



ELA 11 Pacing 2024-25

Pacing guides are essential tools designed to ensure consistency in curriculum delivery across all schools within the Lansing School District. These guides provide a structured timeline for instructional planning while allowing flexibility for educators to meet the specific needs of their students and classrooms. Testing schedules, short weeks, and breaks have been factored into the pacing guidelines. By maintaining consistency in curriculum delivery and allowing flexibility for instructional adjustments, we can create optimal learning experiences for every student. For further guidance or support regarding pacing guides, please contact the Instructional Division.

Pacing guides serve multiple important purposes within our district:

1. **Consistency in Curriculum:** By following pacing guides, educators can ensure that all students receive the same essential content and skills regardless of the school they attend. This consistency supports academic achievement and reduces gaps in learning for students who transition between schools within our district.
2. **Smooth Transitions for Students:** Many students move between different schools within our district due to various reasons. Pacing guides help to align curriculum delivery across schools, making transitions smoother and minimizing disruptions in their educational journey.
3. **Flexibility for Instruction:** While pacing guides provide a structured framework, they also allow teachers the flexibility to adjust pacing based on classroom data and the unique needs of their students. This flexibility ensures that instruction remains responsive and effective.

Implementation Guidelines: Effective implementation of pacing guides plays a vital role in ensuring that all students in the Lansing School District receive high-quality instruction aligned with district standards and goals.

1. **Distribution and Review:** Pacing guides are available on the district website and in the Instructional Minute. Principals are responsible for ensuring that teachers within their respective grade levels and subjects review and follow these guides thoroughly.
2. **Alignment with Instructional Plans:** Teachers should align their instructional plans with the pacing guides to ensure that essential content and skills are covered within the designated time frame.
3. **Monitoring and Adjustment:** Teachers are encouraged to monitor student progress regularly using formative assessments and adjust pacing as needed based on classroom data. However, teachers should aim to stay within two weeks of the pacing outlined in the guides to maintain alignment with district-wide goals.

Strategies for Maintaining Effective Pacing:

To maintain effective pacing throughout the year, consider the following strategies:

1. **Collaborative Planning (ILC):** Encourage grade-level teams to collaborate regularly to review pacing guides, share instructional strategies, and discuss adjustments based on student needs.
2. **Data-Driven Instruction:** Use ongoing assessment data to inform instructional decisions and make necessary adjustments to pacing to support student learning.
3. **Professional Development:** Provide opportunities for professional development focused on effective instructional practices and strategies for adapting pacing guides to meet the needs of diverse learners.
4. **Feedback and Reflection:** Encourage teachers to provide feedback on the pacing guides and reflect on their effectiveness in supporting student achievement. This feedback loop is essential for continuous improvement.

ELA 11 Pacing Semester 1, 2024

Week	Dates	Lesson	Standards
1	August 21-23	Community Building/Routines/Procedures	
2	August 26-29	Unit 2 Introduction/ The Writings of Walt Whitman	RI.2; W.10; L.6
3	September 3- 6	Unit 2 The Writings of Walt Whitman cont.	RL.1; RL.2; RL.4; RL.5; RL.9; RL.10; W.3a;W.3d; W.7;L.4c; SL.6
4	September 9-13	Unit 2 Emily Dickenson Poetry	RL.1; RL.6; RL.10; W.4; W.8; L.3; L.4c; L.5a; SL.1d; SL.4
5	September 16-20	Unit 2 Performance Task: Personal Essay	W.2; W.2a-d;W.2f; W.3; W.3b W.3c; W.4; W.5; W.6; L.2; L.2b; L.3a
6	September 23-26	Unit 2 Nature & Self- Reliance	RI.1; RI.3; RI.4; RI.5; RI.9; L.1; L.3; L.4.a; W.3c
7	September 30 - October 4	Unit 2 Walden/Civil Disobedience	RI.1;RI.6; RI.7; RI.9; RI.10;bSL.1; SL.1c; SL1.d L.3; W.1; W.1a; W.1e; W.4
8	October 7- 11	Unit 2 The Council of Pecans From Braiding Sweetgrass	RI.1; RI.2; RI.3; RI.4; RI.5; RI.6 RI.10; L.4a; L.4b; SL.1c;SL.1d; SL.5
9	October 14-18	Unit 2 Navajo Star Wars/ Performance Task: Panel Discussion	SL.1; SL.1b-d; SL.3; L.3
10	October 21-25	Unit 2 Performance Task: Panel Discussion cont./Independent Learning	SL.1; SL.1b-d; SL.3; L.3
11	October 28- November 1	Unit 2 Independent Learning/Unit 3 Introduction	RI.2, W.10; SL.1; L.6
12	November 4-8	Unit 3 What to the Slave Is the Fourth of July	RI.1; RI.2; RI.4; RI.5; RI.9; RI.10; SL.6; L.3; L.4c; W.4; W.6
13	November 11-15	Unit 3 Second Inaugural Address	RI.1; RI.4; RI.6; RI.9; RI.10; W.1; W.7; W.9
14	November 18-22	Unit 3 from Team of Rivals	RI.1; RI.2; RI.6; RI.10; SL.4; L.2; L.3; L.3a; L.4c;W.8
15	December 2-6	Unit 3 Performance Task: Research Report	RI.7;W.2a-f; W.5; W.7; W.8; W.10; SL.2; SL.5
16	December 9-13	Unit 3 Performance Task: Research Report & Declaration of Sentiments (optional)	RI.5; RI.9; RI.10; L.3; L.4a; L.4c RI.7;W.2a-f; W.5; W.7; W.8; W.10; SL.2; SL.5
17	December 16-20	Unit 3 Giving Women the Vote	RI.7; W.4; SL.1; SL.3; L.6
18	January 6- 10	Unit 3 Brown vs. Board of Education	RI.1; RI.2; RI.4; RI.8; RI.10; SL.1a; SL.1b; SL.4; L.1; L.1b; L.3; L.6
19	January 13-17	Unit 3 Poetry Collection I or II	RL.1; RL.4; RL.5; RL.9; RL.10, W.2b; W.7; SL.5; L.4c
20	January 21-24	Review/Exam (Unit tests 2 & 3)	

ELA 11 Pacing Semester 2, 2025

Week	Dates	Lesson	Standards
1	January 27-31	Unit 5 Introduction /The Crucible	RI.2; W.4; SL.1; L.6; RL.1; RL.3; RL.6; RL.10; L.4c
2	February 3-7	Unit 5 The Crucible cont.	RL.1; RL.3; RL.6; RL.10; L.4c
3	February 10-14	Unit 5 The Crucible cont.	RL.1; RL.3; RL.6; RL.10; L.4c
4	February 17-21	Unit 5 The Crucible cont.	RL.1; RL.3; RL.6; RL.10; L.4c
5	February 24-28	Unit 5 The Crucible cont.	RL.1; RL.3; RL.6; RL.10; L.4c
6	March 3-7	Unit 5 Performance Task: Literary Analysis Essay	W.1a-e; W.4; W.5; W.6; W.10; L.1; L.2; L.3a
7	March 10-14	Unit 5 Performance Task: Literary Analysis Essay cont./ Interview with George Takei (optional)	W.1a-e; W.4; W.5; W.6; W.10; L.1; L.2; L.3a RI.7; W.2; W.9; W.10
8	March 17-20	Unit 5 From Farewell to Manzanar & SAT Prep	RI.1; RI.5; RI.6; RI.10; L.2b
9	March 31- April 4	Unit 5 Antojos & SAT Prep	RL.1; RL.2; RL.3; RL.5; L.3; L.4; W.8
10	April 7-11	Unit 4 Introduction & SAT Prep	L.6
11	April 14-18	Unit 4 Life on the Mississippi	RI.1; RI.2; RI.4; RI.6; RI.10; RL.3; RL.4; RL.6; L.3; L.5a; L.6; W.2; W.7; W.8; SL.1c; SL.1d
12	April 21-25	Unit 4 The Notorious Jumping Frog of Calaveras County	RL.1; RL.3; RL.4; RL.5; RL.10; SL.16; SL.6; L.5a; L.5b; W.4; W.7; W.9; W.9a
13	April 28- May 2	Unit 4 From Dust Tracks on the Road	RI.4; RI.6; L.1a; L.4; SL.1b; SL.1c; W.2; W.2b
14	May 5-9	Unit 4 Performance Task: Explanatory Essay	W.2a-f; W.5; W.10
15	May 12-16	Unit 4 Performance Task: Explanatory Essay & American Regional Art (optional)	W.2a-f; W.5; W.10; L.6
16	May 19-23	Unit 4 Introduction From The Way to Rainy Mountain	RI.1; RI.6; RI.10; SL.1a; L.4; L.4a; L.5; L.5a
17	May 27-30	Unit 4 Poetry Collection I	RI.1; RL.4; RL.5; RL.10; L.2b; L.4; L.4a; L.5; L.5a; SL.1c; SL.5
18	June 2-6	Review/Exam (Unit tests 4 & 5)	