

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## Composition 8

**Date:** April 2013

**Subject Area:** Elective

**Proposed Grade Level(s):** 8<sup>th</sup>

**Course Length:** One Year

**Grading:** A-F

**Number of Credits:** NA

**Prerequisites:** None

### **BRIEF COURSE DESCRIPTION:**

Composition III is an elective course in the International Baccalaureate Middle Years Program (IB MYP) designed to help students become skilled writers by engaging them in thoughtful writing that will extend across content areas. Because the course is designed to integrate thinking, reading, and writing, students will become aware of writing as a process and deepen their understanding of the ways writers use language to convey specific ideas. Students will learn skills necessary to conduct research, deliver an original speech, and write on demand with an awareness of structure, organization, mechanics and word choice.

The curriculum for this course correlates to the California English Language Arts Content Standards for 8<sup>th</sup> grade, as well as the Common Core State Standards for English Language Arts. It includes instruction in research, argumentation, reading literary texts and informational texts, writing, communication, and language.

### **GENERAL GOALS/PURPOSES:**

This course is designed for all students and will equip students with the skills needed to be proficient writers, researchers, and communicators. The course uses inquiry based writing tasks and organizational tools that include *Holt Literature and Language Arts* and *Step Up to Writing, Secondary Level*. According to the writing strand in the Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary to syntax to the development and organization of ideas. In addition, this course intends to support students as they, “conduct research projects to answer a question [including a self-generated question], drawing on several sources, and generating additional related, focused questions that allow for multiple avenues of exploration” (scoe.net). The *Holt Literature and Language Arts* and *Step Up to Writing, Secondary Level* curricula materials support student acquisition of the skills and knowledge to meet Common Core standards by:

- Providing engaging and relevant activities that allow students to develop the essential skills needed for success.
- Providing a framework for students to see writing as a process with the end goal of putting their ideas into words.
- Designing the program around evidence of what works in the classroom: research-based practices such as designing instruction with the end in mind, scaffolding activities to prepare students for increasing levels of rigor, integrating learning strategies that help students “learn how to learn”.

### **STUDENT READING COMPONENT:**

The Common Core State Standards (CCSS) for reading are equally divided between literary and informational texts. The reading strand asks students to move beyond reading comprehension and analyze both literary and informational texts for content, stylistic technique, and organizational structure. The units of instruction created from the *Holt Literature and Language Arts* and *Step Up to Writing, Secondary Level* continue to develop critical thinking, close reading skills and awareness of writing structure.

The CCSS explicitly emphasize the examination of key reading concepts (e.g. paired passages, examining part-to-whole relationships within larger body of texts, integration of knowledge and ideas across subjects, etc.) within a particular grade level.

The units of instruction and their activities provide multiple opportunities for students to conduct a comparative analysis of texts to examine integrated knowledge and ideas, organizational structure, theme, and authors' developments of style.

**STUDENT WRITING COMPONENT:**

*Holt Literature and Language Arts* contains an articulated writing program that prepares students to exceed the writing performance expectations outlined in the writing strand of the CCSS. In addition, *Step Up to Writing, Secondary Level* provides students with effective, multisensory strategies that will further ensure their success. Activities and Writing Workshops deepen students' knowledge of writing process, types, and purposes so that students can produce clear and coherent writing.

**STUDENT COMMUNICATION COMPONENT:**

The communication strand of the CCSS outlines the oral literacy and technology skills pertinent to success in the 21<sup>st</sup> century. The units of Instruction contain a sophisticated progression of oral literacy and multimedia skills designed to develop students' ability to speak, listen, and collaborate with others (as they make meaning from, create, and present texts) in a variety of media.

**STUDENT LANGUAGE COMPONENT:**

*Holt Literature and Language Arts* and *Step Up to Writing, Secondary Level* supports the CCSS for grammar and conventions and vocabulary acquisition and use. This approach ensures that students' grammar and vocabulary use are developed through strategic reading and writing practices so that new concepts learned can be employed when students engage in writing and speaking tasks.

**DETAILED UNITS OF INSTRUCTION:**

Units have been designed based on the International Baccalaureate Middle Years Programme Unit Planner and incorporate the International Baccalaureate Learner Profile (LP). Instructional units utilize the following strategies: essential questions; research; and thesis.

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

<b>Unit Title</b>	<b>IB MYP Area of Interaction</b>	<b>Unit Question</b>
Questioning	approaches to learning, human ingenuity & environments	How can questions guide my learning?
“All the world’s a Stage”	approaches to learning, human ingenuity, health and social education	How can I articulate my point of view?
Agree or Disagree?	approaches to learning, human ingenuity, community & service	What makes a healthy debate?

This course is taught using:

Auman, Maureen. *Step Up to Writing*. Longmont, CO: Sopris West, 2008.

*Holt Literature & Language Arts Second Course*. Austin, TX: Holt, Rinehart and Winston, 2003.

Warriner, John E. *The Holt Handbook: Grammar, Usage, Mechanics, Sentences Second Course*. Austin, TX: Holt, Rinehart and Winston, 2003.

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

CA State Standards (1997) and the CA Common Core State Standards (2010) for grade eight.

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE and/or CSTs:**

Reading, Writing, and Language Arts

**LAB FEE, IF REQUIRED:**

None

**DISTRICT ESLRs TO BE ADDRESSED:**

**Students will be:**

- **Self-directed Learners** who will be able to use notes and a textbook to assist them in continuing their learning outside of the classroom setting.
- **Efficient Communicators** who can explain mathematical concepts to others and use mathematics to organize and explain data.
- **Quality Producers** who understand the importance of neat, organized work that demonstrates their thinking and understanding of the solution they've formed to solve a problem.
- **Constructive Thinkers** who are able to attack problems with organization, logic, and mathematical skills they've developed in a systematic fashion.
- **Collaborative Workers** who can work in a variety of settings in culturally diverse groups. They will be able to form and use study groups to strengthen their own understanding in addition to providing the same service for classmates.
- **Responsible Citizens** who accept the consequences of their actions and who demonstrate their understanding of their role in the learning process.

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