



# HIGHLANDS MIDDLE SCHOOL

## 9 WEEK PACING GUIDE

GRADE 11 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 1          SAS MODULE 1  <i>The Impact of Stereotypes on 21st Century Society</i> (Suggested Timeline: 6-8 weeks)	<a href="#">CC.1.2.11-12.B</a>  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.		<a href="#">CC.1.4.11-12.I</a>  Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	<a href="#">CC.1.5.11-12.B</a>  Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
	ASSESSMENT		ASSESSMENT	ASSESSMENT
	<a href="#">CC.1.2.11-12.D</a>  Evaluate how an author's point of view or purpose shapes the content and style of a text.		<a href="#">CC.1.4.11-12.D</a>  Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	
	ASSESSMENT		ASSESSMENT	

	<a href="#">CC.1.2.11-12.E</a>  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		<a href="#">CC.1.4.11-12.E</a>  Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	
	ASSESSMENT		ASSESSMENT	

<b>GRADE 11 ELA</b>	<b>Reading Informational Text</b>	<b>Reading Literature</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>
Quarter 2  SAS MODULE 2  (Suggested Timeline: 6-8 weeks)  <i>Rhetorical Devices Portray</i>		<a href="#">CC.1.3.11-12.A</a>  Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	<a href="#">CC.1.4.11-12.E</a>  Write with an awareness of the stylistic aspects of composition. • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.	
		ASSESSMENT	ASSESSMENT	

<i>Emotions, Beliefs, and Experiences to An Audience</i>		<a href="#">CC.1.3.11-12.D</a> Evaluate how an author’s point of view or purpose shapes the content and style of a text.	<a href="#">CC.1.4.11-12.V</a> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
		ASSESSMENT	ASSESSMENT	
		<a href="#">CC.1.3.11-12.H</a> Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.		
		ASSESSMENT		
		<a href="#">CC.1.3.11-12.E</a> Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.		
		ASSESSMENT		

GRADE 11 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 3       SAS MODULE 3  (Suggested Timeline: 6- 8 weeks)  <i>Propaganda and Satire</i>	<a href="#">CC.1.2.11-12.E</a>  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<a href="#">CC.1.3.11-12.B</a>  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	<a href="#">CC.1.4.11-12.D</a>  Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	<a href="#">CC.1.5.11-12.D</a>  Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
	ASSESSMENT	ASSESSMENT	ASSESSMENT	ASSESSMENT
		<a href="#">CC.1.3.11-12.D</a>  Evaluate how an author's point of view or purpose shapes the content and style of a text.		<a href="#">CC.1.5.11-12.A</a>  Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
		ASSESSMENT		ASSESSMENT
		<a href="#">CC.1.3.11-12.E</a>  Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each		<a href="#">CC.1.5.11-12.A</a>  Initiate and participate effectively in a range of collaborative

		other and the whole.		discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
		ASSESSMENT		ASSESSMENT
		<a href="#">CC.1.3.11-12.H</a>  Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.		
		ASSESSMENT		
		<a href="#">CC.1.3.11-12.G</a>  Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		
		ASSESSMENT		
<b>SAS MODULE 4</b>  (Suggested Timeline: 6-8 weeks)  <i>Evolution of the English Language</i>	<a href="#">CC.1.2.11-12.C</a>  Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.		<a href="#">CC.1.4.11-12.I</a>  Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	<a href="#">CC.1.5.11-12.C</a>  Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any

				discrepancies among the data.
	ASSESSMENT		ASSESSMENT	ASSESSMENT
	<a href="#"><u>CC.1.2.11-12.D</u></a>  Evaluate how an author's point of view or purpose shapes the content and style of a text.		<a href="#"><u>CC.1.4.11-12.V</u></a>  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<a href="#"><u>CC.1.5.11-12.A</u></a>  Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	ASSESSMENT		ASSESSMENT	ASSESSMENT
	<a href="#"><u>CC.1.2.11-12.E</u></a>  Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.			<a href="#"><u>CC.1.5.11-12.D</u></a>  Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
	ASSESSMENT			ASSESSMENT
	<a href="#"><u>CC.1.2.11-12.H</u></a>  Analyze seminal texts based upon reasoning, premises, purposes, and arguments.			<a href="#"><u>CC.1.5.11-12.F</u></a>  Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

	ASSESSMENT			ASSESSMENT

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GRADE 11 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 4  SAS MODULE 5  (Suggested Timeline: 6-8 weeks)  <i>The Pursuit of Happiness</i>	<a href="#">CC.1.2.11-12.B</a>  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.		<a href="#">CC.1.4.11-12.D</a>  Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.	<a href="#">CC.1.5.11-12.B</a>  Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
	ASSESSMENT		ASSESSMENT	ASSESSMENT
	<a href="#">CC.1.2.11-12.C</a>  Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.		<a href="#">CC.1.4.11-12.V</a>  Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;	<a href="#">CC.1.5.11-12.D</a>  Present information, findings, and supporting evidence, conveying a clear

			<b>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>	<b>and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</b>
	ASSESSMENT		ASSESSMENT	ASSESSMENT
	<u>CC.1.2.11-12.I</u>  Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.			<u>CC.1.5.11-12.F</u>  Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
	ASSESSMENT			ASSESSMENT
	<u>CC.1.5.11-12.F</u>  Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.			
	ASSESSMENT			