



Stockton Unified School District

EDISON HIGH SCHOOL

Home of the Vikings



Essential Outcomes Chart: What is it we expect students to learn?

Grade:	9	Subject:	Eng 1	Semester	2018-2019	Team Members:	Doug Parrott Jason Brush Tariq Muhammad	Elizabeth Vilmenay Susan Tighe Jason Brush	Nate Bussey Jessica Dickman	
Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?		Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
RI 9.2 ---DETERMINE A CENTRAL IDEA ---ANALYZE ITS DEVELOPMENT ---WRITE AN OBJECTIVE SUMMARY		---STUDENTS CAN MARK A TEXT ---STUDENTS CAN SUMMARIZE CHUNKS OF A TEXT AND EXPLAIN HOW THE AUTHOR IS CREATING MEANING. ---WRITE A 3 PART SOURCE INTEGRATION SUMMARY *SOCRATIC SEMINAR AND PHILOSOPHICAL CHAIRS CAN BE USED TO INTRODUCE TOPIC OR		---CIRCLE KEY WORDS ---IDENTIFY A CLAIM ---AUTHOR CREDENTIALS ---SUMMARY		MARKING A TEXT CHARTING A TEXT 3 PART SOURCE INTEGRATION		AUGUST---OCTOBER		APPLY IN FULL PROCESS ESSAY. TYPED FINAL COPY

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	PROCESS READING.				
RI 9.6 ---DETERMINE AN AUTHOR'S POINT OF VIEW ---HOW AN AUTHOR USES RHETORIC	STUDENTS CAN IDENTIFY RHETORIC IN A TEXT AND EXPLAIN HOW IT ADVANCES THE AUTHOR'S PURPOSE	ETHOS/PATHOS/LOGOS	RHETORICAL PRECIS	AUGUST---OCTOBER USE TO PROCESS INFORMATION GATHERED IN RI9.2	APPLY IN FULL PROCESS ESSAY WRITING
R.I. 9.1 --- CITE TEXTUAL EVIDENCE	STUDENTS CAN INTRODUCE AN AUTHOR AND WORK, QUOTE IT, AND THEN USE THEIR OWN SUPPORTS TO JUSTIFY ITS PURPOSE WITHIN THE TEXT.	---DEFINE TEXTUAL EVIDENCE ---IN-TEXT CITATION ---IVF TOPIC SENTENCE	THREE PART SOURCE INTEGRATION TEMPLATE *HONORS STUDENTS WILL LEARN HOW TO PARAPHRASE	LOOP	GO BACK TO FULL PROCESS ESSAY AND INTEGRATE TEXTUAL EVIDENCE. *HONORS STUDENTS SHOULD INTEGRATE ONE QUOTE IN EACH PARAGRAPH FROM MULTIPLE SOURCES.ALSO ONE PARAPHRASE PER PARAGRAPH

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<p>RI.9.8</p> <p>DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS VALID AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; IDENTIFY FALSE STATEMENTS AND FALLACIOUS REASONING.</p>	<p>STUDENTS CAN RECOGNIZE REHTORICAL DEVICES STUDENTS CAN DESCRIBE IF WRITER'S REASONING IS VALID</p>	<p>ETHOS, LOGOS, PATHOS</p>	<p>RHETORICAL PRECIS</p>	<p>WHEN EVALUATING TEXTS. LOOP</p>	<p>HAVE STUDENTS REWRITE ARGUEMNTN TO MAKE CREDIBLE.</p>
<p>W.9.2</p> <p>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>	<p>READING GRADE LEVEL ARTICLES, IDENTIFYING COMPLEX IDEAS, WRITING A CLEARLY ORGANIZED ESSAY</p>	<p>RAFTS INFORMAL OUTLINE. THREE PART SOURCE INTEGRATION</p>	<p>FULL PROCESS ESSAY</p>	<p>FEB-MARCH</p>	<p>SYNTHESIS ESSAY USING ADDITIONAL SOURCES.</p>

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<p>W.9.1</p> <p>WRITE ARGUMENTS TO SUPPORT CLAIMS IN AN ANALYSIS OF SUBSTANTIVE TOPICS OR TEXTS, USING VALID REASONING AND RELEVANT AND SUFFICIENT EVIDENCE.</p>	<p>STUDENTS CAN WRITE A PERSUASIVE ESSAY THAT CONTAINS TEXTUAL EVIDENCE.</p>	<p>DEFINE COUNTERCLAIM</p> <p>DEFINE REFUTATION</p> <p>THREE PART SOURCE INTEGRATION</p> <p>INFORMAL OUTLINE</p> <p>RAFTS</p>	<p>AVID WRITING SYSTEM ESSAY</p>	<p>DEC-FEB</p>	<p>CREATE PRESENTATION BASED ON FULL PROCESS ESSAY.</p>
<p>RL.9.2</p> <p>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</p>	<p>READING GRADE LEVEL SHORT STORIES, NOVELS, OR PLAYS</p> <p>ANNOTATING TEXT</p> <p>SUMMARIZING A TEXT</p>	<p>MARK THE TEXT</p> <p>READ AT GRADE LEVEL</p> <p>CITE TEXTUAL EVIDENCE</p>	<p>EXPLANATORY ESSAY USING TEXTUAL EVIDENCE</p>	<p>Aug- sept</p>	<p>SYNTHESIS ESSAY</p> <p>COMPARING AND CONTRASTING TWO LITERARY WORKS</p>

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<p>RL.9.4 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 (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE).</p>	<p>IDENTIFY AND APPLY GRADE LEVEL VOCABULARY IN TEXTS AND ESSAYS</p>	<p>DECONSTRUCT A WRITING PROMPT CITE TEXTUAL EVIDENCE MAKE INFERENCES</p>	<p>VOCAB QUIZZES FIGURATIVE LANGUAGE IDENTIFICATION ACTIVITY CONNOTATION/DENOTATION IDENTIFICATION WITH JUSTIFICATION FROM TEXT</p>	<p>ALL YEAR</p>	<p>WRITE POETRY, SONG, CREATIVE PIECE APPLYING FIGURATIVE LANGUAGE.</p>

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