

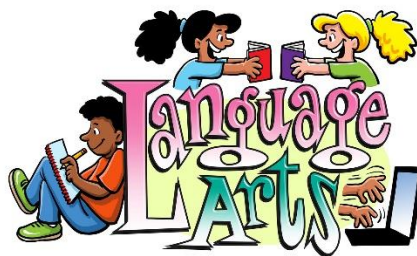
English Language Arts for Grades 2-3

(Saturday 11: 00am -11: 50pm)

The English Grades 2-3 class is an entry-level course that helps students accelerate their English learning throughout their formative years. We will work towards strengthening foundational English language skills such as reading, writing, grammar, vocabulary, listening, and speaking. Each lesson follows Washington State language arts common core standards for Grade 3 to enhance student skills and align with school curriculum. Students will engage in interactive activities designed to challenge students to think critically while having fun. .

This class meets weekly for one hour. We will start every class by reviewing content from the previous week's class. During class, the goal is to teach new material and make learning engaging. Students will be able to utilize their creativity in open-ended activities that also reinforce core English skills. At the end of class, students will receive homework for the next week, which will consist of workbook material and/or other worksheets. Students will be quizzed every two weeks to help recap information consistently before the midterm and final exam, and they will be graded on classroom participation, homework completion, quizzes, and exam scores.

Instructor Bio: Ms. Emily has been teaching English, Science, and Math for 3 years, having worked with elementary and middle school students of all ages in grades K-8. In addition, Ms. Emily has helped volunteer at NWCS summer camps, facilitating students while assisting teachers with curriculum. She has extensive experience teaching in group and one on one settings, and she is very enthusiastic and patient when working with all students.



English Reading & Writing for Grades 4&5

(Saturday 11: 00am – 11: 50; 12: 00pm – 12: 50pm)

Course Description:

This course occurs once a week for an hour and focuses on strengthening the student's ability to write grammatically correct sentences, convey and organize ideas clearly, reading comprehension, and how to approach different modes of writing (ie. persuasion, narration, expository, descriptive, and creative writing).

In class, we'll start by reviewing the previous week's homework, before covering the current week's material. Nearing the last 10 minutes of class, the students will be quizzed on what they have just learned through teamwork games and friendly competitions between their peers.

Homework will come in 2 forms: workbook and short essays. Workbooks would be assigned weekly while short essays will be assigned biweekly. There will be 2 tests in this class, a midterm and a final, and it will be based on the workbook.

Grading will be composed of class participation, homework completion, and exam scores. Final grades will be released on the last day of class.

Workbook: Spectrum Language Arts Grade 5

(You can get this from booksellers including Amazon and Barnes & Noble)

Younger students may find the work a little challenging, but don't worry. The topics will be covered in class. In addition, homework is not graded on correctness, but rather on effort and completion. So if you don't understand something, just give it your best shot.

About the Instructor:

Katharine Zhang is a current student at the University of Washington. She has taken many English courses at UW, consistently earning a 4.0 in those classes. In terms of teaching, Katharine has a long history of tutoring elementary kids English and math, often managing classes with up to 10 students at once. She's a very energetic and bubbly person, always trying her best to make class as interesting as possible. She loves working with kids and is determined to make learning a fun experience.

English Reading & Writing class for Grades 6-8 (Online Class)

Requisite: Middle School, Grade 6-8

Class Schedule: Saturdays, 11:00 am-11:50 am (or 12:00 pm – 12:50 pm)

MANDATORY REQUIRED READING

Literature Analysis and Composition

- **Book:** *Gregor the Overlander* (*The Underland Chronicles #1*)
- **Author:** Suzanne Collins (author of the best-selling trilogy, *Hunger Games*)
- **ASIN:** B0041T52UY (Amazon's equivalent ISBN order number)

This course is designed to prepare and improve middle school students' academic writing skills as it provides high school readiness. A student-centered instructional method is employed that focuses on blending deep conceptual knowledge with an inquiry-based approach to active, experiential, real-world application learning. In a differentiated approach, the lessons will modify to accommodate various learning styles, including a strong curriculum focus enhanced by an engaging multi-media, using universal design learning with mixed media.

In this inquiry-based Project-Based Learning environment, the material contains all the necessary elements needed to bring a complete, engaging, skill-building project to its curriculum.

Learning Objectives:

- Conduct close readings and be able to read critically to evaluate in-depth elements about classic literature
- Increase appreciation and comprehension of classic literature
- Display improved close reading and analytical writing skills, including editing, proofreading, and revising academic essays
- Write a literary essay in an MLA format, including in-text citations and works cited
- Identify and use the literary devices and figurative language
- Cite contextual clues and evidence within the text to support the student's claim
- Interpret inferential references in literature
- Advance reading and writing skills for high school level readiness

Reading classic literature improves reading and writing skills and introduces new writing concepts, boosts the reader's imagination, elicits the critical thinking process, and enhances their vocabulary and word choices, which are critical for higher academic reading comprehension and essay writing.

Course Content

[Unit 1: Review Academic Literature & Composition Basics](#)

You'll learn close reading skills to help you critically read, interpret, and analyze prose. Also, you will review important preliminary stages of the writing process: effective annotation methods, outline format, identifying the theme and the main idea, and summarizing a passage.

[Unit 2: Poetry Analysis and Writing](#)

You will conduct close and critical reading exploration in poetry and learn to analyze similar elements within a variety of poems. In addition, you'll practice writing poetry with your peers.

[Unit 3: Research Essay Writing](#)

Writing a research paper requires you to demonstrate a strong knowledge of your topic, engage with a variety of sources, and make an original contribution to the debate. Organize, research, interpret, and analyze research data in a formal research essay format. Evaluating and explaining graphs and charts.

[Unit 4: Comprehending Fiction and Literary Analysis](#)

You'll observe how the literary techniques you've explored effectively engage the reader and analyze how the setting, characterization, and plot can move the reader. You'll delve deeper into the roles of the character development and the conflict in fiction and explore how a narrator's perspective can color storytelling.

[Unit 5: Creative Writing](#)

You'll study how different forms of fictional structures and figurative language can create and impact meaning. Then, you will apply effective literary devices in your own creative writings.

Unit 6: Persuasive Writing

You'll write an argumentative/persuasive essay, creating impactful meaning.

Unit 7: Nonfiction—Informational Writing

You will write an objective expository paper, that is informative.

TEACHER CONTACT INFO.

Kurt Lehman, B.A., M.Ed.

Email: Kurt.Lehman@nwchinese.org

Cell Phone (text or call): 425-208-2286



Intro to English Speech & Debate-I

Date: Wednesday's online class
Time: 6:00 pm – 8:00 pm

Teacher Contact Information:

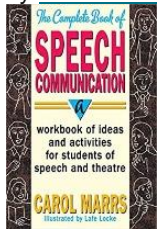
Teacher: Kurt Lehman, M.Ed.-TESOL (a.k.a. 'Mr. Kurt')
Email: kurt.lehman@nwchinese.org
Phone: 425-208-2286



REQUIRED TEXTBOOK:

The Complete Book of Speech Communication: A Workbook of Ideas and Activities for Students of Speech and Theatre Paperback – Illustrated, February 1, 1992

by [Carol Marrs](#)



ISBN-10 : 0916260879

ISBN-13 : 978-0916260873

This student-centered course is designed for teens; it engages and empowers the youth with interactive activities. This Public Speaking course will help students overcome anxiety and gain confidence to articulate their thoughts clearly, with the promise of persuading and convincing others.

On the other hand, debating teaches learners how to look at both sides of an argument. Debate is an excellent vehicle for language learning because it engages students in a variety of cognitive and linguistic ways. Debating effectively develops argumentation and negotiation skills for self-expression as well as persuasive speech and writing. This curriculum includes effective team project-based learning methods that teach good team collaboration techniques, planning, researching, analytical writing, and presenting their argument, effectively. Formative and summative assessments will be administered to record students' progress.

Learning Objectives:

- Develop a refined terminology for speaking and debating
- Collaborate well as a team-player in a group; student contribution is essential

- Deliver an organized and proficient public speech, with effective PowerPoint
- Gather and analyze research data to produce and present quantitative data
- Write and format a persuasive argument, with objective wording
- Comprehend and implement cross examinations and refutations
- Apply qualified contradictions to negotiate and win arguments
- Implement the influential power of reason, using the art of the question, argument, and rebuttal

CONTENT OVERVIEW

Unit I

1. INTRODUCTION TO PUBLIC SPEAKING

- Students take notes on video with speech examples.
- Students practice conversations and interviews with a partner, using key phrases.
- In pairs, choose a topic to write a speech outline.
- The pairs present their speeches to each other to receive peer feedback.

2. (WEEKLY) VOCABULARY BUILDING

- Teams interact to study and review vocabulary on Quizlet.com and Kahoot.com
- In pairs, students work together and practice using the words in projects.
- Class activity: Play Kahoot! to review the words.
- Individual students take the vocabulary quiz, independently.

3. POWERFUL POWERPOINT PRESENTATIONS

- Individual students select a current interest topic.
- With a partner, research the topic to gather significant information.
- Type a summary of the data.
- In pairs, prepare an outline of the key points for a presentation.
- Students take notes on a video on how to produce dynamic PowerPoint designs.
- Design effective PPTs for the presentation.
- Rehearse and practice the timed presentation, with peer feedback.
- Revise and present an oral class presentation.

Unit II

4. INTRODUCTION TO DEBATE

- What is debate? Why debate?
- Compare the difference between debate and argument
- Debating Roles and Rules
- The art of arguing effectively

- How to identify and present premises, warrants, and fallacies
 - Students take notes on a video of student debates.
 - Building a case: Proposition (Pro) or Opposition (Con)
 - How to write and present a rebuttal
5. TEAM PROJECT #1: Collaborate on research and debate projects
 - Team practices mini-debates within their own group to sharpen their skills.
 - Develop and be aware of verbal delivery, word economy, and non-verbal cues in debates.
 - Application of what they have learned: Students practice using the key debate phrases and case approaches.
 - Switching sides to play the Devil’s Advocate, with strong convictions on both sides of the argument
 - Practice creative cross-examination and refutations; honing skills through trial and error
 - Peer-review and teacher feedback
 6. CLASSROOM SHIFTS TO TAKE A SIDE: Pro or Con
 - Brainstorming argumentation
 - Vote on controversial issues to debate
 - Class divides in half to practice debating issues they have selected.
 - Teams read an article (class handout), analyze and assess the key issues.
 - Class discussion about BOTH sides of the issue.
 7. TEAM PROJECT #2: Teams collaborate to prepare their case and argue the opposing side
 - Both sides gather research data for their arguments.
 - Teams collaborate and strategies to build their cases.
 - At the end of the debate, the adjudicators (initial neutral parties) evaluate and decide which team is the winner. They consider the winning team, based on the following criteria:
 - Presentation skills
 - The timing
 - The team with the most convincing argument

This link illustrates the proper debating protocol:

<https://www.wikihow.com/wikiHowTo?search=perform+well+in+a+debate>

Instructor Bio:

Kurt A Lehman, M.Ed.-TESOL, has taught for 14 years in the U.S. and abroad. He earned his Master’s in Education and is a certified ELL instructor from Seattle University. He has worked the education field in administration and has taught all grade levels and knows how to educate mixed levels with effective, differentiated approaches. Lehman taught English and Public

Speaking at private and public universities in Shanghai. From a holistic teaching method, his underlying focus is to build confidence, encourage, and foster an optimal learning environment that bridges the gap for learners to grow and master their critical thinking skills. As an end goal, the students can enhance and refine their academic, social and emotional, and life skills.

Please feel free to contact Mr. Kurt anytime: kurt.lehman@nwchinese.org or text at 425-208-2286

English Academic and Essay Writing for Grades 9-12

Requisite: High School, Grades 9-12

Class Time: 11:00-11:50 on Saturday

MANDATORY REQUIRED READING: We will use free short stories, articles, and essays available online as reading material. Students do not need to purchase any materials.

This course is designed to prepare high school students for academic writing at a college level. Students will write short, MLA-style essays which will include literary, persuasive, and descriptive essays. This course will have a strong focus on getting students to write on topics they are passionate about so they can learn to enjoy the process of planning and writing in a non-narrative, academic style. Students will do a lot of writing for the course, but we will focus a lot on making the act of writing feel less intimidating and strenuous than most students often see it as.

Skills students will learn during this course include:

- Critical reading of short stories, essays, and news/science articles.
- Practice finding strong core thesis statements that make for a more effective (and easier to write) essay.
- Organize and order thoughts and arguments in a way that flows and avoids unnecessary repetition.
- Using outlines and other planning methods as helpful tools to make writing easier rather than seeing outlining and planning as extra work or a step to skip.
- Discussing essay writing and reading materials with other students in an academic setting.
- Editing essays in various time constraints.
- Writing essays quickly so that they are not imposing or overwhelming.
- Proper MLA formatting.

Many students find academic writing dry, boring, or sometimes scary, but writing essays can be fun with the right approach. Practicing writing essays quickly builds “muscle memory” for the process, which students will retain for life. Learning to effectively spend as little as five minutes to quickly make a basic outline can turn what can often feel like a confusing mess into an easy assignment.

COURSE CONTENT:

Unit1: Five-Paragraph Structure

Five-paragraph essays are usually too short for college and higher-level high school essays, but they are a great way to practice the basics of planning and writing an essay which follows a pre-planned structure. Students will choose from a variety of topics, and we will practice quickly writing some essays in class to make the process seem easier and less overwhelming.

Unit2: Short Stories

Students will choose a short story, read it, and write an essay on it as homework. In class we will discuss the essays and give each other feedback. We will practice how to read a work of literary short fiction and choose a meaningful element of the story (symbolism, plot, character development, etc.) to write about in our essays.

Unit3: Critique

Students will be asked to choose a published article or opinion piece to critique. Articles from newspapers (including school papers) can be chosen, as well as anything else that is published and interests the student. The critique will be in the form of an essay. Writing critical essays will teach students how to succinctly and effectively critique published works.

Unit4: Digesting Science

Students will choose and read a science article/paper that interests them, preferably in a field they have knowledge of. After reading and understanding the paper, students will write an essay/article summarizing the findings in a way that a general audience who doesn't know anything about the field can easily understand.

Unit5: Persuasive Essay

After choosing a topic that students feel strongly about, they will be asked to write an essay persuading their target audience to take their viewpoint. Persuasive essays do not have to be about extremely hot-button or political issues, and students are encouraged to choose less black-and-white topics as these more nuanced essays will typically be more fun to read than simply rehashing well-established arguments on super-divisive issues.

Unit6: Editing Passes

We will practice doing efficient editing passes. There is a myth in writing that the more editing passes you do the better, but in reality, it's usually best to write as clean as you can on the first pass and edit only where needed. Rewriting entire sentences or re-ordering certain sections of an essay often introduces brand-new errors while resulting in bad flow, choppiness, and other clarity issues. The longer you look at an essay and try to edit it, the harder it gets to see anything wrong

with it. We will practice doing quick and clean editing to enhance the final product rather than editing for the sake of editing.

Unit7: Longer Essays

Essays in AP courses and college courses often need to be many pages long. This course will not require you to write anything too long, as the focus is more on building muscle-memory for the overall process, but in the final lesson we will planning and writing essays that go into more depth and detail to get a general idea of how to transfer the basic skills into longer-form work.

Instructor Michael Smith, who is a writer, wrote and published over 50 novels, has sold over 500,000 copies total. He is passionate about making reading and writing fun for students. Experience at teaching for reading/writing sections on standardized tests and five-paragraph essay format. Experience with teaching children up to 8th grade.

