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| **PVREC Consortium (Dexter, Hagerman, Lake Arthur, and Loving)** | | | | |
| **11th Grade Pacing Guide – Common Core Standards** | | | | |
| **1st Nine Weeks** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCE** | **ASSESSMENT** |
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| Reading Literature/Informational  Text |  RL.11-12.1. RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   RL.11-12.2. RI.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.   RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)   RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.   RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text   RI.11-12.5. 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.   RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. | **1** Cite specific textualevidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.  2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  6 Analyze the author’s purpose in providing an explanation, describing procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.  8 Evaluate the hypothesis, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.  9 Synthesize information from a range of sources (e.g. texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | HSTW : Literacy Across the Curriculum  Literacy Plan  Anthology  Textbook  Internet  Library  Novels | Summative  Formative  ACT  Project-Based  Formal (NMSBA/MAP) |
| Writing | W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | 1 Write arguments focused on discipline-specific content.  2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | Step Up to Writing Curriculum  Textbook  Internet  ACE  TASK Writing Prompts |  |
| Speaking and Listening | SL.9-10.1 Initiate and participate in a range of collaborative discussions. (Collaboration)  SL.9-10.3 Evaluate speaker’s point of view, reasoning, fallacies, and evidence. (Speech Evaluations)  SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | 8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  6 Use technology, including the Internet, to produce, publish, and update individual and shared writing products in response to ongoing feedback, including new arguments or information | Rubrics  Prompts  Speeches in the Anthology  Internet |  |
| Language | L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  | Daily Grammar  Marzano’s Vocabulary |  |

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| **11th Grade Pacing Guide – Common Core Standards** | | | | |
| **2nd Nine Weeks** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCE** | **ASSESSMENT** |
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| Reading Literature/Informational  Text | RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.  RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).  RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  RI.11-12.5. 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.  RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy. |  | HSTW : Literacy Across the Curriculum  Literacy Plan  Anthology  Textbook  Internet  Library  Novels | Summative  Formative  ACT  Project-Based  Formal (NMSBA/MAP) |
| Writing | W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  W.11-12.7. Conduct short as well as more sustained research projects to answer a 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.  W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.  W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. |  | Step Up to Writing Curriculum  Textbook  Internet  ACE  TASK Writing Prompts |  |
| Speaking and Listening | SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |  | Rubrics  Prompts  Speeches in the Anthology  Internet |  |
| Language | L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |  | Daily Grammar  Marzano’s Vocabulary |  |

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| **11th Grade Pacing Guide – Common Core Standards** | | | | |
| **3rd Nine Weeks** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCE** | **ASSESSMENT** |
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| Reading Literature/Informational  Text | RL 11-12 1. . Cite strong and thorough textual evidence to support analysis of what the text  says explicitly as well as inferences drawn from the text, including determining  where the text leaves matters uncertain. (Fiction, Rhetorical, Propaganda)  RI 11-12: 1. Cite strong and thorough textual evidence to support analysis of what the text  says explicitly as well as inferences drawn from the text, including determining  where the text leaves matters uncertain.  RI 11-12 : 2. Determine two or more central ideas of a text and analyze their development  over the course of the text, including how they interact and build on one another  to provide a complex analysis; provide an objective summary of the text. (Court Case, Articles, Journals)  RI 11-12: 5 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.  RI 11-12: 6. Determine an author’s point of view or purpose in a text in which the rhetoric is  particularly effective, analyzing how style and content contribute to the power,  persuasiveness, or beauty of the text. (Advertisements, closing statements)  RI 11-12 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (Teacher-Tube, Commercials, editorials)  RI 11-12 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the  application of constitutional principles and use of legal reasoning (e.g., in U.S.  Supreme Court majority opinions and dissents) and the premises, purposes,  and arguments in works of public advocacy (*The Federalist,* presidential  addresses).(Non-Fiction, Historical Documents, Auto/Biographies, Media print) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library Step Up to Writing Curriculum**  **Text book**  **Internet**  **Library** | Summative  Formative  Act  Formal |
| Writing | W 11-12:1. Write arguments to support claims in an analysis of substantive topics or texts,  using valid reasoning and relevant and sufficient evidence.  W 11-12:2. Write informative/explanatory texts to examine and convey complex ideas,  concepts, and information clearly and accurately through the effective selection,  organization, and analysis of content.  W 11-12: 6. Use technology, including the Internet, to produce, publish, and update  individual or shared writing products in response to ongoing feedback,  including new arguments or information.  W 11-12: 7. 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.  W 11-12 :8. Gather relevant information from multiple authoritative print and digital sources,  using advanced searches effectively; assess the strengths and limitations of  each source in terms of the task, purpose, and audience; integrate information  into the text selectively to maintain the flow of ideas, avoiding plagiarism and  overreliance on any one source and following a standard format for citation. (Historical Documents, Auto/Biographies) |  |  |  |
| Speaking and Listening | SL 11-12 2. Integrate multiple sources of information presented in diverse formats and  media (e.g., visually, quantitatively, 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. (Political Speech, Commercial Media, Poetry)  SL 11-12: 3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric,  identifying any fallacious reasoning or exaggerated or distorted evidence. |  |  |  |
| Language | L 11-12: 6. 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. |  |  |  |

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| **11th Grade Pacing Guide – Common Core Standards** | | | | |
| **4th Nine Weeks** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCE** | **ASSESSMENT** |
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| Reading Literature/Informational  Text | RL 11-12: 7. 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.) (Movie, Musical, Play)  RL 11-12: 9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century  foundational works of American literature, including how two or more texts from  the same period treat similar themes or topics.(Drama) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library Step Up to Writing Curriculum**  **Text book**  **Internet**  **Library** | Summative  Formative  Act  Formal |
| Writing | W 11-12: 10. Write routinely over extended time frames (time for research, reflection, and  revision) and shorter time frames (a single sitting or a day or two) for a range of  tasks, purposes, and audiences.(Research, Reflections, Revisions) |  |  |  |
| Speaking and Listening | SL 11-12: 6. Adapt speech to a variety of contexts and tasks, demonstrating a command  of formal English when indicated or appropriate. (Soliloquy) |  |  |  |
| Language | L 11-12: 5. Demonstrate understanding of figurative language, word relationships, and  nuances in word meanings.(Drama) |  |  |  |