



HIGHLANDS MIDDLE SCHOOL

9 WEEK PACING GUIDE

GRADE 10 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 1 SAS MODULE 1 <i>Rhetorical Devices</i> <i>Influence the Audience</i> (Suggested Timeline: 6-8 weeks)		CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.	CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
		ASSESSMENT	ASSESSMENT	ASSESSMENT
		CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an		CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose,

		effect.		audience, and task.
		ASSESSMENT		ASSESSMENT
		CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
		ASSESSMENT		ASSESSMENT
		CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.		
		ASSESSMENT		
		CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.		
		ASSESSMENT _____		

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GRADE 10 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 2 SAS MODULE 2 (Suggested Timeline: 6-8 weeks) <i>Knowledge and Experience</i>	CC.1.2.9-10.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
	ASSESSMENT		ASSESSMENT	ASSESSMENT

Shape Perspective	<u>CC.1.2.9-10.I</u> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.			<u>CC.1.5.9-10.D</u> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
	ASSESSMENT			ASSESSMENT
				<u>CC.1.5.9-10.A</u> Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
				ASSESSMENT

GRADE 10 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 3		CC.1.3.9-10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	CC.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	
SAS MODULE 3		ASSESSMENT	ASSESSMENT	
(Suggested Timeline: 6- 8 weeks)		CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.		
<i>The Importance of Influential Relationships</i>		ASSESSMENT		
		CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.		

		ASSESSMENT		
		CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.		
		ASSESSMENT		
		CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.		
		ASSESSMENT		
		CC.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.		
		ASSESSMENT		
		CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.		
		ASSESSMENT		
SAS Module 4	CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and		CC.1.4.9-10.J Create organization that establishes clear relationships among	

<p>Suggested Timeline: 6- 8 weeks)</p> <p><i>Mirrors: Seeing Ourselves Through the Eyes of Others</i></p>	<p>multimedia), determining which details are emphasized in each account.</p>		<p>claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	
	ASSESSMENT		ASSESSMENT	
	<p><u>CC.1.2.9-10.H</u></p> <p>Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p>			
	ASSESSMENT			
	<p><u>CC.1.2.9-10.J</u></p> <p>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
	ASSESSMENT			

	CC.1.2.9-10.C Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.			
	ASSESSMENT			
	CC.1.2.9-10.E Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.			
	ASSESSMENT			

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GRADE 10 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 4 SAS MODULE 5		CC.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships	CC.1.5.9-10.B Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or

<p>(Suggested Timeline: 6-8 weeks)</p> <p><i>Boundaries Alter Perspective</i></p>			between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	exaggerated or distorted evidence.
		ASSESSMENT	ASSESSMENT	ASSESSMENT
		CC.1.3.9-10.D Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.		CC.1.5.9-10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
		ASSESSMENT		ASSESSMENT
		CC.1.3.9-10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.		CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing

				their own clearly and persuasively.
		ASSESSMENT		ASSESSMENT
		<u>CC.1.3.9-10.H</u> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.		
		ASSESSMENT		