



Stockton Unified School District

EDISON HIGH SCHOOL



Home of the Vikings

ESSENTIAL STANDARD: WHAT IS IT WE EXPECT STUDENTS TO LEARN?

STANDARD DESCRIPTION	EXAMPLE RIGOR	PREREQUISITE SKILLS	COMMON ASSESSMENT	WHEN TAUGHT?	EXTENSION STANDARDS
GRADE: 10 SUBJECT: ELA 2 HONORS SEMESTER: TEAM MEMBERS:			Mark Bonfiglio Julie Juarez		
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 IT'S DEVELOPMENT -WRITE AN OBJECTIVE SUMMARY	-STUDENTS CAN MARK A TEXT WITH HEAVY EMPHASIS ON PARAPHRASING -STUDENTS CAN SUMMARIZE CHUNKS OF A TEXT AND EXPLAIN HOW THE AUTHOR IS CREATING MEANING. *PHILOSOPHICAL CHAIRS CAN BE USED TO INTRODUCE TOPIC OR PROCESS READING	-CIRCLE KEY WORDS -IDENTIFY A CLAIM -AUTHOR CREDENTIALS - SUMMARY	MARKING A TEXT CHARTING A TEXT WITH EMPHASIS ON RHETORIC WEEKLY ASSESSMENT OF AP RHETORICAL GLOSSARY OF TERMS (DEFINITIONS ONLY)	OCTOBER- NOVEMBER	FULL PROCESS ESSAYS SOCRATIC SEMINAR CAN BE USED AS AN EXTENSION ACTIVITY
RI 10.6 -DETERMINE AN AUTHOR'S POINT OF VIEW -HOW AN AUTHOR USES RHETORIC	STUDENTS CAN IDENTIFY RHETORIC IN A VARIOUS SPEECHES AND EXPLAIN HOW IT ADVANCES THE AUTHOR'S PURPOSE	ETHOS/PATHOS/LOGOS [DETAILED RHETORIC]	RHETORIC PRÉCIS RHETORICAL ANALYSIS ESSAY WEEKLY ASSESSMENT OF AP RHETORICAL GLOSSARY OF TERMS (IDENTIFYING TERMS IN CONTEXT)	DECEMBER- JANUARY USE TO PROCESS INFORMATION GATHERED IN RI9.2	APPLY IN FULL PROCESS ESSAY WRITING.

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GO BACK TO FULL PROCESS ESSAY AND INTEGRATE TEXTUAL EVIDENCE.

*HONORS STUDENTS SHOULD INTEGRATE TWO PIECES OF EVIDENCE IN EACH PARAGRAPH FROM MULTIPLE SOURCES.

ON DEMAND ESSAYS - ARGUMENTATIVE SYNTHESIS ESSAY

R.I. 10.1
- CITE TEXTUAL EVIDENCE

STUDENTS CAN INTRODUCE AN AUTHOR AND WORK, QUOTE IT AND THEN THEIR OWN SUPPORTS JUSTIFY ITS PURPOSE WITHIN THE TEXT.

-DEFINE TEXTUAL EVIDENCE
-IN-TEXT CITATION
-IVF TOPIC SENTENCE

THREE PART SOURCE INTEGRATION TEMPLATE

BFF AND PPP'S
*HEAVY EMPHASIS WILL BE PLACED ON PARAPHRASING

LOOP

RI.10.9
ANALYZE SEMINAL U.S. DOCUMENTS OF HISTORICAL AND LITERARY SIGNIFICANCE INCLUDING HOW THEY ADDRESS RELATED THEMES AND CONCEPTS.

STUDENTS WILL ANALYZE USING SKILLS FROM RI 9.2 AND RI 10.6

KNOW HOW TO ANALYZE A TEXT USING MARKING AND CHARTING. RECOGNIZE RHETORICAL DEVICES (BEYOND SURFACE LEVEL: ETHOS, PATHOS, LOGOS) LEARN SOAPSTONE

WRITING OR VERBAL (EXAMPLE: PROPAGANDA SPEECH)

LOOP: USE TO DRIVE CONTENT AND NOT JUST FOCUS ON CURRENT ARTICLES, BUT INCLUDE RANGE OF HISTORICAL TEXTS.
*HONORS SHOULD LOOK AT 10TH GRADE STANDARDS FOR CONTENT.

SYNTHESIZE BETWEEN DIFFERENT TEXTS, IN DIFFERENT MEDIUMS.

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<p>RI.10.8 DELINEATE THE ARGUMENTS 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 COMPLETE THIS WHEN EVALUATING USE OF RHETORICAL DEVICES. STUDENTS CAN DESCRIBE IF WRITER'S REASONING IS VALID.</p>	<p>ETHOS, LOGOS, PATHOS</p>	<p>STUDENTS ASSESS EXCERPTS OF TEXT THAT CONTAIN RANGE OF ARGUMENTS.</p>	<p>WHEN EVALUATING TEXTS. LOOP</p>	<p>HAVE STUDENTS RE-WRITE ARGUMENT TO MAKE CREDIBLE.</p>
<p>W.10.4 PRODUCE CLEAR AND COHERENT WRITING IN WHICH THE DEVELOPMENT, ORGANIZATION, AND STYLE ARE APPROPRIATE TO TASK, PURPOSE, AND AUDIENCE.</p>	<p>STUDENTS CAN DECONSTRUCT A WRITING PROMPT AND ORGANIZE THEIR IDEAS USING A GRAPHIC ORGANIZER.</p>	<p>INFORMAL AND FORMAL WRITING (CODE SWITCHING).</p>	<p>-RAFTS -INFORMAL/KEY STAR OUTLINE EXPOSE STUDENTS TO COMPLEX PROMPTS FROM SATS, AP LANG AND SBAC</p>	<p>LOOP, COMPLETED EACH TIME INTRODUCED TO PROMPT</p>	<p>USE TO CREATE FULL PROCESS WRITING</p>
<p>W.10.2 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>	<p>STUDENTS ARE CORRECTLY ADDRESSING THE TASK, AUDIENCE AND PURPOSE AND RELEVANT TEXTUAL EVIDENCE.</p>	<p>RAFTS INFORMAL OUTLINE. THREE PART SOURCE INTEGRATION/PPPP'S</p>	<p>FULL PROCESS ESSAY <ul style="list-style-type: none"> ASSESS RELEVANT 3 PART THESIS THREE PART SOURCE INTEGRATION/PPPP'S TONE/AUDIENCE <p>STUDENTS WILL BE PROVIDED SOURCES TO INTEGRATE.</p> </p>	<p>AFTER TEACHING STUDENTS HOW TO EVALUATE INFORMATIONAL TEXTS.</p>	<p>SYNTHESIS ESSAY USING OTHER RESOURCES. ON DEMAND ESSAYS</p>
<p>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.</p>	<p>STUDENTS CAN WRITE A PERSUASIVE ESSAY THAT CONTAINS TEXTUAL EVIDENCE, COUNTERCLAIMS AND REFUTATIONS.</p>	<p>DEFINE COUNTERCLAIM DEFINE REFUTATION THREE PART SOURCE INTEGRATION INFORMAL OUTLINE RAFTS</p>	<p>ARGUMENT ESSAY</p>	<p>AFTER TEACHING STUDENTS HOW TO EVALUATE INFORMATIONAL TEXTS AND HAVING THEM WRITE INFORMATIONAL TEXTS.</p>	<p>FULL PROCESS WRITING USE MULTIPLE SOURCES, TURN INTO A SYNTHESIS ESSAY.</p>
<p>RL.9-10.2 DETERMINE A THEME OR CENTRAL IDEA OF A TEXT</p>	<p>Mark a text (short stories)</p>	<p>The students should be able to define and explain a theme.</p>	<p>Theme graphic organizer which requires students to determine the theme of a text, support their theme with textual</p>	<p>Mid August- Mid September</p>	<p>Compose a Literary Analysis essay.</p>

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Integrate Poetry that reflects cultural diversity

<p>AND ANALYZE THE DEVELOPMENT OF 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>	<p>Circle key words related to literary elements</p>		<p>evidence, and analyze the evidence in relation to the theme.</p>		<p>Analyze literary elements in poetry using song lyrics.</p>
<p>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>	<p>STUDENTS CAN INTRODUCE AN AUTHOR AND WORK, QUOTE IT AND THEN THEIR OWN SUPPORTS JUSTIFY ITS PURPOSE WITHIN THE TEXT.</p>	<p>-DEFINE TEXTUAL EVIDENCE -IN-TEXT CITATION -IVF TOPIC SENTENCE</p>	<p>THREE PART SOURCE INTEGRATION TEMPLATE HEAVY EMPHASIS WILL BE PLACED ON PARAPHRASING</p>	<p>LOOP</p>	<p>GO BACK TO FULL PROCESS ESSAY AND INTEGRATE TEXTUAL EVIDENCE. *HONORS STUDENTS WILL INTEGRATE TWO PIECES OF EVIDENCE IN EACH PARAGRAPH FROM MULTIPLE SOURCES.</p>
<p>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 (E.G., HOW THE LANGUAGE EVOKES A SENSE OF TIME AND PLACE; HOW IT SETS A FORMAL OR INFORMAL TONE).</p>	<p>Revise, and publish an original short story. Analytical presentation on a key element of the craft and structure of the novel studied.</p>	<p>The students should be able to identify elements of plot and basic literary terms.</p>	<p>Performance Task 1: compose a short story using SBAC Narrative Rubric Performance Task: Presentation using SBAC Informative Rubric</p>	<p>SEPTEMBER – OCTOBER LOOP EACH TIME THEY READ LITERATURE/OR TEXT THAT CONTAINS CONVENTIONS.</p>	<p>AGAIN, REFER BACK TO 10.6 AND 10.9 COMPOSE A SHORT STORY USING UNCONVENTIONAL NARRATIVE TECHNIQUES (STREAM-OF-CONSCIOUSNESS, UNRELIABLE NARRATOR, ETC.) ALSO, PRACTICE USING VARIOUS POINTS-OF-VIEW.</p>
<p>GO THROUGH ALL THE WRITING STANDARDS AGAIN AFTER COMPLETING R.L. STANDARDS</p>					
<p>W.9-10.8 GATHER RELEVANT INFORMATION FROM MULTIPLE AUTHORITATIVE PRINT AND DIGITAL</p>	<p>PROVIDE TOPIC AND RESOURCES AND ALLOW STUDENTS TO USE INFORMAL OUTLINE TO ORGANIZE</p>	<p>*HONORS SHOULD TEACH STUDENTS HOW TO EVALUATE VISUAL LITERACY.</p>	<p>INFORMAL OUTLINE OF ESSAY TO ASSESS USE OF TEXTUAL EVIDENCE FROM MULTIPLE SOURCES.</p>	<p>CAN BE DONE AT END OF SCHOOL YEAR ONCE ALL OTHER STANDARDS HAVE BEEN ADDRESSED.</p>	<p>FULL PROCESS WRITING</p>

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SOURCES. A
USEFULNESS
SOURCE IN A
RESEARCH QUESTION,
INTEGRATE INFORMATION
INTO THE TEXT SELECTIVELY
TO MAINTAIN THE FLOW OF
IDEAS, AVOIDING
PLAGIARISM AND
FOLLOWING A STANDARD
FORMAT FOR CITATION.

INFORMATION FROM
MULTIPLE SOURCES.

CITIC
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