: Regular Verbs Cont. + Irregular Verbs (1)</li> </ul> <b>Poetry</b> : Acrostic (1) <b>Independent Study:</b> <ul style="list-style-type: none"> <li><b>Read</b> - The Outsiders Ch.1-6</li> </ul>
<b>Week 5 (24)</b> <b>Feb 2<sup>nd</sup> to 6<sup>th</sup></b> 1-4 ~ WASC Mid Cycle Visit	<b>Into Literature – Unit 4: The Fight for Freedom</b> <ul style="list-style-type: none"> <li><u>Assessment</u>: <i>O Captain! My Captain!</i> (1)</li> <li><u>Analyze &amp; Apply</u>: from <i>Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3)</li> </ul> <b>HMH Writing/Grammar:</b> <ul style="list-style-type: none"> <li><u>Write a Research Report</u>: Revise, Edit and Publish + Peer Review (2)</li> <li><u>M9 – Using Verbs Correctly</u>: Verb Tenses (1)</li> </ul> <b>Novel</b> : Activity/SSR: The Outsiders - Ch.1-6 (1) <b>Independent Study:</b> <ul style="list-style-type: none"> <li><b>Review</b> - The Outsiders Ch.1-6</li> </ul>
<b>Week 6 (25)</b> <b>Feb 9<sup>th</sup> to 13<sup>th</sup></b> 13 ~ CNY Celebration / House Valentine's Mini Fair	<b>Into Literature – Unit 4: The Fight for Freedom</b> <ul style="list-style-type: none"> <li><u>Analyze &amp; Apply</u>: from <i>Harriet Tubman: Conductor on the Underground Railroad</i> p.298-317 (3)</li> <li><u>Assessment</u>: from <i>Harriet Tubman: Conductor</i>... (1)</li> </ul> <b>HMH Writing/Grammar:</b>



	<ul style="list-style-type: none"> <li>• <u>M9 – Using Verbs Correctly</u>: Verb Tenses (2)</li> <li>• <u>Assessment</u>: M9 – Using Verbs Correctly (1)</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• Word Roots; Specialized Vocabulary: Health &amp; Banking Terms (1)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Outsiders Ch.6-12</li> <li>• <b>Vocabulary</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms</li> </ul>
<b>Feb 16<sup>th</sup> to 20<sup>th</sup></b>	<b>Chinese New Year</b>
<p><b>Week 7 (26)</b>  <b>Feb 23<sup>rd</sup> to 27<sup>th</sup></b>  <b>4 Days of Class</b>  24-26 ~ Pre-Exam Days  23-26 ~ IOWA Assessments  27 ~ Memorial Day Holiday</p>	<p><b>Into Literature – Unit 4: The Fight for Freedom</b></p> <ul style="list-style-type: none"> <li>• <u>Collaborate &amp; Compare</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (4)</li> </ul> <p><b>Novel</b>: TEST: The Outsiders - Ch.1-6 (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Outsiders Ch.6-12</li> <li>• <b>Vocabulary</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms</li> </ul>
<p><b>Week 8 (27)</b>  <b>March 2<sup>nd</sup> to 6<sup>th</sup></b></p>	<p><b>Into Literature – Unit 4: The Fight for Freedom</b></p> <ul style="list-style-type: none"> <li>• <u>Collaborate &amp; Compare</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (2)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>• <u>Write a Research Report</u>: Presentations (5)</li> </ul> <p><b>Vocabulary: CHECK</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms (1)</p> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Outsiders Ch.7-12</li> <li>• <b>Vocabulary</b> - Word Roots; Specialized Vocabulary: Health &amp; Banking Terms</li> </ul>
<p><b>Week 9 (28)</b>  <b>March 9<sup>th</sup> to 13<sup>th</sup></b>  <b>4 Days of Class</b>  13 – Q3 Exams</p>	<p><b>Into Literature – Unit 4: The Fight for Freedom</b></p> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: <i>Not My Bones / from Fortune's Bones</i> p.318-331 (1)</li> <li>• Exam Prep. &amp; Review (2)</li> </ul> <p><b>HMH Writing/Grammar:</b></p> <ul style="list-style-type: none"> <li>• Exam Prep. &amp; Review (1)</li> </ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: Word Roots; Specialized Vocabulary: Health &amp; Banking Terms (1)</li> </ul> <p><b>Independent Study:</b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> - The Outsiders Ch.7-12</li> </ul> <p><b>Q3 Exam (Half Day)</b></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
<b>Week 1 (29)</b> <b>March 16<sup>th</sup> to 20<sup>th</sup></b> <b>4 Days of Class</b> 16 – Q3 Exams 17~ Fourth Quarter Begins 21 ~ Spring Fair	<b>Review Q3 Exam</b> (1) <b>Into Literature – Unit 3: Places We Call Home</b> <ul style="list-style-type: none"> <li>• Introduction / Unit 3 Opener (0.5)</li> <li>• <u>Analyze &amp; Apply</u>: from <i>The Book of the Unknown Americans</i> p.174–189 (1.5)</li> </ul> <b>HMH Writing/Grammar</b> : <ul style="list-style-type: none"> <li>• <u>Write a Personal Narrative</u>: Introduction + Brainstorming/ Prewriting (2)</li> </ul> <b>Poetry</b> : Quinzaine (1) <b>Independent Study</b> : <ul style="list-style-type: none"> <li>• <b>Review</b> - The Outsiders - Ch.7-12</li> </ul>
<b>Week 2 (30)</b> <b>March 23<sup>rd</sup> to 27<sup>th</sup></b> ?? ~ Fire Drill	<b>Into Literature – Unit 3: Places We Call Home</b> <ul style="list-style-type: none"> <li>• <u>Analyze &amp; Apply</u>: from <i>The Book of the Unknown Americans</i> p.174–189 (4)</li> </ul> <b>HMH Writing/Grammar</b> : <ul style="list-style-type: none"> <li>• <u>Write a Personal Narrative</u>: Prewriting + Quotations &amp; Dialogue (1)</li> </ul> <b>Novel</b> : <u>TEST</u> : The Outsiders - Ch.7-12 (1) <b>Independent Study</b> : <ul style="list-style-type: none"> <li>• <b>Student's Choice</b>: Research novel options and select one.</li> </ul>
<b>March 30<sup>th</sup> to April 6<sup>th</sup></b>	<b>Easter Break</b>
<b>Week 3 (31)</b> <b>Apr 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> 6 ~ Tomb Sweeping 9 ~ Easter Mass	<b>Into Literature – Unit 3: Places We Call Home</b> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: from <i>The Book of the Unknown Americans</i> (1)</li> <li>• <u>Analyze &amp; Apply</u>: <i>My Favorite Chaperone</i> p.190–219 (4)</li> </ul> <b>HMH Writing/Grammar</b> : <ul style="list-style-type: none"> <li>• <u>Write a Personal Narrative</u>: Drafting (1)</li> <li>• <u>M13 – Capital Letters</u> (HW)</li> </ul> <b>Independent Study</b> : <ul style="list-style-type: none"> <li>• <b>Read</b>: Novel = Student's Choice</li> </ul>
<b>Week 4 (32)</b> <b>Apr 13<sup>th</sup> to 17<sup>th</sup></b> 13-17 ~ Class Photo Taking	<b>Into Literature – Unit 3: Places We Call Home</b> <ul style="list-style-type: none"> <li>• <u>Analyze &amp; Apply</u>: <i>My Favorite Chaperone</i> p.190–219 Cont. (4)</li> </ul> <b>HMH Writing/Grammar</b> : <ul style="list-style-type: none"> <li>• <u>Write a Personal Narrative</u>: Revising, Editing &amp; Publishing (2)</li> <li>• <u>M13 – Capital Letters</u> (1)</li> </ul> <b>Independent Study</b> : <ul style="list-style-type: none"> <li>• <b>Read</b>: Novel = Student's Choice</li> <li>• <b>Word Study</b>: Specialized Vocabulary: French &amp; Geo. Terms (HW)</li> </ul>
<b>Week 5 (33)</b> <b>Apr 20<sup>th</sup> to 24<sup>th</sup></b> 22-24 ~ AP Mock Exams	<b>Into Literature – Unit 3: Places We Call Home</b> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: <i>My Favorite Chaperone</i> (1)</li> <li>• <u>Collaborate &amp; Compare</u>: New Immigrants Share Their Stories p. 228–230 / A Common Bond p.231–247 (5)</li> </ul> <b>HMH Writing/Grammar</b> : <ul style="list-style-type: none"> <li>• <u>M13 – Capital Letters</u> (1)</li> </ul> <b>Independent Study</b> : <ul style="list-style-type: none"> <li>• <b>Read</b>: Novel = Student's Choice</li> </ul>
<b>Week 6 (34)</b> <b>Apr 27<sup>th</sup> to May 1<sup>st</sup></b> <b>4 Days of Class</b> 28-30 ~ Pre-Exam Days 1 ~ Labor Day Holiday	<b>Into Literature – Unit 3: Places We Call Home</b> <ul style="list-style-type: none"> <li>• <u>Collaborate &amp; Compare</u>: New Immigrants Share Their Stories p. 228–230 / A Common Bond p.231–247 (1)</li> <li>• <u>Assessment</u>: New Immigrants Share Their Stories (1)</li> <li>• Exam Prep. &amp; Review (2)</li> </ul>

	<p><b><u>HMH Writing/Grammar:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: M13 – Capital Letters (1)</li> </ul> <p><b><u>Word Study:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Assessment</u>: Specialized Vocabulary: French &amp; Geo. Terms (1)</li> </ul>
<p><b>Week 7 (35)</b>  <b>May 4<sup>th</sup> to 8<sup>th</sup></b>  4-14 ~ Final Exams (K, 5, 8, 12)  4-15 ~ AP Exams</p>	<p><b>Q4 Language Arts Exams</b></p> <p><b>Review Q4 Exam</b> (1)</p> <p><b><u>Into Literature:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Common Lit</u>: Growth Measure Reading Test - EOY (1)</li> </ul> <p><b>G8 – Clearance &amp; Graduation Practice</b></p>
<p><b>Week 8 (36)</b>  <b>May 11<sup>th</sup> to 15<sup>th</sup></b>  <b><u>4 Days of Class</u></b>  13-14 ~ Q4 Exam  15 ~ Record Day</p>	<p><b>G8 – Clearance &amp; Graduation Practice</b></p>
<p><b>Week 9 (37)</b>  <b>May 18<sup>th</sup> to 24<sup>th</sup></b>  19-22 ~ Student Clearance  ??~ Baccalaureate Mass  21 ~ Sports Day  22 ~ House Culminating Activity</p>	<p><b>G8 – Clearance &amp; Graduation Practice</b></p>
<p><b>Week 10 (37)</b>  <b>May 25<sup>th</sup> to 29<sup>th</sup></b>  <b><u>4 Days of School</u></b>  25 ~ K2 Graduation + G5 Promotion  26 ~ Gr. 8 +12 Graduation  27 ~ Recognition Day  28 ~ Students Last Day  29 ~ Teachers/Staff Meeting</p>	