**SHANGHAI KOREAN SCHOOL**

**ENGLISH CONVERSATION 8B SYLLABUS**

**Charles LaReau**

The Grade 8B curriculum is designed using texts from Speaking Tutor 1B and Write-On 1. A large portion of the work is devoted to **reading, rereading, discussing, and writing about the selections** in order to develop responses to the unit’s essential questions. In order to focus on these readings, each unit is designed around three overarching questions that help students develop interpretations of the text. General comprehension questions and text-specific guiding questions help students comprehend and interpret texts, while additional questions are included to support analyses of each author’s style.

Throughout the units, students will read, talk about, write about, and write like the text, while keeping a Reader/Writer Notebook to capture their work. Each unit concludes with a **culminating assessment**.

The best way to guarantee success in this class? MAKE THE COMMITMENT! Trust the process. Engage in class. Push yourself to do and be better!

Instructional Design

The design of the units is based on the Disciplinary Literacy Design Principles. The resulting lessons exemplify the following ideas:

* Close reading is a fundamental part of the way good readers deal with challenging texts.
* Reading, writing, thinking, and talking are interrelated processes that support students’ understanding of texts, development of complex ideas, and creation of original texts.
* Language use and language choices, including grammatical choices, need to be explicitly highlighted and discussed so that all learners can understand the choices they have when they and others are making meaning in writing.
* Discussion is an essential part of rigorous and effective intellectual work. For discussion to work well, participants must stay anchored to the texts under consideration, and must have the opportunity to try out ideas in a setting that values community and that demands rigor and good thinking.
* Learning as apprenticeship to read, write, think, and talk invites students to act and be treated as members of a community of practice and learning.

**Policies and Procedures**

**Required Supplies and Materials**

* 1 textbook
* 1 composition notebook for reader responses, notes, and homework
* Pens and Pencils
* Highlighters

**Cheating**

As per school policy, cheating on any assignment or test (including plagiarism) will **result in the student receiving a zero grade and a referral to administration**.

**Food and Drink**

Students, please **enjoy your food and snacks outside of class**. Let’s keep our learning environment a clean and bug-free zone!

**Grading Policy:**

100-90=A

89-80=B

79-70=C

69-60=D

59-below=E

Grades will be weighted as follows:

Assignments (4 first drafts) 30%

Speaking (3 presentations) 30%

Writing (4 final drafts/3 PPTs) 20%

Attitude 20%

Throughout the units, students will read, talk about, write about, and write like the text, while keeping a Reader/Writer Notebook to capture their work. Each unit concludes with a culminating assessment.

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| Dates  Through our work together year, we will examine the human condition as it exists in both fiction and nonfiction, focusing particularly on how human beings communicate with one another. At the center of our discussion will be the idea that all writing is argument. By analyzing the way that writers produce meaning rather than simply discussing the achieved meaning of texts, you will gain the insight necessary to develop your own unique voice and style as a rhetorician.  The best way to guarantee success in this class? MAKE THE COMMITMENT! Trust the process. Engage in class. Push yourself to do and be better!    **Dates** | **Whole Worksa** | | **Themes** |
| **August 25th-Sept 4th**  Essay 1: 1st due Sept 1st  2nd draft Sept. 4th | **Write-On 1: Unit 7:**  **Social Networking Websites** | | •      Cause and Effect writing  •      vocabulary  •      Conjunctions   * writing practice |
| **September 5th-15th**  Speaking presentations 1:  9/18th-9/22nd  ; PPTs due March 31st  Essay: 1st draft Sept 28 | **Speaking Tutor 1B:**  **Unit 3 Famous Works of**  **Art** | | •      Brainstorming  •      Dependent and  Independent Clauses  •      Future Plans/If-conditional  •      Topic research |
| **September 25th-29th**  Essay 2: 1st draft: 9/29  2nd draft: 10/9 | **Write-On 1: Unit 8:**  **Similar But Different** | | •      Compare and Contrast  •      Independent Clauses  •      comprehension/writing |
| **October 10th-20th**  Speaking presentations 2:  October 16th-20th  Midterm Exams: 10/23-10/26 | **Speaking Tutor 1B: Unit 4**  **Famous Architecture** | | •      Likes and dislikes  •      Future conditional  •      World architecture intro |
| October 30h-November 3rd  Essay 3: 1st draft: 11/3  2nd draft: 11/6  Research 11/7-10  Presentations 3: 11/13-17 | **Write-On 1: Unit 10:**  **An Interesting Animal;** | | •      Expository paragraph  •      Adjectives and adverbs  •      Paragraph writing   * Research * Presentations |
| **Dates** | | **Whole Works** | **Themes** | |
| November 20th- 27th  Essay 4: 1st draft: 11/27  2nd draft: 12/1  Performance grades: 12/4-6 | | **Write-On 1: Unit 12**  **A Big Surprise** | •      Personal Narrative  •      Direct/Indirect speech  •      Paragraph writing | |
| December 11-15 final exam  preparations  Final Exams: 12/18-21  2nd draft due 6/23rd | | **Final exam preparations**  **Final exams** | •      Independent study   * Final Exams | |
| December 25-29  Semester wrap-up/documentary  January 2nd-11 end of school  year | | **Documentaries/school**  **Year end** |  | |
| |  |  |  | | --- | --- | --- | |  | Essay exam review | •      Essay exam review | | December 19-23  Writing exams | **Writing Exams** | •      Writing exams | | |  |  | |
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