

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Writing Skills and Strategies

Board Approval Date: June 17, 2021	Course Length: 1 Semester
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 9, 10, 11, 12	Subject Area: Elective Elective Area (if applicable): Language Arts
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway:	
Intent to Pursue ‘A-G’ College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: District Course Program (if applicable):	
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COURSE DESCRIPTION: (Online Course)

Writing Skills and Strategies develops key language arts skills necessary for high school graduation and success on high stakes exams through a semester of interactive instruction and guided practice in composition fundamentals. The course is divided into ten mini-units of study. The first two are designed to build early success and confidence, orienting students to the writing process and to sentence and paragraph essentials through a series of low-stress, high-interest hook activities. In subsequent units, students review, practice, compose and submit one piece of writing. Four key learning strands are

integrated throughout: composition practice, grammar skill building, diction and style awareness, and media and technology exploration. Guided studies emphasize the structure of essential forms of writing encountered in school, in life, and in the workplace. Practice in these forms is scaffolded to accommodate learners at different skill levels.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1: Introduction to Writing Strategies	What is the writing process? What is plagiarism, and how do I avoid it? How do I use citations? What is MLA style?	*Quiz: Understanding the prewriting process *Practice: Practice techniques to avoid plagiarism	*Test: Introduction to Writing Strategies
2. The Building Blocks of Composition	What are the different parts that go together to make up a sentence? How should I use punctuation to make my writing clearer? What's the best way to construct a coherent paragraph? What's the best way to write a coherent essay?	*Quiz: Understanding the paragraph essentials *Quiz: Essay development	*Test: The Building Blocks of Composition
3. Paragraphs: Example and Illustration	What is an example or illustration paragraph? What are the different parts of speech, and how are they used? How do I make my writing clearer and more engaging? Where can I find text-based media, and how can I interact with and respond to these media forms?	*Quiz: Example forms of composition *Practice: Identify the structure of an illustration paragraph; practice composing paragraphs correctly	*Test: Paragraphs: Example and Illustration

<p>4. Paragraphs: Process and Cause and Effect</p>	<p>What is a cause-and-effect paragraph, and how do I use it? How do I write about a process that needs explaining? How do I make my writing clearer and more succinct? What are word groups, and how are they used? What is the history of print journalism, and how does media bias affect the news?</p>	<p>*Quiz: Cause and effect paragraphs *Quiz: Media literacy</p>	<p>*Test: Paragraphs: Process and Cause-and-Effect</p>
<p>5. Paragraphs: Description and Classification/Division</p>	<p>How do I use description to make my writing clear and lively? How do verbs work to convey meaning? How can parallelism help me to improve the clarity of my writing? How do I write in response to a work of art?</p>	<p>*Quiz: Description paragraphs *Practice: Write and submit a description or classification/division paragraph.</p>	<p>*Test: Paragraph, Description and Classification/Division</p>
<p>6. Essays: Personal Writing</p>	<p>What is a personal essay? What are the three basic components of the personal essay, and how are they used? How are prewriting and outlining steps, part of composing a personal essay?</p>	<p>*Quiz: Understanding pronouns *Practice: Write and submit a personal essay</p>	<p>*Test: Essays (Personal Writing)</p>
<p>7. Essays: Compare and Contrast</p>	<p>How do I use compare-and-contrast essays to examine two related topics? What are adjectives and adverbs, and how can I use them to improve my writing? How can I use emphasis and variety to make my writing more engaging? How do I write about and critique television? What</p>	<p>*Practice: Practice developing paragraphs in a compare-and-contrast essay *Quiz: Adjectives and adverbs</p>	<p>*Test: Essays (Compare-and-Contrast)</p>

	makes it different from the writing methods I have learned so far?		
8. Essays: Persuasive Writing	How can I use my writing to persuade others? What are modifiers, and how are they used? How can I create expressive and unique figurative language? How does the media affect my own identity and the way I see others?	*Quiz: Understanding modifiers *Practice: Write and submit a persuasive essay	*Test: Essays (Persuasive Writing)
9. Essays: Writing About Literature	What is a literary essay, and how is it used? What are the three basic components of the literary analysis essay, and how do they work together to create an effective piece of writing? How are prewriting and outlining steps of composing a literary analysis essay?	*Quiz: Literature-based prompts *Practice: Practice paragraph development and sustained analysis of a literary passage; review techniques for summarizing and paraphrasing literature	*Test: Essays: Writing About Literature
10. Writing in the Workplace	When will I need to use my writing skills outside of school? How is workplace writing different from classroom writing? What are the basic mechanics of writing? How do I know what level of formality and tone is appropriate for my writing? How can I incorporate media into my classroom activities?	*Quiz: Understanding business correspondence *Practice: Write and submit and examples of business correspondence	*Test: Writing in the Workplace

ESSENTIAL STANDARDS:

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Write arguments to support claims with clear reasons and relevant evidence.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>Yes</i>		<i>APEX: Writing Skills and Strategies</i>		Apex Online Courses		<i>2019</i>

Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A