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.

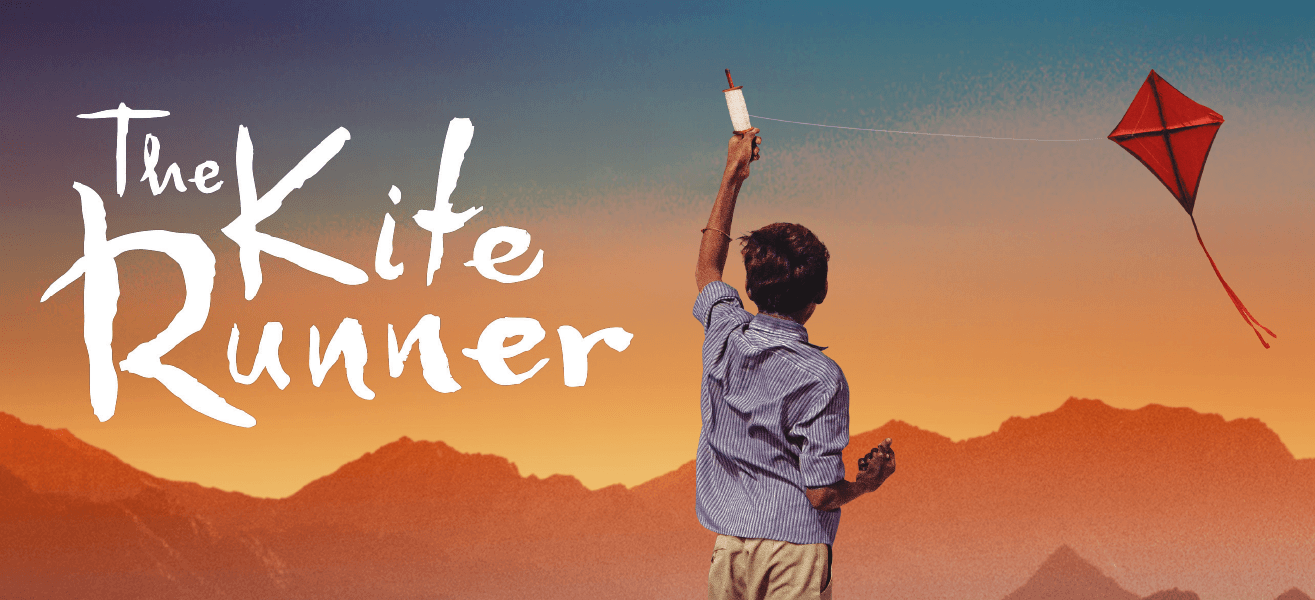


**The House Baba Built**

In Ed Young's childhood home in Shanghai, all was not as it seemed: a rocking chair became a horse; a roof became a roller rink; an empty swimming pool became a place for riding scooters and bikes. The house his father built transformed as needed into a place to play hide-and-seek, to eat bamboo shoots, and to be safe.

For outside the home's walls, China was at war. Soon the house held not only Ed and his four siblings but also friends, relatives, and even strangers who became family. The war grew closer, and Ed watched as planes flew overhead and friends joined the Chinese air force. But through it all, Ed's childhood remained full of joy and imagination.

**The Kite Runner**



The Kite Runner is Hosseini’s first novel. The story takes place in the Afghanistan during in the late 1900s into the 2000s.This novel’s title refers to the Afghan custom of competing with kites known as “Kite Fighting.” The title is referencing Hassan, Amir’s servant and childhood friend who was the kite runner for him when he flew kites as a boy. After living in California for many years, Amir receives a phone call from a friend of his that tells him that he can be “good again.” Amir has been haunted by a tragic event from the winter of 1975 that forever changed Hassan and his relationship with him. Amir must return to Afghanistan and confront his past and find forgiveness.

***"Each of us is a book waiting to be written, and that book, if written, results in a person explained.” ―***[***Thomas M. Cirignano***](https://www.goodreads.com/author/show/2438074.Thomas_M_Cirignano)

**Guiding question: How can a writer use another writer’s work as a template to create stories that matter?**

# Lessons

**\_\_\_\_ Mentor text to expand ideas regarding how to write**

**\_\_\_\_ Ed Young (autobiography)**

**\_\_\_\_ Narrative Nonfiction vs. other forms of writing**

**\_\_\_\_ Common Elements of Nonfiction storytelling**

**\_\_\_\_ Narrative Nonfiction writing process:**

* *\_\_\_\_Topic selection*
* *\_\_\_\_Audience*
* *\_\_\_\_Planning*
* *\_\_\_\_Drafting*
* *\_\_\_\_Revision*
* *\_\_\_\_Proofreading*

**Mini Lessons (The Kite Runner):**

* ***\_\_\_\_*** *Khaled Hosseini (autobiography)*
* ***\_\_\_\_*** *The Kite Runner: Important Words & Phrases*
* *\_\_\_\_ Map Lesson*
* ***\_\_\_\_*** *Key Devices*
* *\_\_\_\_Foil Characters*
* *\_\_\_\_ Ed Young vs. Khaled Hossieni Writing Techniques*

# Group work

\_\_\_\_\_ 02/05/2018-02/06/2018**--(Group Project)** Create a double timeline that shows at least ten importanthistorical events on the top. On the bottom of the timeline,add details about Eddy’s life so you can see where theyfit into the big events on the timeline. Add at least threeillustrations or photos to the timeline.

**Research any of the topics mentioned in the book and create a poster (or concept map) about what you learned:**

* Great Depression
* Engineering
* Architecture
* Monsoons
* Treasure Island
* Robinson Crusoe
* The Three Musketeers
* Chinese New Year
* Growing silkworms
* Popular Science
* Dragon Kin

\_\_\_\_\_**SAT/PSAT Write/Pair/Share**: **---** **(after every class warm up)**

* *Step 1: Write (reading & answer question independently)*
* *Step 2: Pair (find a partner& discuss SAT/PSAT warm-up )*
* *Step 3: Share (whole class takeaway)*

\_\_\_\_\_**Read/Group/Share: Thursdays/Fridays-**(using read/pair/share rubric**) ----**

**As you read the book write down on sticky notes or a separate piece of paper and then be prepared to discuss your notes with your group:**

* **Step 1:**
* The five most important facts you learned about Eddy, his family, or China.
* Three questions that popped into your head as you were reading.
* Three connections you made to Eddy’s life.
* **Step 2: Group (come together answers discussion questions)**
* **Step 3: Share (whole class discussion)**

\_\_\_\_ **(Honors) The Kite Runner:**

* **\_\_\_\_02/08/2018-02/09/2018** ***Road Map Project***: *Amir’s Journey in Google Maps and Directions*
* \_\_\_\_\_**Read/Pair/Share: Thursdays/Fridays-**(using read/pair/share rubric**) ----**

**As you read The Kite Runner write down on sticky notes or a separate piece of paper and then be prepared to discuss your notes with your group:**

* ***Step 1:***
* *The five most important facts you learned about Amir, his family, or Middle East.*
* *Three questions that popped into your head as you were reading.*
* *Three connections you made to Amir’s life.*
* ***Step 2: Pair (find a partner& answers discussion questions)***
* ***Step 3: Share (whole group discussion)***

# Individual work

**“Chapter” Readings *The House Baba Built:***

\_\_\_01/18/2018-01/19/2018 **Pages 1-10**

\_\_\_01/25/2018-01/26/2018 **Pages 11-20**

**Chapter Readings *The Kite Runner:*** *(read three chapters everyday in class)* **As you read The Kite Runner write down on sticky notes or a separate piece of paper and then be prepared to discuss your notes with your group on Thursdays/Fridays.**

**\_\_\_\_\_ 01/08/2018-01/12/2018 --- Writers’ Workshop with Ms. Blasi ----(*Mentor Text*)**

\_\_

**\_\_\_\_\_1/16/2018 --- SAT Prep & Achieve 3000 Benchmark Test**

**\_\_\_\_\_ Writers’ Workshop with Mr. Almanza ---- (*Narrative Writing)***

Your **Final Assessment** will be based not only on the final product, but also on showing that you **completed all the steps of the writing process.** These steps are:

**\_\_\_\_ 1/18/2018-01/19/2018 ---**Pre-write: Your DBQ graphic organizer or free write will help you generate ideas.

**\_\_\_\_ 01/25/2018-01/26/2018---**Draft: The first version of your essay.

**\_\_\_\_02/01/2018-02/02/2018---**Revise: Fix the organization, ideas and provide proof

**\_\_\_\_02/05/2018-02/06/2018---**Edit: Correct spelling, punctuation and grammar

**\_\_\_\_02/08/2018-02/09/2018----** Publish**:** Turn it in for me to grade it

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

\_\_\_\_\_**Achieve 3000:** **After SAT/PSAT Write/Pair/Share** (Annotating articles using various readings from Achieve 3000) ------ should be completing **one activity weekly**.

**Achieve 3000 Essay Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grading Criteria** | Exceeds  Mastery  (A range) | Mastery  (B range) | Approaching  Mastery  (C range) | Below Mastery  (D) | Resubmit  (F) |
| Structure: essay has an introduction (with thesis statement), 3 body paragraphs & strong conclusion |  |  |  |  |  |
| Content: Student has a clear claim or argument with specific, but varied examples |  |  |  |  |  |
| Evidence: Student has used quotes, examples and evidence to support thesis and claims. |  |  |  |  |  |
| Mechanics: Student enforces proper grammar, spelling, sentence structure and evidence of editing. |  |  |  |  |  |
| **Overall:** | | | | | |

\_\_\_\_\_ **Socratic Seminars:** ---- *(using specific words/phrases from “The House Baba Built”****)***

*\_\_\_*01/22/2018-01/23/2018 -- Socratic Seminar 1

\_\_\_01/29/2018-01/30/2018 -- Socratic Seminar 2

\_\_\_\_\_\_ Preparing questions for and participating in a Socratic seminar (using *“The House Baba Built”*)

***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** |

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\_\_\_\_ **Quick Writes (class take away)** **---** **(at the end of every class)**

**\_\_\_\_ (Honors) The Kite Runner:**

* *\_\_\_\_\_****Chapter Quizzes****: (at the end of every class)*
* *\_\_\_\_* ***02/05/18-02/06/2018--- (Due at the beginning of class) Study Guide:*** *(Key Devices, Foil Characters, & Writers’ Techniques)*
* *\_\_\_\_* ***02/05/18-02/06/2018 –(In class)Unit 1: Test*** *(Key Devices, Foil Characters, & Writers’ Techniques)*

# Assessment

\_\_\_\_\_ **Assessment 1:** **02/08/2018-02/09/2018** (**Final Assessment):** ---- For this writing assignment, you will write an essay about an incident or experience in your life that has been meaningful to you. You will be choosing a very specific place or time. Your task is to develop the essay with details that will demonstrate the significance of your experience.

**How long should it be?**

5-6 pages, typed, double spaced, standard margins, 12 point font, MLA format.

**\_\_\_\_ Assessment 2: 02/08/2018-02/09/ (Art Project):**

**Option 1:** Create a drawing of the layout of your own home from a bird’s eye view (like the one in the back of the book). Why did Baba’s house continue to grow over time? In an additional color add imaginative additions to your place (like that giant swimming pool) inspired by Baba’s design.

1. Must be at least 8 ½ x 11.
2. Make sure entire paper is covered.
3. Write at least 5 paragraphs explaining why you chose the images you did, and how they pertain to the novel.
4. Must be typed, 2-3 pages in length.

-or

**Option 2:** Inspired by your favorite illustration create a collage that is a memory piece from your own childhood. What people should be included? What colors and other images will you need? Study the illustrator’s technique of layering several different media on a page and try to experiment with this method yourself.

1. Must be at least 8 ½ x 11.
2. Make sure entire paper is covered.
3. Write at least 5 paragraphs explaining why you chose the images you did, and how they pertain to the illustration.
4. Must be typed, 2-3 pages in length.

-or

**Option 3:** Ed Young says in an interview that he was very influenced by the collage of Henri Matisse. Study the master who inspired this artist and see where it leads you as well. Can you see how Young was influenced in his own work? Why does some artists’ work speak to us and inspire us to expand our techniques? Using both of these artists as mentors, create a piece of art inspired by their work.

1. Must be at least 8 ½ x 11.
2. Make sure entire paper is covered.
3. Write at least 5 paragraphs explaining why you chose the images you did, and how they pertain to the collage of Henri Matisse.
4. Must be typed, 2-3 pages in length.

# Extensions

See Mr. Almanza

# Readings

*The House Baba Built* by Ed Young

*Kite Runner by Khaled Hosseini*

**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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CHRISTINE DAISY H