

Essential Standards Document

Collaborative Team: ELA 12

Unit #: 1 – 3Ex Writing Strategy

Essential Standard (# and full standard): W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

<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 an explanatory essay that effectively demonstrates the six traits of writing.</p>	<p>DOK3</p>	<p>https://docs.google.com/document/d/1gKM_UvWlmlkQWH9HxYrd7ohcT2RxICGYdpquhsudSoU/edit?usp=sharing</p>

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Unit #: 2 – Beowulf

Essential Standard (# and full standard): RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain, **RL.11-12.2** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; 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 use evidence from a text to support my inferences.</p>	<p>DOK3</p>	<p>https://docs.google.com/document/d/1QH_qmRW1ZQnxlvRZvpHsqkOmBOxxNzILp2aQaVwerco/edit?usp=sharing</p>
<p>I can identify and</p>	<p>DOK4</p>	<p>https://docs.google.com/document/d/1QH_qmRW1ZQnxlvRZvpHsqkOmBOxxNzILp2aQaVwerco/edit?usp=sharing</p>

evaluate a theme in a text.		

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Unit #: 3 – Jane Schaffer

Essential Standard (# and full standard): W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence, **RI.11-12.10** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

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 develop an argument and	DOK4	https://docs.google.com/document/d/1SBAXuOs6x2eKSmsgXyH1MITNfyXgueMsCbdoYR1c-tg/edit?usp=sharing

support it with relevant and accurate evidence.		

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Unit #: 4 – Persuasive Research Writing

Essential Standard (# and full standard): RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem, **L.11-12.1, W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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>
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<p>I can understand and utilize multiple sources of information to address a question and problem solve.</p>	<p>DOK4</p>	<p>https://docs.google.com/document/d/1tMDXXkSOKq1EeXWEUJgtrKNQb2koh78gbIpRcsjNq4/edit?usp=sharing</p>
<p>I can support my opinion with valid reasoning and evidence.</p>	<p>DOK4</p>	<p>https://docs.google.com/document/d/1tMDXXkSOKq1EeXWEUJgtrKNQb2koh78gbIpRcsjNq4/edit?usp=sharing</p>

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Unit #: 5 - Macbeth

Essential Standard (# and full standard): RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development, including how they interact and build on one another to produce a complex account; provide an objective summary of the text, **RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

<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 identify and evaluate a theme in a text.</p>	<p>DOK4</p>	<p>https://docs.google.com/document/d/1Tg_G5ELpBzkw6TNz4Aiz5Y1yJ7rjhYljYDEAXJ5cFn4/edit?usp=sharing</p>
<p>I can identify the author's purpose in choosing</p>	<p>DOK1</p>	<p>https://docs.google.com/document/d/1Tg_G5ELpBzkw6TNz4Aiz5Y1yJ7rjhYljYDEAXJ5cFn4/edit?usp=sharing</p>

specific words.		

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Unit #: 6 – Professional Writing

Essential Standard (# and full standard): W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing standards 1–3.), W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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 write a clear and organized	DOK4	https://docs.google.com/document/d/18mfDdnXMw2t8UykCB3jk2qG7hFBcj_B3kGHUB2qT21A/edit?usp=sharing

resume and cover letter.		
I can create professional writing that is specific to purpose and audience.	DOK4	https://docs.google.com/document/d/18mfDdnXMw2t8UykCB3jk2qG7hFBcj_B3kGHUB2qT21A/edit?usp=sharing

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Unit #: 7 – Born A Crime

Essential Standard (# and full standard): RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama, RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant, SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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 identify author’s choices and understand how they impact a text.	DOK2	https://docs.google.com/document/d/1Qv0kzuKCnL--ALiPIZbc5vHy-8-Q2ckbtY-DtuDMqRs/edit?usp=sharing
I can infer an author’s purpose when reading a text.	DOK3	https://docs.google.com/document/d/1Qv0kzuKCnL--ALiPIZbc5vHy-8-Q2ckbtY-DtuDMqRs/edit?usp=sharing
I can synthesize multiple writing techniques to evaluate a text.	DOK4	https://docs.google.com/document/d/1Qv0kzuKCnL--ALiPIZbc5vHy-8-Q2ckbtY-DtuDMqRs/edit?usp=sharing

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Unit #: 8 – “Real World” Technical Writing

Essential Standard (# and full standard): RI 11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.

<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 and analyze multiple types of information to solve a problem.</p>	<p>DOK4</p>	<p>https://docs.google.com/document/d/1HaVTqECC7yB0Z2kXpFrPYHIFjtWyTfTK363d6B_fzZc/edit?usp=sharing</p>