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| **PVREC Consortium (Dexter, Hagerman, Lake Arthur, and Loving)** | | | | |
| **9th Grade Pacing Guide – Common Core Standards** | | | | |
| **1st Nine Weeks** | | | | |
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| **STRAND** | **STANDARD** | **CTE STANDARDS** | **RESOURCES** | **ASSESSMENT** |
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| Reading Literature/Informational  Text | RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.(Short story, novel , poetry)  RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). (Short story, novel , poetry)  RI.9-10.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (Propaganda)  RI.9-10.7 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. (Narrative, research)  RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. (Historical Texts) |  | Main idea notes, Discovery Education  Textbooks, Newspapers, Online database  Commercials, Posters, Online databases  Commercials, Posters, Online databases  Poetry textbooks | Summative  Formative  ACT  Projects  Formal (MAP,NMSBA) |
| Writing | W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.(Narrative, research)  W.9-10.3 Write narratives to develop real or imagined experiences or events using  effective technique, well-chosen details, and well-structured event sequences. (Narrative, research)  W.9-10.6 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. (Narrative, research) |  | Info Track  Opposing View Points  Data Base  Lecture and Notes, Power Points  Handouts and textbooks  Power Point, notes and lecture |  |
| Speaking and Listening | SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. (Narrative, research)  SL.9-10.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |  | Opposing view point database, editorials  Persuasive technique handout, Textbook |  |
| Language | L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |  |  |  |

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| **9th 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.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text  says explicitly as well as inferences drawn from the text.  (Poetry)  RL.9-10.2 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. (Summarize)  RL.9-10.4 Determine the meaning of words and phrases as they are used in the text,  including figurative and connotative meanings; analyze the cumulative impact  of specific word choices on meaning and tone (e.g., how the language evokes  a sense of time and place; how it sets a formal or informal tone).  (Poetry)  RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories,  dramas, and poems, in the grades 9–10 text complexity band proficiently, with  scaffolding as needed at the high end of the range.  (Response to Literature)  RI.9-10.7 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. (Non-fiction) |  | Main idea notes, Discovery Education  Textbooks, Newspapers, Online database  Commercials, Posters, Online databases  Commercials, Posters, Online databases  Poetry textbooks | Summative  Formative  ACT  Projects  Formal (MAP,NMSBA) |
| Writing | W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts,  using valid reasoning and relevant and sufficient evidence.  (Argument and persuasive) &  (Response to Literature)  W.9-10.8 Gather relevant information from multiple authoritative print and digital  sources, using advanced searches effectively; assess the usefulness of each  source in answering the research question; integrate information into the text  selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (Paraphrase) |  | Info Track  Opposing View Points  Data Base  Lecture and Notes, Power Points  Handouts and textbooks  Power Point, notes and lecture |  |
| Speaking and Listening |  |  |  |  |
| Language |  |  |  |  |

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| **9th 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.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g.,  Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four  Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.  (Non-fiction) |  | Main idea notes, Discovery Education  Textbooks, Newspapers, Online database  Commercials, Posters, Online databases  Commercials, Posters, Online databases  Poetry textbooks | Summative  Formative  ACT  Projects  Formal (MAP,NMSBA) |
| Writing | W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Debate)  W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (Cause and effect and compare/contrast) |  | Info Track  Opposing View Points  Data Base  Lecture and Notes, Power Points  Handouts and textbooks  Power Point, notes and lecture |  |
| Speaking and Listening | SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions  (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10*  *topics, texts, and issues,* building on others’ ideas and expressing their own clearly and persuasively. (Cooperative Groups)  SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of  each source. (On-line journals)  SL.9-10.4 Present claims and findings, sequencing ideas  logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. (Debate) |  | Opposing view point database, editorials  Persuasive technique handout, Textbook |  |
| Language |  |  |  |  |

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| **PVREC Consortium (Dexter, Hagerman, Lake Arthur, and Loving)** | | | | |
| **9th 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.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting  motivations) develop over the course of a text, interact with other characters,and advance the plot or develop the theme.  {Drama (soliloquy/monologue)}  RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  {Drama (soliloquy/monologue)}  R.L.9-10.10 By the end of grade 9, read and comprehend literature, including stories,  dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. {Drama (soliloquy/monologue)} |  |  | Summative  Formative  ACT  Projects  Formal (MAP,NMSBA) |
| Writing | W.9-10.3 Write narratives to develop real or imagined experiences or events using  effective technique, well-chosen details, and well-structured event sequences. (Creative writing)  W.9-10.7 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.  (Projects) |  | Info Track  Opposing View Points  Data Base  Lecture and Notes, Power Points  Handouts and textbooks  Power Point, notes and lecture |  |
| Speaking and Listening | SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely,  and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose,  audience, and task. (Projects) |  | Opposing view point database, editorials  Persuasive technique handout, Textbook |  |
| Language |  |  |  |  |