**SHANGHAI KOREAN SCHOOL**

**ENGLISH CONVERSATION 10C SYLLABUS**

**Ms. Kat Goddard**

The Grade 10 curriculum is designed using texts to focus and improve both writing and conversational skills. A large portion of the work is devoted to **reading, discussing, writing and presenting the topics**. In order to focus on these skills, 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 discuss topics.

Throughout the semester, students will read, talk about, write about, and keep a Journal Notebook to capture their work. Each unit concludes with an essay and presentation.

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:

* 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.

**Policies and Procedures**

**Required Supplies and Materials**

* 1 textbook
* 1 composition notebook for 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:

Homework and assignments 30%

Classwork and participation 20%

Published Essays 20%

Presentations 30%

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| **August**  | 23 - 31 | Unit 3 (Writing) My Favorite Food (Essay 1) |
| **September** | 1 | Unit 3 (Writing) My Favorite Food (Essay 1) |
| 4 - 8 | Unit 3 (Speaking) My Favorite Food (Presentation 1) |
| 11 - 15 | Unit 3 (Speaking) My Favorite Food (Presentation 1) |
| 18 – 22 | Unit 4 (Writing) My Favorite Book (Essay 2)  |
| 25 – 29  | Unit 4 (Writing) My Favorite Book (Essay 2) |
| **October** | **2 – 6**  | **National Day – no classes**  |
| 9 – 13  | Unit 4 (Speaking) My Favorite Book (Presentation 2)  |
| 15-26 | Unit 4 (Speaking) My Favorite Book (Presentation 2) |
| **23 – 27**  | **Mid Terms**  |
| **November**  | 31 - 3 | Unit 5 (Writing) Why So Earthquakes Occur? (Essay 3) |
| 6 - 10 | Unit 5 (Writing) Why So Earthquakes Occur? (Essay 3) |
| 13 - 17 | Unit 5 (Speaking) Why So Earthquakes Occur?  (Presentation 3)  |
| 20 - 24 | Unit 5 (Speaking) Why So Earthquakes Occur?  (Presentation 3) |
| 27 - 1 | Unit 6 (Writing) How Are Products Made? (Essay 4)  |
| **December**  | 4 – 8 11 – 16**18 – 22** 25 - 29 |  Unit 6 (Writing) How Are Products Made? (Essay 4)Workshops**Final Exams** Workshops  |
| **January**  | 2 – 11  | Workshops  |