

**Course Numbers**

FOR FLEX ACADEMY USE ONLY

LA409C

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| Writing 12 | 2016-2017 | |
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Course Map

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| Unit | Span | Content Standards | Grading Topics | |
| Unit One:  *Informing* | *9 Weeks* | * Reading Informational Text 1 * Reading Informational Text 5 | **Analyzing Text Structure** | |
| * Reading Informational Text 7 | **Integrating Diverse Media** | |
| * Writing 2 | **Writing to Explain/Inform** | |
| Unit Two: *Arguing* | *9 Weeks* | * Reading Informational Text 1 * Reading Informational Text 6 | **Analyzing Purpose** | |
| * Writing 1 | **Writing Arguments** | |
| Semester-Long Grading Topics | | | | **Implicitly Embedded Throughout Course** |
| Constructing Writing  [Writing 4, Writing 5, Writing 6, Language 6]  Applying Grammar and Mechanics [Language 1, Language 2] | | | | **Writing 10** *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 tasks, purposes, and audiences.* |

Course Overview: Writing 12 [LA409C] One Semester

Description: This real-world composition course stresses practice in writing through daily writing pieces as well as several compositions throughout the semester.  Writing skills include supporting ideas with valid reasons and evidence, effectively organizing written pieces, connecting ideas from multiple sources, and writing about a variety of genuine topics.

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| **Possible Course Materials** | |
| **Texts** | **Writing Tasks** |
| **Unit 1: Informing** | **Unit 1: Informing** |
| **Unit 2: Arguing** | **Unit 2: Arguing** |

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| **Integration Guide to Multi-Dimensional Scoring** | | | |
| **Reading Literature** | **Reading Informational Text** | **Writing and Language** | **Speaking and Listening** |
| * Zero of the seven topics focus upon literature. * Literary reading is not a notable component of this course. | * Three of the seven topics focus upon informational text, in particular structure, interpretation, and purpose. * A study of rhetoric, argument, and purpose is essential to being able to write quality arguments. * A study of text organization and adaptation is essential to being able to write quality informative texts. | * Four of the seven topics focus upon writing, with special emphasis on writing literary analyses (a form of argument). * Any writing that is not a full-length literary analysis can and should be scored using the Constructing Writing topic. | * One of the eight topics focuses upon speaking and listening, with particular emphasis on collaborative conversations. * Any literary response that is not recorded in formal writing can and should be processed through the Collaborative Discussions topic. * Any piece of writing can also be the subject of a scored event in the Collaborative Discussions topic. |

Semester-Long Topic Scales

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| Grading Topic: Constructing Writing | | |
| W12.4, W12.5, W12.6, L12.6 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Develop and strengthen grade-appropriate writing for a specific audience and purpose by planning, revising, editing, rewriting, and trying a new approach * Produce clear and coherent grade-appropriate writing in which the development, organization, and style are appropriate to task, purpose, and audience ( for example, opinion, informative/explanatory, narrative, and research writing) |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Audience, informative/explanatory, narrative, edit, research   ***Students demonstrate they have developed the ability to:***   * Define the task, purpose, and audience for a given writing task * Produce writing appropriate to task, purpose, and audience using a teacher-provided template or graphic organizer * Revise and edit writing based on teacher and peer feedback. |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
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Semester-Long Topic Scales, Continued

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| Grading Topic: Applying Grammar and Mechanics | | |
| L12.1, L12.2 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. * Resolve issues of complex or contested usage, consulting references (for example, Merriam-Webster’s Dictionary, Gamer’s Modern American Usage) as needed. * Observe hyphenation conventions |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Complex, Convention, Grammar, Usage, Consult, Hyphenation   ***Students demonstrate they have developed the ability to:***   * Use grade-appropriate grammar and usage in isolation * Demonstrate the use of grade-appropriate conventions in isolation |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
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Unit One Topic Scales

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| Grading Topic: Analyzing Text Structure | | |
| RI12.5, RI12.1 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument in a grade-appropriate text, including whether the structure makes points clear, convincing, and engaging. * Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Cite, inference, textual evidence, analyze, argument, structure   ***Students demonstrate they have developed the ability to:***   * Describe the structure of grade-appropriate texts * Describe the author’s structural choices in a grade-appropriate text * Describe what a text says explicitly and draw logical inferences |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
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Unit One Topic Scales, Continued

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| Grading Topic: Integrating Diverse Media | | |
| RI12.7 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Integrate and evaluate multiple sources of information presented in different media or formats (for example, visually, quantitatively) as well as in words in order to address a question or solve a problem |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Evaluate, format, interpretation, media, drama, visual   ***Students demonstrate they have developed the ability to:***   * Locate information from multiple sources presented in different media or formats, including words. |
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| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
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Unit One Topic Scales, Continued

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| Grading Topic: Writing to Explain/Inform | | |
| W12.2 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole, include formatting, graphics and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic * Use appropriate and varied transitions and syntax to link the major sections of the ext, create cohesion, and clarify the relationships among complex ideas and concepts * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic * Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. * Provide a concluding statement or section that follows from and supports the information or explanation presented. |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Audience, Detail, Objective Tone, Significant, Thesis   ***Students demonstrate they have developed the ability to:***   * Select a topic from a list or teacher-provided prompt * Create and revise a thesis * Organize ideas and information * Write an informative/explanatory composition using a teacher-provided template (which includes all of the 3.0 elements) |
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| Topic Guidance | |
| Questions for Students... | **Advice for Teachers...** |
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Unit Two Topic Scales

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| Grading Topic: Analyzing Purpose | | |
| RI12.1, RI12.6 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Cite textual evidence to support analysis of what a grade-appropriate text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain * Analyze how the style and content of a grade-appropriate text in which the rhetoric is particularly effective contribute to the power, persuasiveness, or beauty of the text |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Point of View, Irony, Explicit, Logical, Support, Rhetoric   ***Students demonstrate they have developed the ability to:***   * Describe what a grade-appropriate text says explicitly and draw logical inferences * Recognize or recall examples of satire, sarcasm, irony, and understatement in a grade-appropriate text * Determine an author’s point of view or purpose in a grade-appropriate text |
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Unit Two Topic Scales, Continued

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| Grading Topic: Writing Arguments | | |
| W12.1 | **Knowledge:** | **Assessments:** |
| 4 | In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the target. | Tiered Assessment: Pending |
| 3  Proficient | ***Students demonstrate they have the ability to:***   * Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence * Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases * Use words, phrases, and clauses as well as varied syntax to link major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims * Establish and maintain a formal style and objective tone * Provide a concluding statement or section that follows from and supports the argument presented. |
| 2 | ***Students will recognize or recall:***  Specific vocabulary such as:   * Anticipate, Argument, Claim, Reasoning, Valid   ***Students demonstrate they have developed the ability to:***   * Identify claims and counterclaims from teacher-provided examples * Articulate specified patterns of logical sequence for argumentation * Establish a claim and providing relevant evidence for the claim * Write arguments using a teacher-provided template (which includes all of the 3.0 elements) |
| 1 | Student’s performance reflects insufficient progress towards foundational skills and knowledge. |

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