

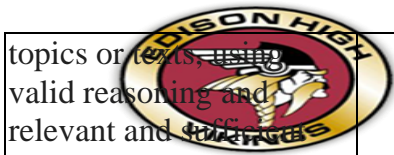


**Essential Outcomes Chart: What is it we expect students to learn?**

Grade:	11	Subject:	ELA 3	Semester:		Team Members:	Makenzie Humphrey Tony Tracy Breeanna Meunier	Mary Shankle Lisa Bonillas Nate Bussey		
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)?
<a href="#">CCSS.ELA-LITERACY.W.11-12.4</a> 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 standards 1-3 above.)		-FULL-PROCESS ESSAY -ON-DEMAND ESSAY -RHETORICAL ANALYSIS -RESEARCH -ARGUMENT SYNTHESIS		AVID WRITING SYSTEM ● <b>BACKGROUND, FOCUS, FORECAST</b> ● <b>POINT, PREVIEW, PROOF, PULL-TOGETHER</b> ● <b>FORECAST, FOCUS, PULL-TOGETHER</b>		-FULL-PROCESS ESSAY -ON-DEMAND ESSAY		August- Loop		-ESSAYS INCLUDING COUNTERPOINTS AND REFUTATIONS
<a href="#">CCSS.ELA-LITERACY.W.11-12.1</a> Write arguments to support claims in an analysis of substantive		-IN-TEXT CITATION -THREE-PART SOURCE INTEGRATION -ALL QUOTE ANALYSIS		-AVID WRITING SYSTEM <b>POINT, PREVIEW, PROOF, PULL-TOGETHER</b>		-ALL QUOTE ANALYSIS -ESSAY WITH IN-TEXT CITATIONS -THREE-PART SOURCE INTEGRATION		September- Loop		-ON-DEMAND ESSAY -COUNTERCLAIMS

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.



Stockton Unified School District

# EDISON HIGH SCHOOL

Home of the Vikings



topics or texts, using valid reasoning and relevant and sufficient evidence.

[CCSS.ELA-LITERACY.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.

- STUDENTS CAN MARK A TEXT
- STUDENTS CAN PROVIDE AN OBJECTIVE SUMMARY OF TEXT
- STUDENTS CAN CREATE AND FILL OUT A PLOT MAP
- STUDENTS CAN WRITE A STATEMENT OF THEME

\*SOCRATIC SEMINAR AND PHILOSOPHICAL CHAIRS CAN BE USED TO INTRODUCE TOPIC OR PROCESS READING.

Define exposition, rising action, climax, falling action and resolution.

- MARKING
- PLOT MAP
- THEME STATEMENT WITH EVIDENCE
- OBJECTIVE SUMMARY

January-Loop

-LITERARY ANALYSIS ESSAY

[CCSS.ELA-LITERACY.RL.11-12.4](#)

Determine the meaning of words and phrases as they are used in the text, including figurative and

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.



# EDISON HIGH SCHOOL

Home of the Vikings

February-Loop



CONTEXTUAL 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. (Include Shakespeare as well as other authors.)

EXPLAIN HOW THE AUTHOR IS CREATING MEANING  
-FIGURATIVE LANGUAGE  
-CONNOTATION/DENOTATION  
-TONE  
- DICTION

-METAPHOR, SIMILE,  
CONNOTATION, DENOTATION,  
IDIOMS, IRONY, INFORMAL/FORMAL  
DICTION, PERSONIFICATION,  
HYPERBOLE, CHARACTERIZATION,  
FORESHADOWING, TONE, MOOD

-IDENTIFYING AND CREATING FIGURATIVE LANGUAGE  
-EXPLAINING CHARACTERIZATION  
-DETERMINING TONE  
-IDENTIFYING DICTION  
-ANALYZE IMPACT OF WORD CHOICE  
-ANALYZE IMPACT OF FIGURATIVE LANGUAGE

Full-Process Essay on Characterization

Full-Process Essay on Characterization

Mission: Thomas Alva Edison High School will deliver challenging and meaningful instruction within programs that are designed to prepare all students for a variety of post-secondary opportunities.

Vision: Thomas Alva Edison High School will be a locally and nationally renowned learning environment where students, staff, parents and community members collaborate to ensure that all students are college and career ready.