



Gr.7 ENGLISH LANGUAGE ARTS (ELA) COURSE SYLLABUS

GRADE LEVEL: 7

SCHOOL YEAR: 2024-25

TEACHER: Mr. Wakeling (7J) / Mr. Johnson (7T)

MAIL: ewakeling@dishs.tp.edu.tw / pjohnson@dishs.tp.edu.tw

COURSE DESCRIPTION:

The grade 7 Language Arts 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, journal writing, essays, critiques, and creative pieces. Vocabulary, spelling, and grammar assignments will also be an important part of this class. 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, Novel
Reading Informational Text (RI)	Autobiography, Biography, Essays, Scientific and historical articles, Speeches
Writing (W)	Writing Process, Narrative, Persuasion, Exposition, Conducting Research, Response to Literature, Poetry
Language (L)	<u>Vocabulary:</u> Critical Reading Vocabulary, Academic Vocabulary, Word Parts <u>Grammar:</u> 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 four strands:

- Reading (Informational and Literary)
- Includes Reading Foundational Skills
- Writing
- Speaking and Listening
- Language

LIFELONG LEARNING STANDARDS:

- Knowledgeable person
- Effective communicator
- Quality producer
- Complex thinker
- Self-directed learner
- Contributing citizen

KEY CCSS OBJECTIVES:

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- 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 various individual and group assignments/activities. The following assessment tools will be used to evaluate performance:

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

TEXTS:

G7 - 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
- 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 the 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.

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.7 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 12th to 16th 4 Days of Class 12~ First Day / Orientation Day 15~ Opening Mass & Assumption of Our Lady 8:00 15~ Induction of Class, Student Council Officers and DYM	<p><u>Into Literature – Unit 2: Take Control</u></p> <ul style="list-style-type: none"> Course Introduction / Unit 1 Opener (2) <u>Analyze & Apply: Heartbeat</u> pp. 100–111 (2) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> Course Introduction (1) <p>Vocabulary: Prefixes (1)</p>
Week 2 Aug 19th to 23rd	<p><u>Into Literature – Unit 2: Take Control</u></p> <ul style="list-style-type: none"> <u>Analyze & Apply: Heartbeat</u> pp. 100–111 (5) Growth Measure Reading Test - BOY (2) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> <u>M1 – The Sentence</u> (2) <p>YSC-RT: Introduction + Assign Groups + Explain Online brainstorming (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> YSC: HW = Online <u>brainstorming</u>
Week 3 Aug 26st to 30th 26~Fire drill? 26~Middle and High School Catholic Bridge Program (after assembly) 28~St. Dominic de Guzman Feast Day Celebration	<p><u>Into Literature – Unit 2: Take Control</u></p> <ul style="list-style-type: none"> <u>Assessment: Heartbeat</u> (1) <u>Analyze & Apply: The Flight of Icarus</u> pp. 112–123 (2) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> <u>Write a Personal Narrative: Intro. / Model Examples + Brainstorming/Prewriting</u> (2) <u>M1 – The Sentence (Cont.)</u> (1) <p>YSC-RT: Final brainstorming + Start Planning (2)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> YSC: HW = Online <u>brainstorming</u>
Week 4 Sep 2nd to 6th 2~House Ceremony	<p><u>Into Literature – Unit 2: Take Control</u></p> <ul style="list-style-type: none"> <u>Analyze & Apply: The Flight of Icarus</u> pp. 112–123 (2) <u>Analyze & Apply: Icarus’s Flight</u> pp. 124–131 (2) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> <u>Write a Personal Narrative: Prewriting + Drafting</u> (1) <u>M1 – The Sentence (Cont.)</u> (1) <p>YSC-RT:</p> <p>1st Lesson = Everyone: Finish the planning and get it approved. (1)</p> <p>2nd Lesson = Writers: Start writing scenes 1-3. Others: Read Novel (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> 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.
Week 5 Sep 9th to 13th 9~ Mass & Birthday Mother Mary & VIP Induction	<p><u>Into Literature – Unit 2: Take Control</u></p> <ul style="list-style-type: none"> <u>Analyze & Apply: Icarus’s Flight</u> pp. 124–131 (2) <u>Assessment: The Flight of Icarus + Icarus’s Flight</u> (1) <u>Analyze & Apply: Rogue Wave</u> pp. 132–151 (3) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> <u>Write a Personal Narrative: Drafting</u> (1) <p>Independent Study:</p> <ul style="list-style-type: none"> 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.
Week 6 Sep 16th to 20th 1 Day of Class	<p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> <u>M7 –Sentence Structure</u> (2)

<p>17~Moon Festival 18-20~ Teacher's Conference</p>	<p>Independent Study:</p> <ul style="list-style-type: none"> • YSC: 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.
<p>Week 7 Sep 23rd to 27th 24-26~Pre-Exam Days</p>	<p>Into Literature – Unit 2: Take Control</p> <ul style="list-style-type: none"> • <u>Analyze & Apply:</u> <i>Rogue Wave</i> pp. 132–151 (3) • <u>Assessment:</u> <i>Rogue Wave</i> (1) • <u>Read a Play:</u> <i>Sorry, Wrong Number</i> + Skills Coach - Elements of Drama (2) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Write a Personal Narrative:</u> Revising, Editing & Publishing (1) • <u>M7 –Sentence Structure</u> (Cont.) (1) <p>Independent Study:</p> <ul style="list-style-type: none"> • YSC: 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. Scripts Due on September 27th
<p>Week 8 Sep 30th to Oct 4th</p>	<p>Into Literature – Unit 2: Take Control</p> <ul style="list-style-type: none"> • <u>Analyze & Apply:</u> <i>Women in Aviation</i> pp. 152–165 (5) • Exam Prep. & Review (1) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Assessment:</u> M7 Sentences (1) <p>Novel: <i>The Girl Who Drank the Moon</i> - Introduction/SSR (1 or ½)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Girl Who Drank the Moon</i> Ch.1-15
<p>Week 9 Oct 7th to 11th 1 Day of Class 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten 11~Record Day</p>	<p>Into Literature – Unit 2: Take Control</p> <ul style="list-style-type: none"> • <u>Assessment:</u> <i>Women in Aviation</i> (1) • Exam Prep. & Review (1) <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Girl Who Drank the Moon</i> Ch.1-15

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 1 (10) Oct 14th to 18th 14~ Second Quarter Begins</p>	<p>Review Q1 Exam (1)</p> <p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> • Introduction / Unit 3 Opener (1) • <u>Analyze & Apply:</u> <i>Challenges for Space Exploration</i> pp. 250–259 (2) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>M2 – Part of Speech I: Nouns & Pronouns</u> (2) <p>YSC: Read-through + Plan the 1st Practice (2)</p> <p>Novel: Activity/SSR: <i>The Girl Who Drank the Moon</i> Ch.1-15 (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • YSC: Check Google Classroom • Read - <i>The Girl Who Drank the Moon</i> Ch.1-15
<p>Week 2 (11) Oct 21st to 25th 25 – Book Fair 25- Masquerade Night</p>	<p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> • <u>Analyze & Apply:</u> <i>Challenges for Space Exploration</i> pp. 250–259 (2) • <u>Analyze & Apply:</u> <i>Martian Metropolis</i> pp. 238–249 (2) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>M2 – Part of Speech I: Adjectives</u> (1)

	<p>YSC: Practice & Preparation (2) Novel: TEST: <i>The Girl Who Drank the Moon</i> Ch.1-15 (1) Independent Study:</p> <ul style="list-style-type: none"> ● YSC: Check Google Classroom ● Read - <i>The Girl Who Drank the Moon</i> Ch.16-32
<p>Week 3 (12) Oct 28th to Nov 1st 1-All Saint's Day Mass</p>	<p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> ● Assessment: <i>Challenges for Space Exploration</i> (1) ● Analyze & Apply: <i>Martian Metropolis</i> pp. 238–249 (2) ● Analyze & Apply: <i>Dark They Were, and Golden-Eyed</i> pp. 212–237 (1) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● Assessment: M2 – Part of Speech I (1) <p>YSC: Practice & Preparation (2) Independent Study:</p> <ul style="list-style-type: none"> ● YSC: Check Google Classroom ● Read - <i>The Girl Who Drank the Moon</i> Ch.16-32
<p>Week 4 (13) Nov 4th to Nov 8th</p>	<p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> ● Assessment: <i>Martian Metropolis</i> (1) ● Analyze & Apply: <i>Dark They Were, and Golden-Eyed</i> pp. 212–237 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● M3 – Part of Speech II: Verbs & Adverbs (1) <p>YSC: Practice & Preparation (2) Novel: Activity/SSR: <i>The Girl Who Drank the Moon</i> Ch.16-32 (1) Independent Study:</p> <ul style="list-style-type: none"> ● YSC: Check Google Classroom ● Read - <i>The Girl Who Drank the Moon</i> Ch.16-32
<p>Week 5 (14) Nov 11th to 15th</p>	<p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> ● Assessment: <i>Dark They Were, and Golden-Eyed</i> (1) ● Analyze & Apply: <i>What If We Were Alone?</i> pp. 260–26 (3) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● M3 – Part of Speech II: Verbs & Adverbs (Cont.) (2) <p>YSC: Practice & Preparation (2) Novel: TEST: <i>The Girl Who Drank the Moon</i> Ch.16-32 (1) Independent Study:</p> <ul style="list-style-type: none"> ● Read - <i>The Girl Who Drank the Moon</i> Ch.33-48
<p>Week 6 (15) Nov 18th to 22nd 22-Gr.12 Q2 Exam 22 - YSC Contest</p>	<p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> ● Assessment: <i>What If We Were Alone?</i> (1) ● Analyze & Apply: <i>Seven Minutes of Terror</i> pp. 268–271 (3) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● M3 – Part of Speech II: Verbs & Adverbs (Cont.) (1) ● M3 – Part of Speech II: Prepositions, Conjunctions & Interjections (1) <p>YSC: Extra Practice / Dress Rehearsal + YSC Competition (2) Independent Study:</p> <ul style="list-style-type: none"> ● YSC-RT: Check Google Classroom ● Read - <i>The Girl Who Drank the Moon</i> Ch.33-48
<p>Week 7 (16) Nov 25th to 29th 25-Gr.12 Q2 Exam 26-28-Pre-Exam Day</p>	<p>Into Literature – Unit 3: The Terror and Wonder of Space</p> <ul style="list-style-type: none"> ● Assessment: <i>Seven Minutes of Terror</i> (1) ● Collaborate & Compare: <i>Humans Need to Explore Outer Space</i> pp. 272–285 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> ● M3 – Part of Speech II: Prepositions, Conjunctions & Interjections (1) ● Assessment: M3 – Part of Speech II (1) <p>Novel: Activity/SSR: <i>The Girl Who Drank the Moon</i> Ch.33-48 (1) Independent Study:</p>

	<ul style="list-style-type: none"> • YSC-RT: Check Google Classroom • Read - <i>The Girl Who Drank the Moon</i> Ch.33-48
<p>Week 8 (17) Dec 2nd to Dec 6th <u>6~Half Day</u> Foundation Day Celebrations</p>	<p><u>Into Literature – Unit 3: The Terror and Wonder of Space</u></p> <ul style="list-style-type: none"> • Collaborate & Compare: <i>Let Robots Take to the Stars</i> pp. 286–297 (5) • Exam Prep. & Review (1) <p>Novel: TEST: <i>The Girl Who Drank the Moon</i> Ch.33-48 (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Girl Who Drank the Moon</i> Ch.33-48
<p>Week 9 (18) Dec 9th to 13th <u>3 Days of Class</u> 12-13 ~Q2 Exams</p>	<p><u>Into Literature – Unit 3: The Terror and Wonder of Space</u></p> <ul style="list-style-type: none"> • Assessment: <i>Humans Need to Explore Outer Space + Let Robots Take to the Stars</i> (1) • Exam Prep. & Review (2) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • Exam Prep. & Review (1) <p>Vocabulary Exam Prep. & Review (1)</p> <p>Q2 Exams (Half Day)</p>
<p>Dec 16th to Jan 3rd</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 1 (19) Jan 6th to 10th <u>4 Days of Class</u> 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass</p>	<p>Review Q2 Exam (1)</p> <p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Introduction / Unit 4 Opener (1) • Growth Measure Reading Test - MOY (1) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • Write an Argument: Introduction & Prewriting (2) <p>Novel: <i>The Hunger Games</i> - Introduction/SSR (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.1-9
<p>Week 2 (20) Jan 13th to 17th</p>	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Analyze & Apply: <i>Never Retreat from Eyes Wide Open</i> pp. 328–339 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • Write an Argument: Prewriting & Drafting (2) • M9 – Using Verbs Correctly: Principal Parts & Regular Verbs (1) • M9 – Using Verbs Correctly: Regular Verbs Cont. + Irregular Verbs (1) <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.1-9
<p>Week 3 (21) Jan 20th to 24th</p>	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Assessment: <i>Never Retreat from Eyes Wide Open</i> (1) • Analyze & Apply: <i>Allied With Green</i> pp. 316–327 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • Write an Argument: Drafting (1) • M9 – Using Verbs Correctly: Verb Tenses (1) <p>Novel: Activity/SSR: <i>The Hunger Games</i> Ch.1-9 (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Vocabulary Word Roots - p.166-169

	<ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.1-9
Jan 27th to Jan 31st	Chinese New Year
Week 4 (22) Feb 3rd to 7th	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Assessment: <i>Allied With Green</i> (1) • Analyze & Apply: <i>from Mississippi Solo</i> pp. 340–351 (4) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • Write an Argument: Revise, Edit and Publish + Presentation Reminders (2) <p>Novel: TEST: <i>The Hunger Games</i> Ch.1-9 (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.10-18
Week 5 (23) Feb 10th to 14th 1-14~Catholic Week	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Assessment: <i>from Mississippi Solo</i> (1) • Analyze & Apply: <i>The Drought</i> pp. 352–359 (4) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • M9 – Using Verbs Correctly: Verb Tenses Cont. (2) <p>Vocabulary Word Roots; Specialized Vocabulary: Legal & Geography Terms (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Review - <i>The Hunger Games</i> Ch.10-18
Week 6 (24) Feb 17th to 21st	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Assessment: <i>The Drought</i> (1) • Collaborate & Compare: <i>Ode to enchanted light</i> pp. 360–369 (3) • Collaborate & Compare: <i>Sleeping in the Forest</i> pp. 370–375 (3) <p>Novel: Activity/SSR: <i>The Hunger Games</i> Ch.10-18 (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.10-18
Week 7 (25) Feb 24th to 28th 4 Days of Class 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday	<p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • Argument Writing: Presentations (4) <p>Novel: TEST: <i>The Hunger Games</i> Ch.10-18 (1)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.19-27
Week 8 (26) March 3rd to 7th 5~ Ash Wednesday	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Assessment: <i>Ode to enchanted light</i> + <i>Sleeping in the Forest</i> (1) • Collaborate & Compare: <i>from Trash Talk / You're Part of. . .</i> pp. 376–385 (4) • Exam Prep. & Review (1) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • Assessment: M9 – Using Verbs Correctly (1) <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.19-27
Week 9 (27) March 10th to 14th 4 Days of Class 14 – Q3 Exams	<p><u>Into Literature – Unit 4: Inspired By Nature</u></p> <ul style="list-style-type: none"> • Assessment: <i>from Trash Talk / You're Part of the Solution</i> pp. 376–385 (1) • Exam Prep. & Review (1) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • Exam Prep. & Review (1) <p>Vocabulary Exam Prep. & Review (2)</p> <p>Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.19-27

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 1 (28) March 17th 21st <u>4 Days of Class</u> 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph</p>	<p>Review Q3 Exam (1) Into Literature – Unit 6: Change Agents</p> <ul style="list-style-type: none"> • Introduction / Unit 6 Opener (1) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Write a Research Report</u>: Introduction & Model Examples (1) • <u>M14 – Punctuation I</u> (2) <p>Novel: Activity/SSR: <i>The Hunger Games</i> Ch.19-27 (1) Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>The Hunger Games</i> Ch.19-27
<p>Week 2 (29) March 24th to 28th</p>	<p>Into Literature – Unit 6: Change Agents</p> <ul style="list-style-type: none"> • <u>Analyze & Apply</u>: <i>Sometimes a Dream Needs a Push</i> pp. 480–493 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Write a Research Report</u>: Prewriting + Research Lessons (2) • <u>M14 – Punctuation I</u> Cont. (1) <p>Novel: <u>TEST</u>: <i>The Hunger Games</i> Ch.19-27 (1) <i>Iqbal</i> - Intro. (-) Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>Iqbal</i> Ch.1-8
<p>Week 3 (30) March 31st to April 4th <u>4 Days of Class</u> 4~Tomb Sweeping</p>	<p>Into Literature – Unit 6: Change Agents</p> <ul style="list-style-type: none"> • <u>Assessment</u>: <i>Sometimes a Dream Needs a Push</i> (1) • <u>Analyze & Apply</u>: <i>Craig Kielburger Reflects on Working...</i> pp. 494–505 (3) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Write a Research Report</u>: Drafting (1) • <u>M14 – Punctuation I</u> Cont. (1) <p>Independent Study:</p> <ul style="list-style-type: none"> • Vocabulary: Specialized Vocabulary - Business Terms p.185 + Computer Terms p.184 • Read - <i>Iqbal</i> Ch.1-8
<p>Week 4 (31) Apr 7th to 11th</p>	<p>Into Literature – Unit 6: Change Agents</p> <ul style="list-style-type: none"> • <u>Assessment</u>: <i>Craig Kielburger Reflects on Working Toward Peace</i> (1) • <u>Analyze & Apply</u>: <i>A Poem for My Librarian, Mrs. Long</i> pp. 510–517 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Write a Research Report</u>: Drafting (1) • <u>M15 – Punctuation II</u> (1) <p>Novel: Activity/SSR: <i>Iqbal</i> - Ch.1-8 (1) Independent Study:</p> <ul style="list-style-type: none"> • Read: Novel = Student’s Choice
<p>April 14th to April 18th</p>	<p>Easter Break</p>
<p>Week 5 (32) Apr 21st to 25th 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair</p>	<p>Into Literature – Unit 6: Change Agents</p> <ul style="list-style-type: none"> • <u>Assessment</u>: <i>A Poem for My Librarian, Mrs.</i> (1) • <u>Collaborate & Compare</u>: <i>Frances Perkins...Triangle Factory Fire</i> pp. 518–531 (4) <p>HMH Writing/Grammar:</p> <ul style="list-style-type: none"> • <u>Write a Research Report</u>: Revise, Edit and Publish (2) <p>Novel: <u>TEST</u>: <i>Iqbal</i> - Ch.1-8 (1) Independent Study:</p> <ul style="list-style-type: none"> • Read - <i>Iqbal</i> Ch.9-14

<p>Week 6 (33) Apr 28th to May 2nd 4/29-5/1~ Pre-Exam Days 1-2~ Final Exams (K, 5, 8, 12 only)</p>	<p><u>Into Literature – Unit 6: Change Agents</u></p> <ul style="list-style-type: none"> • <u>Collaborate & Compare</u>: <i>from Ashes of Roses</i> pp. 532–549 (6) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • <u>M15 – Punctuation II</u> Cont. (1) <p>Novel: Activity/SSR: <i>Iqbal</i> - Ch. Ch.9-14 (1)</p> <p><u>Independent Study:</u></p> <ul style="list-style-type: none"> • Read - <i>Iqbal</i> Ch.9-14
<p>Week 7 (34) May 5th to 9th 5-9~ Final Exams (K, 5, 8, 12 only) 5-9 ~ AP Exams</p>	<p><u>Into Literature – Unit 6: Change Agents</u></p> <ul style="list-style-type: none"> • <u>Assessment</u>: <i>Frances Perkins ... Triangle Factory Fire + from Ashes of Roses</i> (1) • Exam Prep. & Review (1) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • <u>Write a Research Report</u>: Presentations (5) <p>Novel: TEST: <i>Iqbal</i> - Ch. Ch.9-14 (1)</p> <p><u>Independent Study:</u></p> <ul style="list-style-type: none"> • Read: Review for the Q4 exams
<p>Week 8 (35) May 12th to 16th <u>4 Days of Class</u> 14-15~ Q4 Exam 16~ Record Day 12-16 ~ AP Exams</p>	<p><u>Into Literature – Unit 6: Change Agents</u></p> <ul style="list-style-type: none"> • Exam Prep. & Review (2) <p><u>HMH Writing/Grammar:</u></p> <ul style="list-style-type: none"> • <u>M15 – Punctuation II</u> Cont. (1) • M14 + 15 Grammar Tests (1) • Exam Prep. & Review (1)
<p>Week 9 (36) May 19th to 23rd 19-23 ~ Student Clearance 19~ Baccalaureate Mass 23~Gr. 6 – 7 Recognition and Gr. 8 Graduation</p>	<p><u>Review Q4 Exam</u> (1)</p> <p><u>Into Literature:</u></p> <ul style="list-style-type: none"> • Growth Measure Reading Test - EOY (1)
<p>Week 10 (37) May 26th to 30th <u>4 Days of Class</u> 26~House Culminating Activity 27~Gr. 9-11 Recognition and Gr. 12 Graduation 28! Class Party 29~ Students Last Day 30~ Teachers/Staff Meeting</p>	