

Grade 5 English as an Additional Language Learners' Program

Dominican International School



SY2023-2024

Course Syllabus and Tentative Weekly Schedule

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COURSE DESCRIPTION:

The English as an Additional Language Learners' program builds English fluency for EAL learners by setting up activities which recognize the students' individual backgrounds and needs. Receptive skills (reading and listening) need to be built up before productive skills can be developed (speaking and writing). Social language skills will be developed alongside academic language skills.

The teacher will introduce content using a wide variety of texts, initiating class, group and pair discussions. Understanding can be demonstrated through autonomous projects over time, and through a wide variety of structured exercises to practice literacy skills. Students will build on their thinking skills; developing ideas, evaluating critically, analyzing, and arguing using evidence. These higher-order skills are dominant in the US Core Common State Standards, required for a child's future education and career-readiness.

Reading Program

The *Reading A-Z* program is a digital personalized reading program that includes a wide variety of both fiction and non-fiction content. Students choose texts based on their interest and assessed level of reading.

Independent Reading is emphasized and students will need to read daily at home as part of the homework and for use in classroom discussions.

Class expectations:

- Students should arrive to class on time.
- Students should participate and try their best.
- Students should be respectful.
- Students should follow school rules.

Materials required from home for EAL:

- 1 Notebook (for reading/writing assignments as well as vocabulary).
- 1 Ring binder for the portfolio (with plastic pockets) for building a portfolio- do **not** buy one where you can't add more pages.
- 1 pocket folder.
- Pens and pencils (colored pencils optional).
- Scissors.
- Glue stick.
- Eraser.

COURSE OBJECTIVES:

- To accelerate academic language acquisition.
- To develop transferable academic skills.
- Academic success through improved listening, speaking skills, vocabulary development and grammar

ASSESSMENT:

There will be a mix of teacher-led assessment, peer assessment and self-assessment to build more reflectivity in the students. Students should feel responsible for their own learning, and the teacher should then act to build independence. Students will be able to devise their own activities to meet the learning objectives and the Core Standards.

There will be written exams at the end of each quarter either project-based or paper-based. Narrative feedback from the teacher will help students understand their own strengths and weaknesses and give them a plan to work towards. Self-grading through self-reflections will also be used, in line with teacher-parent conference.

Rubrics will be developed by the teacher and the student to help focus where efforts need to be made. Language structures (grammar) will be assessed with remedial practice being assigned using writing for a wide range of purposes.

PRIMARY TEXTBOOK & OTHER RESOURCES

We use US curriculum based materials, linked to the new Core Common State Standards (CCSS), the G5 National Geographic Reach Higher ELL program:

- G5 National Geographic Reach Higher Student Book
- G5 National Geographic Reach Higher Workbook
- Selected Oxford University Press Dominoes Novels:
 - Q2 Mystery in Muscat
 - Q3 The Wrong Trousers
 - Q4 Macbeth

ADDITIONAL INFORMATION – Please see Google Classroom for more information. Students will receive a class code, and instructions on how to join the class.

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: 1st QUARTER – TENTATIVE COURSE CONTENT

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

Week / Date	Topic / Projects / Assessments
Week 1 Aug 10th to 12th 2 Days of Class <i>10 - First Day / Orientation Day</i> <i>8th - Opening Mass</i>	Introduce classroom procedures and reading homework (Raz Plus). Go over classroom materials. Goal Setting. Note taking skills. Paraphrasing skills. Stress Management Skills.
Week 2 Aug 14th to 18th	Unit 1 – Crossing Between Cultures. Part 1. Grammar: <i>Complete Sentences. 4 Square Notetaking.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>How can where you are change who you are? (p.2-3). Workbook 1.1.</i> Vocabulary: <i>Key Words. Academic Vocabulary. Key Words (p.5). Academic Vocabulary (p.7). Notetaking and Workbook 1.4, 1.6.</i> Reading Strategy: <i>Preview and Predict (p.8-9).</i> Reading 1: <i>“My Diary Across Places and Time”. Robyn Turner (p. 10-25). Comprehension Questions.</i> Reading: <i>What are Genres? Add genre, ‘Diary’ (p.10) to genre chart (18 genres in total). What elements make up genre? Can you give any examples of texts?</i> Writing: <i>Think and Respond – Diary Entries (p26).</i> Writing: <i>Reread and Retell – Character Development (p.6 +p.27). Workbook 1.2 +1.7.</i> Skills: <i>Use a (online and book) dictionary (p.28)</i> Reading: <i>Fluency Activity. Workbook 1.8.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: <i>Understanding Sentence Basics.</i>
Week 3 Aug 21st to 25th	Unit 1 – Crossing Between Cultures. Part 1. Grammar: <i>Complete Sentences. Review and Application. (p.37). Workbook 1.3, 1.5, 1. 11.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>How can where you are change who you are? (p.2-3). Workbook 1.1.</i> Vocabulary: <i>Key Words (p.5). Academic Vocabulary (p.7). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</i> Reading Strategy: <i>Review. Preview and Predict (p.8-9).</i> Reading 2: <i>“I Was Dreaming to Come to America”. Veronica Lawlor (p.29-35). Comprehension Questions. Workbook 1.9.</i> Reading: <i>Review ‘Diary’. Add genre ‘Oral History’ (p.29). What elements make up the genre? Can you give any examples of texts?</i> Skills: <i>Review how to use a dictionary (p.28).</i> Writing: <i>Compare Genres (p.36). Workbook 1.10.</i> Writing: <i>Comparing Genres. Structure Compare and Contrast Response.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: <i>Understanding Sentence Basics.</i>

Week 4
Aug 28th to 1st Sept

Unit 1 – Crossing Between Cultures. Part 2.

Grammar: *Compound Subjects. 4 Square Notetaking.*

Reading: *Raz-Plus/ Touch Typing Curriculum.*

Writing Skill: *Brainstorming and Paragraph Writing Skills.*

Phonetics and Phonology: *IPA Skills.*

Writing Skill: Big Question: *How can where you are change who you are? (p.2-3). Workbook 1.1.*

Vocabulary: *Key Words (p.39). Academic Vocabulary (p.41). Notetaking and Workbook 1.16.*

Reading Strategy: *Monitor and Clarify (p.42-43).*

Reading 1: *“A Writer’s Journey”. Penelope McKimm (p.45-59). Comprehension Questions.*

Reading: *What are Genres? Add genre ‘Biography’ (p.45) to genre chart. What elements make up the genre? Can you give any examples of texts?*

Writing: *Think and Respond – Biographies (p.60).*

Writing: *Reread and Retell – How to use a Venn diagram (p.40+ p.61). Workbook 1.12 + 1.17.*

Skills: *Use a (online and book) thesaurus (p.62).*

Reading: *Fluency (p.61). Workbook 1.18.*

Assessment: *Weekly Quiz.*

Essay Writing: Understanding Sentence Basics.

Week 5
Sep 4th to 8th

Unit 1 – Crossing Between Cultures. Part 2.

Grammar: *Compound Subjects. Review and Application (p.69). Workbook 1.13, 1.15, 1.21.*

Reading: *Raz-Plus/ Touch Typing Curriculum.*

Writing Skill: *Brainstorming and Paragraph Writing Skills.*

Phonetics and Phonology: *IPA Skills.*

Writing Skill: Big Question: *How can where you are change who you are? (p.2-3). Workbook 1.1.*

Vocabulary: *Key Words (p.39). Academic Vocabulary (p.41). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).*

Reading Strategy: *Monitor and Clarify (p.42-43).*

Reading 2: *“Migrant Stories from Around the World”. Penelope McKimm.(p.63-67). Comprehension Question. Workbook 1.19.*

Reading: *Review Genres. Add genre ‘Blog’ (p.63) to genre chart. What elements make up the genre? Can you give any examples of texts?*

Skills: *Use a (online and book) thesaurus (p.62).*

Writing: *Comparing Genres (p.61). Workbook 1.17.*

Writing: *Comparing Genres. Structure Compare and Contrast Response.*

Assessment: *Weekly Quiz.*

Essay Writing: Understanding Sentence Basics.

Week 6
Sep 11th to 15th
12th – 14th – Pre-Exam Days

Unit 1 – Narrative Writing

Reading: *Raz-Plus.*

Writing: *Touch Typing Curriculum.*

Reading: *Dominoes Level 1 Novel: Mystery of Muscat.*

Narrative Elements:

- *Plot.*
- *Conflict.*
- *Character.*
- *Setting.*

	<p><i>Writing Skill: Write a Personal Narrative.</i></p> <p>Essay Writing: Understanding Sentence Basics.</p> <p>Summative Assessment: Unit 1 Part 1.</p>
<p>Week 7 Sep 18th to 22nd</p>	<p>Unit 1 – Narrative Writing</p> <p>Reading: Raz-Plus.</p> <p>Writing: Touch Typing Curriculum.</p> <p>Reading: Dominoes Level 1 Novel: Mystery of Muscat.</p> <p>Narrative Elements:</p> <ul style="list-style-type: none"> - Plot. - Conflict. - Character. - Setting. <p><i>Writing Skill: Write a Personal Narrative.</i></p> <p>Essay Writing: Understanding Sentence Basics.</p> <p>Summative Assessment: Unit 1 Part 2.</p>
<p>Week 8 Sep 25th to 29th</p> <p>No Classes</p> <p><i>29th - Moon Festival</i></p> <p><i>25th - 28th – Teacher’s Conference</i></p>	<p>No Classes.</p>
<p>Week 9 Oct 4th to 8th</p> <p>3 Days of Class</p> <p><i>5th - 6th – Q1 Exams</i></p>	<p>Unit 1 – Narrative Writing</p> <p>Reading: Raz-Plus.</p> <p>Writing: Touch Typing Curriculum.</p> <p>Reading: Dominoes Level 1 Novel: Mystery of Muscat.</p> <p>Narrative Elements:</p> <ul style="list-style-type: none"> - Plot. - Conflict. - Character. - Setting. <p><i>Writing Skill: Write a Personal Narrative.</i></p> <p>Essay Writing: Understanding Sentence Basics.</p> <p>Students submit narrative essay for grading.</p>

2nd QUARTER – TENTATIVE COURSE CONTENT

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

Week / Date	Topic / Projects / Assessments
<p>Week 10 Oct 9th to 13th <u>3 Days of Class</u> <i>9th - 10th - Double 10 Holiday</i></p>	<p>Unit 2 – Catching the Light. Part 1. Grammar: <i>Kinds of Sentences. 4 Square Notetaking.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>What is the power of the sun? (p.76). Workbook 2.1.</i> Vocabulary: <i>Key words (p79). Academic Vocabulary (p.81). Notetaking.</i> Reading Strategy: <i>Ask Questions (p.82-83).</i> Reading 1: <i>“Ten Suns”. Eric Kimmel (p.85-99). Comprehension Questions.</i> Reading: <i>What are Genres? Add genre ‘Myth’ (p.84) to genre chart. What elements make up the genre? Can you give any examples of texts?</i> Writing: <i>Think and Respond – Biographies (p.100).</i> Writing: <i>Character (p.80+p.101). Workbook 2.2 + 2.6.</i> Skills: <i>Word Origins (p.102).</i> Reading: <i>Fluency (p.101). Workbook 2.7.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: Writing About the Present.</p>
<p>Week 11 Oct 16th to 20th</p>	<p>Unit 2 – Catching the Light. Part 1. Grammar: <i>Kinds of Sentences. Review and Application (p.111). Workbook 2.3, 2.5, 2.10.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>What is the power of the sun? (p.76). Workbook 2.1.</i> Vocabulary: <i>Key words (p79). Academic Vocabulary (p.81). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</i> Reading Strategy: <i>Ask Questions (p.82-83).</i> Reading 2: <i>“How the Fifth Sun Came to Be”. Lulu Delacre. (p.103-109). Comprehension Questions. Workbook 2.8.</i> Reading: <i>Review Genres. Add genre ‘Origin Myth’(p103) to genre chart. What elements make up the genre? Can you give any examples of texts?</i> Skills: <i>Word Origins (p102).</i> Writing: <i>Comparing Myths (p.110). Workbook 2.9.</i> Writing: <i>Comparing Genres. Structure Compare and Contrast Response.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: Writing About the Present.</p>
<p>Week 12 Oct 23rd to 27th</p>	<p>Unit 2 – Catching the Light. Part 2. Grammar: <i>Compound and Complex Sentences. 4 Square Notetaking.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>What is the power of the sun? (p.76). Workbook 2.1.</i></p>

	<p>Vocabulary: Key words (p.113), Academic Vocabulary (p.115). Notetaking.</p> <p>Reading Strategy: Ask Questions (p.82-83).</p> <p>Reading 1: “Energy for the Future” (118-133). Thomas Culhane. Comprehension Questions.</p> <p>Reading: Review Genres. Add genre ‘Blog’ (p.118) to genre chart. What elements make up the genre? Can you give any examples of texts?</p> <p>Writing: Think and Respond – Blogs (p.134).</p> <p>Writing: Goal Outcome (p.114+p.135) Workbook 2.11+2.15.</p> <p>Skills: More Word Origins (p136).</p> <p>Reading: Fluency (p.135). Workbook 2.16.</p> <p>Assessment: Weekly Quiz.</p> <p style="text-align: center;">Essay Writing: Writing About the Present.</p>
<p style="text-align: center;">Week 13 Oct 30th – 3rd Nov</p>	<p>Unit 2 – Catching the Light. Part 2.</p> <p>Grammar: Compound and Complex Sentences. Review and Application (p.143) Workbook 2.12, 2.14, 2.19.</p> <p>Reading: Raz-Plus/ Touch Typing Curriculum.</p> <p>Writing Skill: Brainstorming and Paragraph Writing Skills.</p> <p>Phonetics and Phonology: IPA Skills.</p> <p>Writing Skill: Big Question: What is the power of the sun? (p.76). Workbook 2.1.</p> <p>Vocabulary: Key words (p.113), Academic Vocabulary (p.115). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</p> <p>Reading Strategy: Ask Questions (p.82-83).</p> <p>Reading 2: “Reach Higher Series” (Online Article) (p.137-141). Comprehension Questions. Workbook 2.17.</p> <p>Reading: Review Genres. Add genre ‘How-To Article’(p.137) to genre chart. What elements make up the genre? Can you give any examples of texts?</p> <p>Skills: More Word Origins (p136).</p> <p>Writing: Comparing Online Documents (p.142). Workbook 2.19.</p> <p>Writing: Comparing Genres. Structure Compare and Contrast Response.</p> <p>Assessment: Weekly Quiz.</p> <p style="text-align: center;">Essay Writing: Writing About the Present.</p>
<p style="text-align: center;">Week 14 Nov 6th to 10th</p>	<p>Unit 3 – Nature’s Webs. Part 1.</p> <p>Grammar: Plural Nouns. 4 Square Notetaking.</p> <p>Reading: Raz-Plus/ Touch Typing Curriculum.</p> <p>Writing Skill: Brainstorming and Paragraph Writing Skills.</p> <p>Phonetics and Phonology: IPA Skills.</p> <p>Writing Skill: Big Question: How are animals and plants dependent on one another? (p.150). Workbook 3.1.</p> <p>Vocabulary: Key Words (p.153). Academic Words (p.155). Notetaking.</p> <p>Reading Strategy: Determine Importance. (p.156-157)</p> <p>Reading 1: “Coyote and Badger”. Bruce Hiscock. (p.158-171). Comprehension Questions.</p> <p>Reading: Review Genres. Add genre ‘Realistic Fiction’ to genre chart. What elements make up the genre? Can you give any examples of texts?</p> <p>Writing: Think and Respond – Realistic and Fiction (p.174).</p> <p>Writing: Plot (p.154+p.175). Workbook 3.2+3.7.</p> <p>Skills: Prefixes (p176).</p> <p>Reading: Fluency (p.175). Workbook 3.8.</p> <p>Assessment: Weekly Quiz.</p>

Essay Writing: Writing About the Present.

Week 15
Nov 13th to 17th

Unit 3 – Nature’s Webs. Part 1.

Grammar: *Plural Nouns. Review and Application. (p.183). Workbook 3.3, 3.5, 3.11.*

Reading: *Raz-Plus/ Touch Typing Curriculum.*

Writing Skill: *Brainstorming and Paragraph Writing Skills.*

Phonetics and Phonology: *IPA Skills.*

Writing Skill: Big Question: *How are animals and plants dependent on one another? (p.150). Workbook 3.1.*

Vocabulary: *Key Words (p.153). Academic Words (p.155). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).*

Reading Strategy: *Determine Importance. (p.156-157).*

Reading 2: *“Living Links”. Diane Salisian. (p.177-181). Comprehension Questions. Workbook 3.9. Extension: Food Web.*

Reading: *Review Genres. Add genre ‘Expository Nonfiction’ (p.177) to genre chart. What elements make up genre? Can you give any examples of texts?*

Writing: *Compare Content (p.182). Workbook 3.10.*

Writing: *Comparing Content. Structure Compare and Contrast Response.*

Assessment: *Weekly Quiz.*

Essay Writing: Writing About the Past.

Week 16
Nov 20th- 24th

Unit 3 – Nature’s Webs. Part 2.

Grammar: *More Plural Nouns. 4 Square Notetaking.*

Reading: *Raz-Plus/ Touch Typing Curriculum.*

Writing Skill: *Brainstorming and Paragraph Writing Skills.*

Phonetics and Phonology: *IPA Skills.*

Writing Skill: Big Question: *How are animals and plants dependent on one another? (p.150). Workbook 3.1.*

Vocabulary: *Key Words (p.185). Academic Vocabulary (p.187). Notetaking.*

Reading Strategy: *Determine Importance. (p.156-157).*

Reading 1: *“Fish of the Future”. Cheryl Block. (P.190-205). Comprehension Questions.*

Reading: *Review Genres. Add genre ‘Interview’ to genre chart. What elements make up the genre? Can you give any examples of texts?*

Writing: *Think and Respond – Interview (p.206)*

Writing: *Main Idea and Details (p.186+p.206). Workbook 3.12+3.16.*

Skills: *Suffixes (p.208).*

Reading: *Fluency (p.207). Workbook 3.17.*

Assessment: *Weekly Quiz.*

Essay Writing: Writing About the Past.

Week 17
Nov 27th – 1st Dec
28th – 30th - Pre-Exam Days

Unit 3 – Nature’s Webs. Part 2.

Grammar: *More Plural Nouns. Review and Application.(p.215). Workbook 3.13, 3.15, 3.20.*

Reading: *Raz-Plus/ Touch Typing Curriculum.*

Writing Skill: *Brainstorming and Paragraph Writing Skills.*

Phonetics and Phonology: *IPA Skills.*

Writing Skill: Big Question: *How are animals and plants dependent on one another?*

Vocabulary: *Key Words (p.185). Academic Vocabulary (p.187). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up*

	<p><i>Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</i></p> <p>Reading Strategy: <i>Determine Importance. (p.156-157).</i></p> <p>Reading 2: <i>“Phyto-Power”. Mary Cerullo. (p.209-213). Comprehension Questions. Workbook 3.18.</i></p> <p>Reading: <i>Review Genres. Add genre ‘Science Article’ to genre chart. What elements make up the genre? Can you give any examples of texts?</i></p> <p>Writing: <i>Comparing Science Article and Interview. (p.214). Workbook 3.19.</i></p> <p>Writing: <i>Comparing Genres. Structure Compare and Contrast Response.</i></p> <p>Assessment: <i>Weekly Quiz.</i></p> <p>Essay Writing: Writing About the Past.</p>
<p>Week 18 Dec 4th to 8th 8th - Foundation Day Celebrations</p>	<p>Reading: <i>Raz-Plus.</i></p> <p>Writing: <i>Touch Typing Curriculum.</i></p> <p>Reading: <i>Dominoes Level 1 Novel: The Wrong Trousers.</i></p> <p>Bullying Project</p> <ul style="list-style-type: none"> - Types of bullying. - Bullying cycle. - How to break the bullying cycle? - Introduction to filming. <p>Essay Writing: Writing About the Past.</p>
<p>Week 19 Dec 11th to 15th 3 Days of Class 14-15th – Q2 Exams</p>	<p>Reading: <i>Raz-Plus.</i></p> <p>Writing: <i>Touch Typing Curriculum.</i></p> <p>Reading: <i>Dominoes Level 1 Novel: The Wrong Trousers.</i></p> <p>Bullying Project</p> <ul style="list-style-type: none"> - Types of bullying. - Bullying cycle. - How to break the bullying cycle? - Introduction to filming. <p>Essay Writing: Writing About the Past.</p>
<p>Dec 18th to 31st</p>	<p>Christmas Break</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
<p>Week 20 Jan 2nd to 5th 4 Days of Class <i>2 ~ Record Day</i> <i>3 ~ Q3 Begins</i></p>	<p>Unit 4 – Justice. Part 1. Grammar: <i>Present Tense Action Verbs. 4 Square Notetaking.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>What is justice? (p.222). Workbook 4.1.</i> Vocabulary: <i>Key Words (p.224). Academic Vocabulary (p.227). Notetaking.</i> Reading Strategy: <i>Make Inferences. (p.228).</i> Reading 1: <i>“Crossing Bok Chitto”. Tim Tingle. (p.230-245). Comprehension Questions.</i> Reading: <i>Review Genres. Add genre ‘Tale’ (p.230) to genre chart. What elements make up genre? Can you give any examples of texts?</i> Writing: <i>Think and Respond – Tales (p.246).</i> Writing: <i>Theme (p.226+246). Workbook 4.2+4.6.</i> Skills - Antonyms (p.248) Reading: <i>Fluency (p.247). Workbook 4.7.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: Describing Actions.</p>
<p>Week 21 Jan 8th to 12th</p>	<p>Unit 4 – Justice. Part 1. Grammar: <i>Present Tense Action Verbs. Review and Application (p.225). Workbook 4.3, 4.5, 4.10.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>What is justice? (p.222). Workbook 4.1.</i> Vocabulary: <i>Key Words (p.224). Academic Vocabulary (p.227). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</i> Reading Strategy: <i>Make Inferences. (p.228).</i> Reading 2: <i>“Journey to Freedom”. Peter Winkler. (p.249-253). Comprehension Questions. Workbook 4.8.</i> Reading: <i>Review Genres. Add genre ‘History Article’ (p.249) to genre chart. What elements make up the genre? Can you give any examples of texts?</i> Writing: <i>Compare Figurative Language (p.254). Workbook 4.9.</i> Writing: <i>Comparing Figurative Language in texts. Structure Compare and Contrast Response.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: Describing Actions.</p>
<p>Week 22 Jan 15th to 19th</p>	<p>Unit 4 – Justice. Part 2. Grammar: <i>Forms of ‘Be’ and ‘Have’. 4 Square Notetaking.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i></p>

	<p>Phonetics and Phonology: <i>IPA Skills.</i></p> <p>Writing Skill: Big Question: <i>What is justice? (p.222). Workbook 4.1.</i></p> <p>Vocabulary: <i>Key Words (p.257). Academic Vocabulary (p.259). Notetaking.</i></p> <p>Reading Strategy: <i>Learn to Make Inferences. (p.260-261).</i></p> <p>Reading 1: <i>“The Trouble Maker”. Penelope McKimm.(p.262-277). Comprehension Questions.</i></p> <p>Reading: <i>Review Genres. Add genre ‘Biography’ to genre chart. What elements make up the genre? Can you give any examples of texts?</i></p> <p>Writing: <i>Think and Respond – Biographies (p.278).</i></p> <p>Writing: <i>Sequence (p.258+279). Workbook 4.11+ 4.15.</i></p> <p>Skills: <i>Synonyms (p.280)</i></p> <p>Reading: <i>Fluency (p.279). Workbook 4.16.</i></p> <p>Assessment: <i>Weekly Quiz.</i></p> <p style="text-align: right;">Essay Writing: Describing Actions.</p>
<p style="text-align: center;">Week 23 Jan 22nd to 26th</p>	<p>Unit 4 – Justice. Part 2.</p> <p>Grammar: <i>Forms of ‘Be’ and ‘Have’ (p.289). Review and Application. Workbook 4.12, 4.14, 4.19.</i></p> <p>Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i></p> <p>Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i></p> <p>Phonetics and Phonology: <i>IPA Skills.</i></p> <p>Writing Skill: Big Question: <i>What is justice? (p.222). Workbook 4.1.</i></p> <p>Vocabulary: <i>Key Words (p.257). Academic Vocabulary (p.259). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</i></p> <p>Reading Strategy: <i>Learn to Make Inferences. (p.260-261).</i></p> <p>Reading 2: <i>“Sisters Fighting for the Oceans” (p.281-287). Penelope McKimm. Comprehension Questions. Workbook 4.17.</i></p> <p>Reading: <i>Review Genres. Add genre ‘Social Studies Article’(p.281). What elements make up genre? Can you give any examples of texts?</i></p> <p>Writing: <i>Compare Literary Language (p.288). Workbook 4.18.</i></p> <p>Writing: <i>Comparing Literary Language in texts. Structure Compare and Contrast Response.</i></p> <p>Assessment: <i>Weekly Quiz.</i></p> <p style="text-align: right;">Essay Writing: Describing Actions.</p>
<p style="text-align: center;">Week 24 Jan 29th to 2nd Feb</p>	<p>Reading: <i>Raz-Plus.</i></p> <p>Writing: <i>Touch Typing Curriculum.</i></p> <p>Reading: <i>Dominoes Level 1 Novel: Macbeth.</i></p> <p>Write a Research Report Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Citation – Use of MLA. - 5 paragraph essay. <p style="text-align: right;">Essay Writing: Describing Actions.</p>
<p style="text-align: center;">Week 25 Feb 5th to 9th 3 Days of Class <i>8-9 ~Chinese New Year.</i></p>	<p>Reading: <i>Raz-Plus.</i></p> <p>Writing: <i>Touch Typing Curriculum.</i></p> <p>Reading: <i>Dominoes Level 1 Novel: Macbeth.</i></p> <p>Write a Research Report Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Citation – Use of MLA. - 5 paragraph essay. <p style="text-align: right;">Essay Writing: Describing Actions.</p>
<p style="text-align: center;">Feb 29th to 6th</p>	<p>Chinese New Year</p>

<p>Week 26 Feb 19th to 23rd 20th – 22nd - Pre-Exam Days</p>	<p>Reading: <i>Raz-Plus.</i> Writing: <i>Touch Typing Curriculum.</i> Reading: <i>Dominoes Level 1 Novel: Macbeth.</i> Write a Research Report Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Citation – Use of MLA. - 5 paragraph essay. <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 27 Feb 26th to 1st Mar^h</p>	<p>Reading: <i>Raz-Plus.</i> Writing: <i>Touch Typing Curriculum.</i> Reading: <i>Dominoes Level 1 Novel: Macbeth.</i> Write a Research Report Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Citation – Use of MLA. - 5 paragraph essay. <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 28 Mar 4th to 8th 4 Days of Class 8th ~ Q3 Exam</p>	<p>Reading: <i>Raz-Plus.</i> Writing: <i>Touch Typing Curriculum.</i> Reading: <i>Dominoes Level 1 Novel: Macbeth.</i> Write a Research Report Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Citation – Use of MLA. - 5 paragraph essay. <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</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
<p>Week 29 Mar 11th to 15th <u>4 Days of Class</u> 11th ~ Q3 Exam</p>	<p>Unit 7 – Talking About Trash. Part 1. Grammar: <i>Adverbs. 4 Square Notetaking.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Writing Skill: Big Question: <i>Why should we care about garbage? (p.160). Workbook 7.1.</i> Vocabulary: <i>Key Words (p.163). Academic Words (P.165). Notetaking.</i> Reading Strategy: <i>Synthesize (p.166-167).</i> Reading 1: <i>“The World of Waste”. Marybeth Loriecki.(p.168-185). Comprehension Questions.</i> Reading: <i>Genres. Add genre ‘Persuasive Article’ (p.168) to genre chart. What elements make up the genre? Can you give any examples of text?</i> Writing: <i>Think and Respond – Persuasive Article (p.186).</i> Writing: <i>Author’s Viewpoint (p.164+p.187). Workbook 7.2+ 7.6.</i> Skills: <i>Multiple Meaning Words (p188).</i> Reading: <i>Fluency (p.187). Workbook 7.7.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 30 March 18th to 22nd</p>	<p>Unit 7 – Talking About Trash. Part 1. Grammar: <i>Adverbs. Review and Application. (p.197). Workbook 7.3, 7.5, 7.10.</i> Reading: <i>Raz-Plus/ Touch Typing Curriculum.</i> Writing Skill: <i>Brainstorming and Paragraph Writing Skills.</i> Phonetics and Phonology: <i>IPA Skills.</i> Big Question: <i>Why should we care about garbage?</i> Vocabulary: <i>Key Words (p.163). Academic Words (P.165). Vocabulary Routines (Portrait Graphic, Window Graphic, Upright Graphic, Fold-Up Graphic, Three-Quarter Book, Word Web, Word Web of Examples, Semantic Web, Word Map).</i> Reading Strategy: <i>Synthesize (p.166-167).</i> Reading 1: <i>Message in a Bottle. David Rothschild. (p.189-193). Comprehension Questions. Workbook 7.8.</i> Reading: <i>Genres. Add genre ‘Essay’ to genre chart. What elements make up the genre? Can you give any examples of text?</i> Writing: <i>Compare Author’s Purpose (p.196). Workbook 7.9.</i> Writing: <i>Comparing Author’s Purpose in texts. Structure Compare and Contrast Response.</i> Assessment: <i>Weekly Quiz.</i> Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Mar 25h to 5th April <u>No Class</u> 4th – 5th ~ Tomb Sweeping</p>	<h2 style="margin: 0;">Easter Break</h2>
<p>Week 31 Apr 8th to 12th</p>	<p>Reading: <i>Raz-Plus.</i> Writing: <i>Touch Typing Curriculum.</i> Reading: <i>Dominoes Level 1 Novel: TBA.</i> Write a Persuasive Essay Project - Facts/ opinions.</p>

	<ul style="list-style-type: none"> - Persuasive techniques. - 5 paragraph essay. <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 32 Apr 15th to 19th</p>	<p>Reading: <i>Raz-Plus.</i> Writing: <i>Touch Typing Curriculum.</i> Reading: <i>Dominoes Level 1 Novel: TBA.</i> Write a Persuasive Essay Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Persuasive techniques. - 5 paragraph essay. <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 33 Apr 22nd to 26th</p>	<p>Reading: <i>Raz-Plus.</i> Writing: <i>Touch Typing Curriculum.</i> Reading: <i>Dominoes Level 1 Novel: TBA.</i> Write a Persuasive Essay Project</p> <ul style="list-style-type: none"> - Facts/ opinions. - Persuasive techniques. - 5 paragraph essay. <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 34 Apr 29th to 3rd May Final Exams 1st - 3rd ~ G5.</p>	<p>Persuasive Essays Submitted. TBA</p> <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 35 May 6th to 10th Final Exams 6th - 10th ~ G5.</p>	<p>Persuasive Essays Submitted. TBA</p> <p>Essay Writing: Writing Complex Sentences With Adjective Clauses</p>
<p>Week 36 May 13th to 17th No Classes 17th ~ Record Day</p>	<p>No Classes. Graduation.</p>
<p>Week 37 May 20th to 24th</p>	<p>No Classes. Graduation.</p>
<p>Week 38 May 27th to 31st</p>	<p>No Classes. Graduation.</p>