

# Quarter 1 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p><b>1<sup>st</sup> Quarter</b></p> <p><b>Informative/Explanatory</b></p> <p><b>Essential Standards:</b>  W.9-10.2  W.9-10.8  RI.9-10.1  RI.9-10.2</p> <p><b>Supporting Standards:</b>  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.6  RI.9-10.7  W.9-10.4  W.9-10.5  W.9-10.6</p>	<p>Write an essay where you inform your audience about a topic using facts and examples appropriate to the audience's knowledge of the topic.</p> <p>*Teachers may substitute "topic" with content of their choice</p>	<p>On a district level these are expected but at an individual classroom level, additional checkpoints may be added.</p> <p>Checkpoint 1: Topic and evidence. The writer selects a topic and various pieces of evidence so that the audience can connect to the topic.</p> <p>Checkpoint 2: The writer thoroughly discusses and explains the evidence, using evidence and facts to inform the audience.</p> <p>Checkpoint 3: The writer chooses an organizational structure to create cohesion and clarify the relationship between complex ideas.</p> <p>Checkpoint 4: The writer has mostly correct spelling and maintains other norms and conventions of Standard English. The writer maintains a consistently objective and formal tone.</p>

## Quarter 2 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p><b>2<sup>nd</sup> Quarter</b></p> <p><b>Narrative</b></p> <p><b>Essential Standards:</b>  W.9-10.3  RL.9-10.2  RL.9-10.3  RL.9-10.5</p> <p><b>Supporting Standards:</b>  L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.5  RL.9-10.4  RL.9-10.6  RL.9-10.9  W.9-10.4  W.9-10.5  W.9-10.6</p>	<p>Write a real or imagined narrative with multiple plot lines, using pacing sequence of events, and dialogue to relay a situation.</p>	<p>On a district level these are expected but at an individual classroom level, additional checkpoints may be added</p> <p>Checkpoint #1 – establish problem, situation, or observation, POV, introduce characters/narrator</p> <p>Checkpoint #2 – dialogue pacing, description, multiple 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>

## Quarter 3 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment (SLO) Check Points (for PLCs)
<p><b>3<sup>rd</sup> Quarter Argument</b></p> <p><b>Essential Standards:</b>  W.9-10.1  W.9-10.8  RI/RL.9-10.1  RI.9-10.6</p> <p><b>Supporting Standards:</b></p> <p>L.9-10.1  L.9-10.2  L.9-10.3  L.9-10.4  L.9-10.6  RI/RL9-10.5  W.9-10.4  W.9-10.5  W.9-10.6  W.9-10.9  SL.9-10.1</p>	<p>Write an argument in which you develop a position on a topic of your choice for an audience.</p>	<p>On a district level these are expected but at an individual classroom level, additional checkpoints may be added</p> <p>Checkpoint #1 – compelling, debatable, defensible, <b>nuanced</b> claim</p> <p>Checkpoint #2 – point out the strengths and limitations of evidence</p> <p>Checkpoint #3 – write reasoning that <b>specifically and purposefully</b> connects the evidence to the claim</p> <p>Checkpoint #4 – acknowledge and respond to <b>multiple facets of an argument</b></p> <p>Pie-in-the-sky checkpoint:</p> <p>Anticipate and respond to audience’s potential biases and reception of argument</p>

## Quarter 4 Task

Big Ideas	Culminating Tasks and Assessments	Pre-Assessment Check Points
<p><b>4<sup>th</sup> Quarter Synthesis</b>            Research            Multimodal            And/or            Digital Composition</p> <p><b>Essential Standards:</b>            W.9-10-4            W.9-10.7            W.9-10.9            SL.9-10.4            RI/RL.9-10.10</p> <p><b>Supporting Standards:</b>            W.9-10.5            RI/RL.9-10.1            L.9-10.1            L.9-10.2            L.9-10.3            L.9-10.4            L.9-10.6</p>	<p>This should be decided at the site level by grade-level teams. Please make sure that your team is using the selected standards. We suggested a research synthesis piece or a multimodal piece that will incorporate all the skills of the year.</p> <p><b>**Please note that EOCs will return in the Spring of 2023</b></p>	