English Composition

and Communication

# Essential Understanding



# 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.

**African Poetry**

African poetryencompasses the wide variety of traditions arising from Africa's diversity and from evolving trends within different literary genres. It is a large and complex subject, partly because of Africa's original linguistic diversity but primarily because of the devastating effect of slavery and colonization, which resulted in English, Portuguese and French, as well as Creole or pidgin versions of these European languages, being spoken and written by Africans across the continent.

*"To tell the story of anything, you have to tell the story of everything."* ***Thomas Berry***

**Guiding question 1:** **How do poets express themes of self and identity?**

# Lessons

\_\_\_\_ How to Annotate Poetry

\_\_\_\_ Figurative Language

\_\_\_\_ Forms of African Poetry

\_\_\_\_ Apprentice Poems

# Group work

\_\_\_\_\_ **11/13-14/2017** **Performing Arts Project**(The performing arts include music, dance, theatre arts (play or drama), and literature.***)***  Choose one poem from one of the various poems read in class and create a group performance piece using one of the following mediums:

Folk songs

Art songs

Street Arts

Theatrical Dances

Storytelling

Anthem

\_\_\_\_\_**Write/Group/Share**: **Mondays/Tuesdays ------** (annotate various poems) **While reading, annotate the text using the following marks:**

**Symbol**s

\* This word or line is cool

! This is something important

? I don’t get it: I don’t understand this line or phrase

1. **Think**: think independently about the question that has been posed, forming ideas of your own.
2. **Group**: grouped in pairs to discuss your thoughts.
3. **Share**: pairs share your ideas with the whole class.

\_\_\_\_\_**Read/Group/Share:** (using group evaluation handout**)**

**Step 1: THE WORK (Poet and reviewer work independently)**

**Step 2: THE CONFERENCE (Poet and reviewer come together)**

**Step 3: REVISION (Poet works alone)**

**\_\_\_11/2-3/2017** Submit apprentice poem with group evaluation handout 1

**\_\_\_11/30/2017-12/01/2017** Submit apprentice poem with group evaluation handout 2

# Individual work

\_\_\_\_\_ **Socratic Seminars: Thursdays/Fridays** ---- *(using specific words/phrases from various poems****)***

\_\_\_\_\_\_ prepare questions for and participate in a Socratic seminar (using various poems provided)

\_\_\_10/26-27/2017 \_\_\_11/2-3/2017\_\_\_11/9-10/2017\_\_\_11/30/2017-12/01/2017\_\_\_12/7-8/2017

***Socratic Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Preparedness** | **Participation** | **Synthesis/Takeaway** | **Self-Evaluation** |
| **Description**  *\*overarching theme of treating all contributions & classmates with* ***respect & dignity*** | -Has carefully **read** & **annotated** article  -**Brings** article/notes to the Seminar  -**Higher level questions** are **prepared** & ready to **share** | -Refers to article & **provides evidence to support opinion**  -Uses **complete sentences** &  content-specific **vocabulary**  -Builds on others’ contributions by **restating & paraphrasing** | -**Connects** Socratic Seminar topic to **class content/ lessons**  -Shares final thoughts using **evidence from the article or a specific response** to what a classmate shared | **Exit Slip** (class take away)  -Includes **thoughtful goals** for next time  -Turned in to the teacher **before exiting classroom** |
| **Points** | **/5** | **/5** | **/10** | **/10** |
|  | | | | **Total:**  **/30** |

\_\_\_\_\_**10/26-27/2017** **Anticipation Guide** **Worksheet**

\_\_\_\_\_ **Class Warm-ups:** Responses to class SAT/PSAT Questions **(beginning of every class)**

\_\_\_\_\_**Achieve 3000:** **After class warm-up** (Annotating articles using various readings from Achieve 3000) ------ should be completing **one activity weekly**.

\_\_\_\_ **Apprentice Poems ----**Choose two poems from the various poems read in class and create Apprentice Poems.

**\_\_\_11/9-10/2017 Submit edited Apprentice Poem**

**\_\_\_12/7-8/2017 Submit edited Apprentice Poem**

**\_\_\_\_ 12/14-15/17-12/18-19/2017 Spoken Word Workshop Assessment**

# Assessment

\_\_\_\_\_ **12/18-19/2017** **Final Assessment:** ---- **Spoken Word Poem**

Write your own spoken word poem about your self and your identity—

Your poem should be at least 15 lines and should consider the way the words sound (rhythm, alliteration, etc.)—remember that this is a “spoken word” poem; it is meant to be heard, not read.

# Extensions

\_\_\_\_\_**12/21-22/2017** ---- **Spoken Word Poem**

Spoken word poetry is a growing form of literature used to address social problems through the performance of rhythmic language. It incorporates both emotional appeals and logical reasoning to persuade the audience of its message.

Write your own spoken word poem about a time when someone misjudged you—either because of your physical appearance, your race or ethnicity, or some other superficial aspect such as where you live.

Your poem should be at least 15 lines and should consider the way the words sound (rhythm, alliteration, etc.)—remember that this is a spoken word poem; it is meant to be heard, not read.

**A quick word about appropriateness:**

While we want these poems to be passionate, honest, and personal, we do not want to be hurtful. You may not include a personal attack on another individual or group; no shots at a peer you don’t like. You may criticize a social problem or injustice without naming names.

Also, many spoken word poems out there today tend towards the vulgar and the profane. If you choose to use any profanity in your poem, make sure you can defend it as a necessary word choice.

# Readings

Poetry Websites:

<https://m.poemhunter.com/poems/africa/>

[http://www.waynevisser.com/wp-content/uploads/2009/11/i-am-an-african-5th.pdf](http://www.waynevisser.com/wp-content/uploads/2009/11/i-am-an-african-5th.pdf" \t "_blank)

**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)

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