**SHANGHAI KOREAN SCHOOL**

**ENGLISH CONVERSATION 9D SYLLABUS**

**Charles LaReau**

The Grade 9D curriculum is designed using texts from Speaking Tutor 3A/B and Writing Tutor 3A/B. 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 revisions, 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-September 1st  Essay 1: 1st draft Sept 4th  2nd draft Sept 8th | **Writing Tutor 3A: Unit 5:**  **Why Do Earthquakes**  **Occur? Informative Essay** | | •      Informative essays  •      Introductory paragraphs  •      Simple and compound  sentences   * writing practice |
| **September** 4th-22nd  Speaking presentations 1:18th-22nd; PPTs due Sept 22nd  Essay: 1st draft Sept 28 | **Speaking Tutor 3A:**  **Unit 5: Why do Earthquakes Occur?** | | •      Giving supporting details  •     Expressing reactions  •      Giving supporting reasons  •      Time sequences  Presentation preparation  PPT presentations |
| **September** 25th-29th  Essay 2: 1st draft: 9/29  2nd draft: 10/9 | **Writing Tutor 3A: Unit 6:**  **How are Products Made?** | | •    Steps with Supporting  reasons  •    Descriptive writing  •    Compound/Complex  sentences |
| **October 10th-20th**  Essay 3: 1st draft: 10/20th  2nd draft: 10/27th  **October** 23rd-26th midterms | **Writing Tutor 3B: Unit 1**  **How Do We Learn About Other Cultures?** | | •  Steps with Supporting  Reasons  •  Describing how objects are  Constructed.  •  Outlining procedural steps |
| Presentations 2: 11/7-10  **November 13-17th**  Essay 4: 1st draft: 11/20  2nd draft: 12/4  Presentations 3: 11/27-12/1 | **Speaking Tutor 3B: Unit 1**  **How Do We Learn About Other Cultures?/**  **Writing Tutor 3B: Why**  **Should We Stop Global Warming?** | | •   Informative Essay  •   Explaining Important  Facts  •   Combining Sentences with  Adjective clauses |
| **Dates** | | **Whole Works** | **Themes** | |
| **December 4-8th**  All assignments handed in by  12/4; Performance grades  Signed  12/11-12/15: Final exam prep  **12/18-12/21 Final Exams** | | **Final grades/**  **Performance grades for**  **Semester** | Final grades/  Exam preparation | |
| December 25-29:  Environmental documentary  watching | | **Environmental documentary watching and discussion** | **Current events;**  **Comprehension** | |
| January 2nd-12th  School year wrap-up/festivals  Etc. | | **School year end festivals etc** |  | |
| |  |  |  | | --- | --- | --- | | July 3rd –July 7th | Essay exam review | •      Essay exam review | | December 19-23  Writing exams | **Writing Exams** | •      Writing exams | | | Semester topic summary | Semester closure | |
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