

Essential Standards Document

Collaborative Team: English 9

Unit #: 1

Essential Standard (# and full standard): RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can use specific examples from the text to support my understanding of the explicit meaning of text.</p>	<p>3</p>	<p>https://docs.google.com/document/d/1H5VMM9VcOGKS69IbLA6nvxVsYJWME2vQdOfIUaj5k1s/edit?usp=sharing</p>
<p>I can use specific example from the text to support my inferences about the text.</p>	<p>3</p>	<p>https://docs.google.com/document/d/1H5VMM9VcOGKS69IbLA6nvxVsYJWME2vQdOfIUaj5k1s/edit?usp=sharing</p>

Essential Standard (# and full standard): RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can determine the theme of a text.</p>	<p>3</p>	<p>https://docs.google.com/document/d/1H5VMM9VcOGKS69IbLA6nvxVsYJWME2vQdOfIUaj5k1s/edit?usp=sharing</p>
<p>I can use details to analyze the development of a theme in a text.</p>	<p>4</p>	<p>https://docs.google.com/document/d/1H5VMM9VcOGKS69IbLA6nvxVsYJWME2vQdOfIUaj5k1s/edit?usp=sharing</p>
<p>I can summarize a text.</p>	<p>2</p>	<p>https://docs.google.com/document/d/1H5VMM9VcOGKS69IbLA6nvxVsYJWME2vQdOfIUaj5k1s/edit?usp=sharing</p>

Essential Standard (# and full standard): L.9.1 - L.9-10.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can accurately use capitalization in my writing.</p>	<p>4</p>	<p>NoRedInk.com drill exercises; summative assessment in Unit 2-- https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcaYBlecYbV_A/edit?usp=sharing</p>
<p>I can accurately use final punctuation in my writing.</p>	<p>4</p>	<p>NoRedInk.com drill exercises; summative assessment in Unit 2-- https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcaYBlecYbV_A/edit?usp=sharing</p>
<p>I can accurately use quotation marks in my writing.</p>	<p>4</p>	<p>NoRedInk.com drill exercises; summative assessment in Unit 2-- https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcaYBlecYbV_A/edit?usp=sharing</p>

Essential Standard (# and full standard): L.9.6 - Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can accurately use assigned academic vocabulary when writing.	4	Students are given assessments in which they are asked to do the following: Use the following words in a paragraph about the short story, including context clues to show your understanding of the words.
I can accurately use assigned academic vocabulary when given context clues.	2	Students are given assessments in which they are asked to do the following: Fill in the blanks in the given paragraph with the correct vocabulary words based on context.
I can accurately gather vocabulary knowledge when needed.	1	Students independently look up word meanings and practice using words in context.

Unit #: 2

Essential Standard (# and full standard): **RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.**

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can use specific examples from the text to support my understanding of the explicit meaning of text.	3	https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcaYBlecYbV_A/edit?usp=sharing
I can use specific example from the text to support my inferences about the text.	3	https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcaYBlecYbV_A/edit?usp=sharing

Essential Standard (# and full standard): RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can determine the meaning of words based on context clues.	2	Short assignments involving defining words in context in the novel night; a section on a test asking students to define words within a cold reading (For example, in the following sentence, what does debilitated mean? The onset of pneumonia debilitated her completely.
I can analyze the impact of word choice on meaning and tone.	4	Class discussions and journal assignments over the impact of word choice.

Essential Standard (# and full standard): RL.9-10.6 - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can analyze a point of view or cultural experience reflected in a work of literature outside the U.S.	4	Socratic seminar based on the following prep sheet: https://docs.google.com/document/d/1TdqVwybrOw7kTOYPaH1-LWpC_3OyESIJl1Gmp_41BvE/edit?usp=sharing (Scored on preparedness, meaningful contributions, and active listening)

Essential Standard (# and full standard): W.9-10.2b - Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can find relevant facts about my topic through effective research.</p>	<p>1</p>	<p>https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcayBlecYbV_A/edit?usp=sharing</p>
<p>I can select relevant details and quotations for a writing assignment about my topic.</p>	<p>2</p>	<p>https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcayBlecYbV_A/edit?usp=sharing</p>

Essential Standard (# and full standard): W.9-10.2c - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can select appropriate transitions to link sections of my writing.</p>	<p>2</p>	<p>https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcayBlecYbV_A/edit?usp=sharing</p>
<p>I can use transitions to show the relationships among ideas and how they work together to make a whole.</p>	<p>2</p>	<p>https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcayBlecYbV_A/edit?usp=sharing</p>

Essential Standard (# and full standard): W.9-10.2f - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can write a concluding sentence that supports the information in my paragraph.</p>	<p>2</p>	<p>https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcayBlecYbV_A/edit?usp=sharing</p>
<p>I can write a concluding paragraph that supports the information in my paper.</p>	<p>2</p>	<p>https://docs.google.com/document/d/1nuvr5i57QnK_r5V5BvfLIQj928AaFbMcayBlecYbV_A/edit?usp=sharing</p>

Unit #: 3

Essential Standard (# and full standard): *W.9-10.1a – Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.*

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i></p>
<p>I can introduce a claim.</p>	<p>2</p>	<p>Summative Assessment: https://docs.google.com/document/d/1E-DZisFLQbf_1Me-f3hEvt_W48IPzDps4hs52esYutE/edit?usp=sharing</p>
<p>I can distinguish claims from opposing claims.</p>	<p>2</p>	<p>Focusing on finding appropriate textual evidence to support the relationship between the claim, evidence, and reasoning, students will be asked questions similar to the following:</p> <ul style="list-style-type: none"> Find one concrete detail that disproves the claim below. The concrete detail should be integrated and include an in-text citation in MLA format (Shakespeare Act.Scene.Line(s)). Include at least two sentences of commentary explaining how the concrete detail supports/connects to the claim. <p>Claim: The Nurse agrees with Juliet's choice to marry Romeo.</p>
<p>I can clearly organize, showing relationships between claims, counterclaims, reasons, and evidence.</p>	<p>3</p>	<p>Formative Assessment: https://docs.google.com/document/d/1JSTJ7UX03gYwMuNrFDjusHPNBKupgrPhqfTBZNhUoYs/edit?usp=sharing Summative Assessment: https://docs.google.com/document/d/1E-DZisFLQbf_1Me-f3hEvt_W48IPzDps4hs52esYutE/edit?usp=sharing</p>

Essential Standard (# and full standard): L.9-10.5 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can show my understanding of figurative language.	2	https://docs.google.com/document/d/1qPeBN7AlRgyGUQ7QpDF54Zc3Bwz3LxamnGGSLWMEHGc/edit?usp=sharing
I can show my understanding of word relationships.	2	https://docs.google.com/document/d/1qPeBN7AlRgyGUQ7QpDF54Zc3Bwz3LxamnGGSLWMEHGc/edit?usp=sharing
I can show my understanding of nuances in word meanings.	3	https://docs.google.com/document/d/1qPeBN7AlRgyGUQ7QpDF54Zc3Bwz3LxamnGGSLWMEHGc/edit?usp=sharing

Essential Standard (# and full standard): SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. “I can...”). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you’re evaluating students’ specific knowledge or skills.</i></p>
<p>I can initiate and participate in a range of collaborative discussions.</p>	<p>2/3/4</p>	<p>Example Socratic Seminar Questions: 1. Explain the role of fate and dreams in the play. How does it lead to the outcome of the story? 2. What are mistakes made that, if avoided, could have changed the outcome of the play? (Scored on preparedness, meaningful contributions, and active listening) Example of a Scoring Rubric: https://docs.google.com/document/d/1LZ8_OL14Au1g9nPqOmVtQ21C6e2EegIOSdxOMRVzsdg/edit?usp=sharing</p>
<p>I can build on other’s ideas in a discussion.</p>	<p>2/3/4</p>	<p>(Scored on preparedness, meaningful contributions, and active listening)</p>
<p>I can clearly and persuasively express my ideas in a discussion.</p>	<p>2/3/4</p>	<p>(Scored on preparedness, meaningful contributions, and active listening)</p>

Unit #: 4

Essential Standard (# and full standard): L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. “I can...”). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you’re evaluating students’ specific knowledge or skills.</i>
I can determine the meaning of unknown words and phrases, using a range of strategies.	1/2	Focusing on roots, prefixes, and suffixes as the strategy, students are asked questions similar to the following: Using your knowledge of the meaning of the root brev , you know <u>brevity</u> means... A. dialogue B. a long speech; monologue C. using few words D. expressing oneself in song
I can determine the meaning of multiple-meaning words and phrases, using a range of strategies.	1/2	Questions over vocabulary within passages of <i>The Odyssey</i> such as: In line 432, what does the word “desolation” mean? A. Destruction B. Dreary C. Uninhabited D. Desert

Essential Standard (# and full standard): L.9-10.6 - Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
I can interpret figures of speech in context.	2	Focusing on identifying examples of figurative language within a text, students will be asked questions similar to the following: <ul style="list-style-type: none"> • In lines 323-340 of <i>The Odyssey</i>, find an example of an epic simile, and explain what is being compared. • In lines 181-190 of <i>The Odyssey</i>, find an example of a hyperbole. What is being exaggerated and why?
I can analyze the role of figures of speech in the text.	4	Focusing on analyzing the role of figurative within a text, students will be asked questions similar to the following: <ul style="list-style-type: none"> • In lines 815 – 820 of <i>The Odyssey</i>, what type of figurative language does Odysseus use to describe Scylla's attack on his men? What is being compared? In what ways is this an appropriate description of the incident? • In lines 1290-1297 of <i>The Odyssey</i>, what type of figurative language does Odysseus use to reveal his feelings towards Penelope? Why do you think Odysseus used this type of comparison?

Essential Standard (# and full standard): RL.9-10.6 – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. “I can...”). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you’re evaluating students’ specific knowledge or skills.</i></p>
<p>I can analyze a point of view or cultural experience reflected in a work of literature outside the U.S.</p>	<p>4</p>	<p>Journal prompts, short essays, projects, and discussion about Ancient Greek values and heroic qualities vs. modern values and heroic qualities.</p> <p>Example of a journal prompt students may be asked to respond to: In what ways does Odysseus display the traits of a hero? Provide at least two specific examples from <i>The Odyssey</i> and explain each example in no less than three complete sentences. In your explanation, include a brief statement about the similarity and/or difference of the trait(s) compared to modern-day heroes. In other words, are the traits associated with the hero reflected in Homer’s poem still relevant to modern-day heroes?</p> <p>An example of a project students may complete: Compare Odysseus’ journey to your journey through your freshman year. What similar heroic traits were displayed? What similar values were upheld?</p>

Essential Standard (# and full standard): **SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.**

<p>What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. “I can...”). There should be multiple targets from 1 standard. There could just be 1 essential question.</i></p>	<p>What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i></p>	<p>How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you’re evaluating students’ specific knowledge or skills.</i></p>
<p>I can initiate and participate in a range of collaborative discussions.</p>	<p>2/3/4</p>	<p>https://docs.google.com/presentation/d/1UU3yzZxzXx9hYo82RcXyi-Cn8WvyGeEDH_qxbMY16Sw/edit?usp=sharing (Scored on preparedness, meaningful contributions, and active listening) Example Socratic Seminar Rubric: https://docs.google.com/document/d/1LZ8_OL14Au1g9nPqOmVtQ21C6e2EegIOSdxOMRVzsdg/edit?usp=sharing</p>
<p>I can build on other’s ideas in a discussion.</p>	<p>2/3/4</p>	<p>https://docs.google.com/presentation/d/1UU3yzZxzXx9hYo82RcXyi-Cn8WvyGeEDH_qxbMY16Sw/edit?usp=sharing (Scored on preparedness, meaningful contributions, and active listening)</p>
<p>I can clearly and persuasively express my ideas in a discussion.</p>	<p>2/3/4</p>	<p>https://docs.google.com/presentation/d/1UU3yzZxzXx9hYo82RcXyi-Cn8WvyGeEDH_qxbMY16Sw/edit?usp=sharing (Scored on preparedness, meaningful contributions, and active listening)</p>