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| **PVREC Consortium (Dexter, Hagerman, Lake Arthur, and Loving)** | | | | |
| **12th 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.11-12.7 Analyze multiple interpretations of a story, drama, or poem. (Short Story, Poetry, Novel)  RL.RI. 11-12.2 Determine two or more themes or central ideas of a text and analyze over the course of the text. (Short Story, Poetry, Novel)  RL.RI.11-12.1 Cite strong and thorough textual evidence. (Short Story, Poetry, Novel, Research)  RI.11-12.6 Determine an author’s point of view or purpose in a text. (Short Story, Poetry, Novel, Historical Documents)  RI.11-12.7 (SL11-12.2) Integrate and evaluate multiple sources of information presented in different media or formats. (Research, Speech, Presentations) | **1**-Citespecific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account**.**  2-Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.  7-Integrate and evaluate multiple sources of information presented in diverse formats and media (quantitative data, video, multimedia) in order to address a question or solve a problem. | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** | Summative  Formative  ACT  Project  Formal NMSBA/MAP |
| Writing | 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. (Narrative)  W.11-12.7 Conduct short research project to answer a questions. (Research)  W.11-12.8 Gather relevant info from multiple primary sources. (Research, Analysis) | 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.  8-Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively ; assess the strength and limitations of each source 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.  10-Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library**  **Step Up to Writing** | Summative  Formative  ACT  Project  Formal NMSBA/MAP |
| Speaking and Listening | (SL11-12.2) Integrate and evaluate multiple sources of information presented in different media or formats. (Research, Speech, Presentations) | 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.) |  | Summative  Formative  ACT  Project  Formal NMSBA/MAP |
| Language | See all year. | All year standards to correlate with CTE standards. | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** | Summative  Formative  ACT  Project  Formal NMSBA/MAP |

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| **12th 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.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. (Novel, Drama)  RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze impact of diction and tone (Short Story, Poetry, Novel)  L11-12.9 Demonstrate knowledge of 18th, 19th, 20th century foundational works of American Literature.  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. (Opinion Editorials)  RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument .(Opinion Editorials, Essays) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** |  |
| 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.11-12.9 Draw evidence from literary or information from texts to support analysis, reflection, and research. (Reflection, Analysis, Research Essays) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library**  **Step Up to Writing** |  |
| Speaking and Listening | SL.11-12.3 Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premise, diction and tone. (Analysis Essay, Synthesis Essay) |  |  |  |
| Language | See all year. |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** |  |

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| **12th Grade Pacing Guide – Common Core Standards** | | | | |
| **All Year** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCE** | **ASSESSMENT** |
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| Reading Literature/Informational  Text | RL. 11-12.10 Read and Comprehend literature, including stories, dramas, and poems.  RL.11-12.10 Read and comprehend literary nonfiction. (This is an all year standard) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** |  |
| 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.  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, publishes, and updates individual or shared writing products in response to ongoing feedback. |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library**  **Step Up to Writing** |  |
| Speaking and Listening | SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions. |  |  |  |
| 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 convention of standard English capitalization, punctuation, and spelling when writing.  L.11-12.3 Demonstrate command of the conventions of standard English grammar and usage.  L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases choosing from a variety of strategies.  L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  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 gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** |  |

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| **12th 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 | RI.11-12.8 Delineate and evaluate the reasoning in foundational documents. (Nonfiction, speeches, foundational documents)  RI.11-12.9 Analyze 17th, 18th, and 19th century foundational documents – including theme or topic. (Nonfiction, speeches, foundational documents)  RI.11-12.5 Analyzing and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear and convincing and engaging. (Opinion Editorials, Essays) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** |  |
| Writing | W.11-12.2 Write informative/ explanatory texts to examine and convey complex ideas, concepts, information clearly and accurately through the effective selection, organization, and analysis of content. (Essay, Speech, Presentation) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library**  **Step Up to Writing** |  |
| Speaking and Listening | SL.11-12.4 Present information, findings, and supporting evidence conveying a perspective. (Research, Speech) |  |  |  |
| Language | See all year. |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** |  |

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| **12th 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.11-12.4 Analyze how an author’s choices concerning how to specific parts of a text. (Various Genres)  RL.11-12.5 Analyze a case in which grasping point of view required distinguishing what is directly stated in a text from what is really meant. (Various Genres) |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Step Up to Writing Curriculum**  **Novel List**  **Library** |  |
| Writing |  |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library**  **Step Up to Writing** |  |
| Speaking and Listening | SL. 11-12.5 Make strategic use of digital media in presentation to enhance understanding of findings, reasoning, and evidence to add interest. (Presentations, Speech, Group Projects)  SL. 11-12.6Adapt speech to a variety of contexts and task. (Presentations, Speech, Group Projects) |  |  |  |
| Language | See all year. |  | **High Schools that Work: Literacy Across the Curriculum**  **Literacy Plan**  **Text book**  **Internet**  **Library** |  |