

Essential Standards Chart

Department: English

Course: 11B

Teacher: Brennan/Hohensee

Essential Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<i>What are the essential standards to be learned? Describe in student-friendly language.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>	<i>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>When will this essential standard be taught? unit/topic/book</i>	<i>What will we do when students have learned the essential standard(s)?</i>
I can write to show my understanding of a topic.	- Students can organize their argument for optimal clarity. - Students can support their claims/ideas. - Students can identify different genres and choose which genre best matches their rhetorical situation. - Students can enter the conversation that is happening about their	- Genre - Audience - Claim - Support - Research - Bias - Annotations	Multi-Genre Project (Heavily weighted for the research paper)	All trimester long	Add more genres, push the types of genres, work in higher word choice, use more pieces of research for a more in-depth essay, encourage a repeat

	topic and add something fresh and new to it.				
I can understand multiple facets of a topic while reading and researching.	- Students can identify any author's purpose, tone, and bias. - Students can use text structures to better understand their topic. - Students will make inferences in research articles: students will judge research used, support, etc.	- Annotations, Bias, Structures, Research strategies (beyond Google)	Annotations, analysis of articles, summaries of articles, connections of pieces (support for essay)	First Half of the Trimester	Encourage more difficult articles, visuals, and longer texts
I can write sentences that are grammatically correct, clear, and concise.	- Students can read their work with a critical eye to identify awkward/incorrect areas of their writing. - Students can read others' work with a critical eye to	- Clauses/phrases - Apostrophes - Audience and Word Choice - Audience and Grammar	This is assessed in every genre a student writes; it is assessed wholly dependent on the student's choice of genre.	Second half of trimester	Encourage students to find more models to follow that better inspire true genre writing. Encourage students to write dialogue.

	identify awkward/incorrect areas of their writing. - Students can understand that different genres call for different uses of language.				
I can speak clearly to convey concise ideas; I can listen to others' ideas critically, not judgmentally.	- Students can prepare for discussions and critiques by reading material ahead of time and knowing what they want to say. - Students can listen to each other without immediate response. - Students can use constructive criticism.	- Take notes to prepare to speak - Take notes while listening	Group discussions, final presentation	Second half of trimester	Identify leaders for groups, add flourishes to presentations