



HIGHLANDS MIDDLE SCHOOL

9 WEEK PACING GUIDE

GRADE 9 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 1 SAS MODULE 1 <i>Perceptions of Reality Impact Responsibilities and Actions</i> (Suggested Timeline: 6-8 weeks)	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			
	CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.			
	ASSESSMENT			

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GRADE 9 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 2 SAS MODULE 2 (Suggested Timeline: 6-8 weeks) <i>Outside Influences Impact Relationships and Decisions</i>		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.B Write with a sharp distinct focus identifying topic, task, and audience.	
		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.		
		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.		

		ASSESSMENT		

GRADE 9 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 3 SAS MODULE 3 (Suggested Timeline: 6- 8 weeks) Current Scientific Research Impacts Long Held Societal Beliefs	CC.1.2.9-10.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.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.	
	ASSESSMENT		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.		CC.1.4.9-10.B Write with a shar distinct focus identifying topic, task, and audience.	
	ASSESSMENT		ASSESSMENT	
	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		CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to	

	level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		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	
SAS MODULE 4 (Suggested Timeline: 6-8 weeks) <i>Stereotypes Impact the Understanding of Others</i>		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.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.	
		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 effect.	CC.1.4.9-10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	
		ASSESSMENT	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.	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.	
		ASSESSMENT		

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GRADE 9 ELA	Reading Informational Text	Reading Literature	Writing	Speaking & Listening
Quarter 4 SAS MODULE 5 (Suggested Timeline: 6-8 weeks) <i>Perceptions of Beauty Influence the</i>	CC.1.2.9-10.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.H Write with a sharp distinct focus identifying topic, task, and audience. • Introduce the precise claim.	CC.1.5.9-10.C Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
	ASSESSMENT		ASSESSMENT	ASSESSMENT
	CC.1.2.9-10.H Delineate and evaluate the argument and specific claims in a text, assessing		CC.1.4.9-10.I Distinguish the claim(s) from alternate or	CC.1.5.9-10.D Present information,

Understanding of Self	the validity of reasoning and relevance of evidence.		opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	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	ASSESSMENT
	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 multimedia), determining which details are emphasized in each account.		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.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
	ASSESSMENT		ASSESSMENT	ASSESSMENT

			CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
	ASSESSMENT		ASSESSMENT	
			CC.1.4.9-10.V 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	