

Essential Standards Document

Collaborative Team: ELA 10

Unit #: 1 All That Glitters- "The Necklace"; Poetry collection; "The Golden Touch"; "La Rinconada"

Essential Standard (# and full standard):

RI.10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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 understand the author’s point of view and analyze its impact on the text.	DOK 4	Author’s Purpose Paragraph Rubric

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Unit #: 2 Inside the Nightmare- "Cask of Amontillado"; "House Taken Over"

Essential Standard (# and full standard):

W.10.5 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 and revise a comparison and contrast paragraph demonstrating understanding of different points of view.	DOK 4	Compare/ Contrast Paragraph Outline

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Unit #: 3 Outsiders and Outcasts- *Metamorphosis*

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.

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 strong evidence to support an analysis and evaluation of a text.	DOK 4	<u>The Metamorphosis Essay Rubric</u>

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Unit #: 4 Extending Freedom's Reach

Essential Standard (# and full standard):

SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.

b. Develop claims and counterclaims fairly, supporting evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows and supports the argument presented.

W. 9-10.11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 give a speech over a researched topic.	DOK 4	Presentation Rubric
I can write an argument that utilizes supportive evidence to persuade an audience.	DOK 4	Research Paper Rubric

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Unit #: 5 To Kill a Mockingbird

Essential Standard (# and full standard):

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.

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 understand both denotative and connotative meanings and how those word choices impact meaning and tone.	DOK 3	\$1 Assessment Rubric

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Unit #: 6 Shakespeare

Essential Standard (# and full standard):

SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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 respond thoughtfully to different perspectives and qualify or justify my views or make new connections when presented with new evidence.	DOK 3	Dual Perspective Poem Rubric