English Composition

and Communication

# Essential Understanding



“The beauty of language in general, and of English in particular, is that it is a living, breathing thing, always ready to expand and evolve and change to accommodate new forms of expression. As teachers, we do our students a disservice not to apprise them of the standards and rules of written English that dominant society endorses—and that they, themselves, might be judged by.”

– p.4, The Power of Grammar

“The way we communicate with others and with ourselves ultimately determines the quality of our lives.” - Anthony Robbins, motivational speaker

# Overview

This one-year course is designed for ninth and tenth grade students. It addresses the California state content standards in reading, writing, listening and speaking, and is intended to prepare students for the rigors of any four-year university English program. The thematic focus is *The Individual in Society* and will help you expand your vocabulary and emphasize the art of writing and speaking effectively and comprehensibly. This course will also provide you with the necessary skills and knowledge to fulfill the high school English requirement. You will develop your thinking-in-writing by practicing a variety of writing modes including description, narration, and literary analysis. You will read, discuss, analyze, interpret, debate, write and present orally on readings*.* Through the readings and in-class exercises, you will develop more sophisticated responses to literature, learning to create and support inferences about characters, moods, themes, etc.

**Guiding question 1: Why do we need to study English composition and communication?**

Learning Outcomes for Unit 1: Persuasive and Expository --- How do authors use persuasive appeals to support their assertions about the nature of being a social outcast?

You will be able to analyze an author's use of persuasive elements in various texts of varying degrees of subjectivity and objectivity (from subjective editorial to objective expository) through the use of Socratic Seminars and utilize those elements in their own compositions.

**Reading Focus:** Distinguish between fact and opinion, identify an author's purpose, occasion and personal preferences within a text

**Writing Focus:** Synthesizing main ideas within a text, writing short persuasive paragraphs using various persuasive appeals; Writer's Workshop

**Language Focus:** Expository, rhetorical, ethos, pathos, logos, annotation, persuasion, thesis writing

# Lessons

**\_\_\_\_\_\_ What is a Montessori Education? 9/28/17-9/29/17**

**\_\_\_\_\_\_ Prompts 8/31/17-9/1/17**

**\_\_\_\_\_\_ Listening with the Heart (Active Listening Skills in Communication) 9/4/17-9/5/17**

**\_\_\_\_\_\_ The Awakening Universe: FIND THE AWE in EVERYDAY LIFE 9/11/17-9/12/17**

**\_\_\_\_\_\_ The Power of Grammar: Why do we need to study English composition and communication? PURPOSE? 9/18-19/17**

**http://www.absorbentminds.co.uk/acatalog/What\_is\_Montessori\_.html**

**\_\_\_\_\_\_ Annotating Text 9/21/17-9/22/17**

**\_\_\_\_\_\_ Apprentice Sentence Lesson 9/25/17-9/26/17**

\_\_\_\_\_\_ **Punctuation Lesson 9/28/17-9/29/1**

# Group work

\_\_\_\_\_ **The Awakening Universe video**

\_\_\_\_\_ **Socratic Seminars: Thursdays/Fridays** ---- (using various readings from “Turning to One Another” By: Margaret Wheatley)

\_\_\_\_\_ **Group Soapbox Project 9/28/17-9/29/17 ---** (Create a soapbox using Margaret J Wheatley ‘conversation starters’)

# Individual work

\_\_\_\_\_\_ **Achieve 3000** (weekly)

**\_\_\_\_\_ Submit synopsis (in written/poster/shadow box/visual form) for each of the books read for the SUMMER READING ASSIGNMENT and include “take-away”/REVIEW of each book 9/4/17-9/5/17**

**\_\_\_\_\_ Read** The Power of Grammar Chapter One: Teaching Grammar to Achieve Power, Beauty, and Voice **9/11/17-9/12/17**

**\_\_\_\_\_ What is a Montessori Education? - WATCH THIS VIDEO and write up a 1 page reflection in your journal. 9/28/17-9/29/17**

http://www.absorbentminds.co.uk/acatalog/What\_is\_Montessori\_.html

\_\_\_\_\_ Bring in your OUTSIDE READING BOOK. **9/4/17-9/5/17**

\_\_\_\_\_ Bring your own English Journal **9/4/17-9/5/17**

\_\_\_\_\_ Practice Graphic Organizer

\_\_\_\_\_ Quick Write (Class Warm-ups) Responses to class prompt (beginning of every class)

\_\_\_\_\_ Written Reflections (after class activities and after seminars/dialogues)

\_\_\_\_\_ Short persuasive paragraphs to practice persuasive writing (using “**101 Persuasive Essay Topics” handout)**

\_\_\_\_\_ Annotating articles (using various prompts from The New Times **“**650Prompts for

Narrative and Personal Writing”)

\_\_\_\_\_ Identifying persuasive appeals in film activity

\_\_\_\_\_ Preparing questions for and participating in a Socratic seminar (using various readings from “Turning to One Another” By: Margaret Wheatley)

# Assessment

Assessment Methods: Weekly journals and vocabulary practice, essay, think pair share

\_\_\_\_\_ Listening Graphic organizer (Mind Map in Journal) – Visual Synthesis**10/2/17-10/3/17**

\_\_\_\_\_ **Final Assessment:** **10/2/17-10/3/17**

Written Reflection/Essay on “Grammar to Achieve Power” using the persuasive paragraphs

# Extensions

See Mx./Mr. Almanza

# Readings

**(1)** The Power of Grammar Chapter One: Teaching Grammar to Achieve Power, Beauty, and Voice

**(2)** “Turning to One Another: Simple Conversations to Restore Hope to the Future” By:

Margaret Wheatley

**(3)** Individual Choice: Outside Book

**(4) “**650Prompts for Narrative and Personal Writing” The New York Times

**Addendum: Detailed Class Policy**

**Expectations:**

• Respect the classroom, others and yourself. Model GRACE and COURTESY.

• Be on time, prepared and in your designated seat at the start of class.

• Raise your hand and wait to be called on before talking.

• Listen attentively to others respectfully.

• No Candy, Drinks (with the exception of sealed container) or Gum is allowed.

• Electronics must be used appropriately and wisely.

-------NO CELL PHONES IN CLASS.

-------No Headphones (Ask Teacher)

**Outside Reading Book:**

Each quarter you will pick an outside reading book of your choice. Time will be set aside for silent sustained reading of the book of your choosing.

**Writing and Essays:**

We will be practicing and developing a variety of writing styles and purposes such as journaling, free writing, creative writing, expository essay, analytical paragraph, summary and reflective writing. You will do this work in your writing journal and submit the journals to me for review and feedback. You must purchase your own journals.

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CHRISTINE DAISY HAN

TIME MANAGEMENT

