

11-12 Writing

High Priority Standards

11	12
W4.1 Write essays/papers utilizing the traits of the Writing Rubric, including a junior paper	W4.1 Write essays/papers utilizing the traits of the Writing Rubric, including a Senior Project
W4.2 Write using a variety of forms (i.e. biographies, essays, reflective pieces, short stories, literary reviews, poetry, letters, journals, and reports)	W4.2 Write using a variety of forms (i.e. biographies, essays, reflective pieces, short stories, literary reviews, poetry, letters, journals, and reports)
W4.2 Write for variety of purposes and audiences (communicate, persuade, describe, document, analyze, and synthesize)	W4.2 Write for variety of purposes and audiences (communicate, persuade, describe, document, analyze, and synthesize)
W4.2 Identifies and defends research questions and topics that may be important to the future	W4.2 Identifies and defends research questions and topics that may be important to the future
W4.3 Identify and use parts of speech, noun/pronoun and subject/verb agreement, correct verb tense, consistent point of view, sentence punctuation, paragraph conventions, and spelling strategies	W4.3 Identify and use parts of speech, noun/pronoun and subject/verb agreement, correct verb tense, consistent point of view, sentence punctuation, paragraph conventions, and spelling strategies
W4.4 Revise writing to improve clarity and details	W4.4 Revise writing to improve clarity and details
W4.4 Uses a variety of techniques to convey a sophisticated personal style and voice	W4.4 Uses a variety of techniques to convey a sophisticated personal style and voice
W4.4 Use the Writing Rubric for self-assessment	W4.4 Use the Writing Rubric for self-assessment
W4.5 Practice use of MLA form of documentation	W4.5 Practice use of MLA form of documentation
W4.5 Uses research based on validity and reliability of sources	W4.5 Uses research based on validity and reliability of sources

Typical Classroom Assessments

11	12
<ul style="list-style-type: none"> • Objective tests • Scoring guides • Written reflection • Teacher observation • Journals • Self assessment • District rubrics • Peer evaluation • Essay tests • Written work 	<ul style="list-style-type: none"> • Objective tests • Scoring guides • Written reflection • Teacher observation • Journals • Self assessment • District rubrics • Peer evaluation • Essay tests • Written work

Formal School District and State Assessments

11	12
ASVAB	Senior Project

Major Thematic Strands and/or Instructional Units	
11	12
<ul style="list-style-type: none"> • novel units • figurative language • symbolism/archetypes • thematic discussion • discussing • analyzing • comparing, contrasting author's styles • various historical and cultural contexts • poetry, drama, short story, non-fiction units 	<ul style="list-style-type: none"> • novel units • figurative language • symbolism/archetypes • thematic discussion • discussing • analyzing • comparing, contrasting author's styles • various historical and cultural contexts • poetry, drama, short story, non-fiction units

Integration of Technology	
11	12
<ul style="list-style-type: none"> • word processing • Internet research 	<ul style="list-style-type: none"> • word processing • Internet research