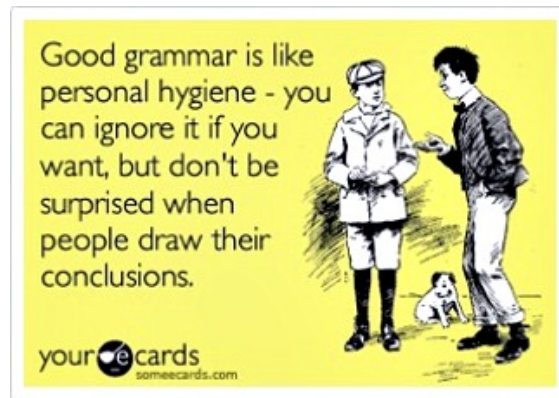


English Composition and Communication

Essential Understanding



“THINK ABOUT AN ACTIVITY that you can do particularly well: cooking, playing the piano, shooting a basketball, even something as basic as driving a car. If you reflect on this activity, you'll realize that once you mastered it you no longer had to give much conscious thought to the various moves that go into doing it.

“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 writing. Including: foundation punctuation, parts of speech, reading and writing strategies.

Language Focus: Persuasion (thesis statement)

Reading Focus: Helping the reader understand the motivation for the writing

Writing Focus: Synthesizing main ideas within a text, writing short persuasive paragraphs

Take a stand: The golden rule of this kind of writing number one: forget about the wishy-washy declarations of academic essay writing by avoiding generalizations. Check whether you have enough evidence to convince and support the main argument, aka: thesis statement.

Lessons

_____ **Mad Libs Apprentice Sentence Lesson**

_____ **Persuasive Essay Writing**

_____ **"They Say, I Say"**

_____ **Vocabulary**

Supplies

_____ **Writer's Journal**

_____ **English Journal/Notebook (preferably for the whole semester)**

_____ **Pocket Thesaurus: Recommended (not required)**

_____ **Notecards (3x5)**

_____ **Pencils, highlighters, erasers**

_____ **Four (4) Outside Reading Books***

**students may borrow from the library: please see the teacher before checking out a book*

Individual work

___ **10th: Summer Reading: "The Fault in Our Stars" Persuasive Essay Rough Draft Due: 9/6/19**

This is a short essay, persuading the reader of why you recommend this book, or why not.

___ **9th: Choose one option below and write a Persuasive Essay Rough Draft Due: 9/6/19**

Option 1: Choose a Summer reading book for your persuasive short essay

Option 2: Free choice topic. This must be approved by the teacher. No exceptions.

___ *"They Say, I Say" template*

___ Quick Write Responses to class prompt (beginning of every class)

___ Vocabulary list

___ Identifying persuasive appeal through a thesis

Assessments

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

___ **Persuasive Short Essay Rough Draft**

___ **Vocabulary**

___ **Written Reflection(s)**

Extensions: Ms. B

Readings

(1) "They Say, I Say"

(2) "The Fault in Our Stars" (10th only)

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

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 water) or Gum is allowed. Snacks only during Individual Work.
- Electronics must be used appropriately and wisely. NO CELL PHONES IN CLASS. Must be placed in basket.

Outside Reading Book:

Each quarter you will pick an outside reading book of their choice. Time will be set aside for silent sustained reading from 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 may purchase these journals from the student store.

Grammar and Vocabulary:

Both grammar and vocabulary will be taught alongside literary units and incorporated in your writing.

Homework and Assignments:

Due dates will be posted on the board in the designated class section and will be in your study guides. Students are expected to complete all work prior to the due date and have the work ready to submit when they arrive to school. All assignments must be either typed or written clearly. Assignments sent via email, to be printed out, will NOT be accepted on the due date. If you need work printed for you, it is your responsibility to get it printed ahead of time.

In accordance with the Silver Oak Late Policy, you **MUST HONOR YOUR DEADLINES**. Late work will receive 50% off the designated grade. If you need an extension on a deadline, you must coordinate with the teacher at least 2 days prior to the due date. When you turn in your work ON TIME, you (as a freshman and sophomore student) will be given the opportunity for mastery and can re-submit your work until the end of that specific unit. After the unit is over, NO LATE WORK WILL BE ACCEPTED. Do the right thing, make it easy for yourself and always turn in your work on time.

Absences:

It is your responsibility to contact the teacher and retrieve any absent work before or after school. All absent work, tests or quizzes must be submitted or taken within three days, after which the grade becomes a zero.

Grading:

Grades are cumulative and based on a point system. Work will be evaluated on its level of completion, meeting the deadlines, presentation, coinciding with directions as well as depth of ideas, thought and accuracy of mechanics (rubrics are often used for both self and teacher evaluation). Cooperative, respectful and thoughtful participation will also positively affect students' grade.

Academic Dishonesty:

In accordance with school policy any student caught cheating, plagiarizing or producing any material that is not original and unique to them will receive a zero on his or her assignment as well a referred to administration and parental contact will follow.

TIME MANAGEMENT

SCHEDULE OF EVENTS:

August 22, 2019 – First Day of School

August 26-30, 2019 – Minimum Days (12 PM Early Release)

September 2, 2019 – No School (Holiday)

August 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					