

Quarter 1 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p>1st Quarter</p> <p>Informative/Explanatory</p> <p>Essential Standards: W.9-10.2 W.9-10.4 RI./L.9-10.1 RI/RL.9-10.2</p> <p>Supporting Standards: L.9-10.1 L.9-10.2 L9-10.3 RI.9-10.7 W.9-10.5 W.9-10.9 SL.9-10.1</p>	<p>Write an essay where you inform your audience about a topic and explain its significance. *</p> <p>*Teachers may substitute “topic” with content of their choice</p>	<p>Checkpoint #1 – significant topic selected, with clear facts to support topic</p> <p>Checkpoint #2 – structure is appropriate and helps organize complex ideas presented</p> <p>Checkpoint #3 – uses varied transitions to move from one idea to the next, maintaining an objective tone</p> <p>Checkpoint #4 – conclusion supports information/explanation presented</p> <p>On a district level these are expected but at an individual classroom level, additional checkpoints may be added</p>

Quarter 2 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p>2nd Quarter</p> <p>Narrative</p> <p>Essential Standards: W.9-10.3 RL.9-10.5 RL.9-10.3</p> <p>Supporting Standards: L.9-10.1 L.9-10.2 L.9-10.3 RL.9-10-4 W.9-10.4 W.9-10.5 W.9-10.6</p>	<p>Write a real or imagined narrative using pacing and sequence of events to relay a situation.</p>	<p>Checkpoint #1 – establish problem, situation or observation, POV, introduce characters/narrator</p> <p>Checkpoint #2 – dialogue pacing, description, plot lines</p> <p>Checkpoint #3 – events are sequenced to build on one another</p> <p>Checkpoint #4 – sensory language and details used to create a vivid picture of the experience</p> <p>On a district level these are expected but at an individual classroom level, additional checkpoints may be added</p>

Quarter 3 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment (SLO) Check Points (for PLCs)
<p>3rd Quarter</p> <p>Essential Standards: W.9-10.1 W.9.10.8 W.9-10.9 RI/RL.9-10.3 RI/RL.9-10.6</p> <p>Supporting Standards: L.9-10.1 L.9-10.2 L.9-10.3 RI/L.9-10.1 RI.9-10.5 RL.9-10.7 W.9-10.4 W.9-10.5 W.9-10.6 SL.9-10.1</p>	<p>Write an argument in which you develop a position on (a topic of your choice/could be research or literary text driven).</p>	<p>Checkpoint #1 – compelling, debatable, defensible claim</p> <p>Checkpoint #2 – relevant and sufficient evidence that supports the claim (not loosely-related to the claim)</p> <p>Checkpoint #3 – write reasoning that connects the evidence to the claim</p> <p>Checkpoint #4 – acknowledge and name a counterargument</p> <p>On a district level these are expected but at an individual classroom level, additional checkpoints may be added</p>

Quarter 4 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p>4th Quarter Research Multimodal And/or Digital Composition</p> <p>Essential Standards: W.9-10.7 W.9-10.9 SL.9-10.4</p> <p>Supporting Standards: L.9-10.4 L.9-10.5</p>	<p>Department-based assessment</p>	