

Vocabulary	
Recommended Texts*	Resources*

* List your recommended texts and resources - we will be collecting them at the end of the year.



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Eleventh & Twelfth Grade • First Quarter

Pacing Guide



English Language Arts

Introduction to Your English Language Arts Pacing Guide

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Grades 11-12English Language ArtsFirst Quarter				
Reading: Literature	Reading: Informational Text	Writing	Language	Speaking and Listening
<p>RL.11-12.1</p> <p><input type="checkbox"/> I CAN make inferences based on what the text says.</p> <p><input type="checkbox"/> I CAN cite strong/thorough evidence from the text.</p> <p><input type="checkbox"/> I CAN make an inference based on strong and thorough evidence from the text.</p> <p><input type="checkbox"/> I CAN make an inference based on my analysis of the entire text.</p> <p><input type="checkbox"/> I CAN cite strong and thorough evidence to support my inferences and analyses.</p> <p><input type="checkbox"/> I CAN analyze a text based on information that is presented as well as on information that is omitted.</p>	<p>RI.11-12.1</p> <p><input type="checkbox"/> I CAN make inferences based on what the text says.</p> <p><input type="checkbox"/> I CAN cite strong/thorough evidence from the text.</p> <p><input type="checkbox"/> I CAN identify the difference between fact and opinion.</p> <p><input type="checkbox"/> I CAN make inferences based on strong and thorough evidence from the text.</p> <p><input type="checkbox"/> I CAN analyze a text based on information that is presented as well as on information that is omitted.</p>	<p>W.11-12.1</p> <p><input type="checkbox"/> I CAN distinguish claims from alternate or opposing arguments.</p> <p><input type="checkbox"/> I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</p> <p><input type="checkbox"/> I CAN develop claims and counterclaims fairly and provide evidence.</p> <p><input type="checkbox"/> I CAN show strengths and limitations of claims and counterclaims.</p>	<p>L.11-12.1</p> <p><input type="checkbox"/> I CAN understand that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p><input type="checkbox"/> I CAN resolve issues of complex or contested usage, consulting references as needed.</p>	<p>SL.11-12.1</p> <p><input type="checkbox"/> I CAN initiate discussion effectively in pairs, small and whole group discussions.</p> <p><input type="checkbox"/> I CAN effectively build on, and add to, the discussion with others.</p> <p><input type="checkbox"/> I CAN switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.</p> <p><input type="checkbox"/> I CAN work with peers to problem solve when civil discourse breaks down.</p> <p><input type="checkbox"/> I CAN respond thoughtfully to ideas different from my own.</p> <p><input type="checkbox"/> I CAN summarize things I agree/disagree with.</p> <p><input type="checkbox"/> I CAN justify my opinions and make new connections to new ideas I learn.</p> <p><input type="checkbox"/> I CAN synthesize new information from what I hear.</p> <p><input type="checkbox"/> I CAN determine when I need more information in order to perform my task thoroughly.</p>
<p>RL.11-12.2</p> <p><input type="checkbox"/> I CAN determine two or more themes or central ideas of a text.</p> <p><input type="checkbox"/> I CAN analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.</p> <p><input type="checkbox"/> I CAN identify the specific details that support the development of themes or central ideas.</p> <p><input type="checkbox"/> I CAN produce an objective summary of the text shaped by central themes or ideas.</p>	<p>RI.11-12.2</p> <p><input type="checkbox"/> I CAN determine two or more themes or central ideas of a text.</p> <p><input type="checkbox"/> I CAN analyze in detail the development of two or more themes or central ideas and how they interact and build on one another.</p> <p><input type="checkbox"/> I CAN identify the specific details that support my analysis of the development of themes or central ideas.</p> <p><input type="checkbox"/> I CAN produce an objective summary of the text shaped by themes or ideas with the supporting detail.</p>	<p>W.11-12.2</p> <p><input type="checkbox"/> I CAN develop the topic with well-chosen and relevant facts, details, quotations, or other information and examples.</p>	<p>L.11-12.2</p> <p><input type="checkbox"/> I CAN use hyphenation correctly.</p>	<p>SL.11-12.2</p> <p><input type="checkbox"/> I CAN use multiple and diverse media formats with information I present.</p> <p><input type="checkbox"/> I CAN evaluate the purpose, credibility, appropriateness and effectiveness of the sources I select.</p>
<p>RL.11-12.3</p> <p><input type="checkbox"/> I CAN identify and analyze the elements of story or drama.</p> <p><input type="checkbox"/> I CAN identify and analyze the structure of a story or drama.</p>	<p>RI.11-12.4</p> <p><input type="checkbox"/> I CAN analyze the impact of word choice on the tone of a text.</p> <p><input type="checkbox"/> I CAN analyze the impact of word choice on the meaning of a text.</p> <p><input type="checkbox"/> I CAN recognize when a word has multiple meanings or has a unique use in a particular context and analyze its impact.</p>	<p>W.11-12.4</p> <p><input type="checkbox"/> I CAN attend to organization, style, purpose, and audience.</p>	<p>L.11-12.6</p> <p><input type="checkbox"/> I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><input type="checkbox"/> I CAN independently gather vocabulary knowledge important to comprehension or expression.</p>	<p>SL.11-12.3</p> <p><input type="checkbox"/> I CAN identify any fallacious reasoning, exaggerated or distorted evidence.</p> <p><input type="checkbox"/> I CAN evaluate the persuasiveness and effectiveness of an author’s point-of-view based on the use of reasoning, support, and rhetorical devices.</p>
<p>RL.11-12.4</p> <p><input type="checkbox"/> I CAN interpret the figurative and connotative meaning of words and phrases from a text.</p> <p><input type="checkbox"/> I CAN identify and analyze figurative language.</p> <p><input type="checkbox"/> I CAN identify and analyze connotative language.</p> <p><input type="checkbox"/> I CAN analyze the impact of word choice on the tone of a text.</p> <p><input type="checkbox"/> I CAN analyze the impact of word choice on the meaning of a text.</p> <p><input type="checkbox"/> I CAN recognize when a word has multiple meanings or has a unique use in a particular context.</p>	<p>RI.11-12.6</p> <p><input type="checkbox"/> I CAN identify the author’s point-of-view and purpose for writing.</p> <p><input type="checkbox"/> I CAN analyze how the author’s choice of words and rhetorical devices advance purpose and point-of-view.</p> <p><input type="checkbox"/> I CAN identify and analyze how specific rhetorical choices contribute to persuasiveness, poetic tone, and/or effectiveness.</p>	<p>W.11-12.5</p> <p><input type="checkbox"/> I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><input type="checkbox"/> I CAN recognize significant information for the needs of audience and purpose.</p> <p><input type="checkbox"/> I CAN edit my writing using conventions of Standard English.</p>		<p>SL.11-12.4</p> <p><input type="checkbox"/> I CAN be clear, concise, and logical in my presentations.</p> <p><input type="checkbox"/> I CAN use sound and valid reasoning with relevant and persuasive details.</p> <p><input type="checkbox"/> I CAN organize my presentation in a manner appropriate to the audience and task.</p> <p><input type="checkbox"/> I CAN present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.</p>
<p>RL.11-12.10</p> <p><input type="checkbox"/> I CAN read and understand literature with minimal guidance.</p>	<p>RI.11-12.8</p> <p><input type="checkbox"/> I CAN identify themes and concepts in seminal U.S. historical documents.</p> <p><input type="checkbox"/> I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p><input type="checkbox"/> I CAN analyze how the author addresses related themes in these seminal documents.</p>	<p>W.11-12.9</p> <p><input type="checkbox"/> I CAN apply grade-appropriate reading standards to literature.</p> <p><input type="checkbox"/> I CAN apply grade-appropriate reading standards to non-fiction texts.</p> <p><input type="checkbox"/> I CAN draw evidence to support analysis, reflection, or answer a research question.</p>		<p>SL.11-12.6</p> <p><input type="checkbox"/> I CAN demonstrate my command of English by the formal or informal diction I use.</p> <p><input type="checkbox"/> I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>
	<p>RI.11-12.10</p> <p><input type="checkbox"/> I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.</p>	<p>W.11-12.10</p> <p><input type="checkbox"/> I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p><input type="checkbox"/> I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>		

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Eleventh & Twelfth Grade • Second Quarter

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Grades 11-12			English Language Arts		Second Quarter					
			Writing	Language	Speaking and Listening					
<p>RL.11-12.3</p> <p><input type="checkbox"/> I CAN analyze the impact of an author’s choices on the elements and structure of a story or drama.</p> <p>RL.11-12.5</p> <p><input type="checkbox"/> I CAN identify various text structures.</p> <p><input type="checkbox"/> I CAN analyze how an author’s choices about structuring parts of a text affect its aesthetic impact.</p> <p><input type="checkbox"/> I CAN analyze the author's choice to use a specific structure and how it contributes to the story structure and its overall meaning.</p> <p>RL.11-12.6</p> <p><input type="checkbox"/> I CAN distinguish between what is said (denoted) and what is really meant (connoted) in a text.</p> <p><input type="checkbox"/> I CAN identify and elaborate on the elements that determine the point-of-view.</p> <p>RL.11-12.10</p> <p><input type="checkbox"/> I CAN read and understand literature with minimal guidance.</p>			<p>RI.11-12.1</p> <p><input type="checkbox"/> I CAN cite strong/thorough evidence from the text. based on my inferences.</p> <p><input type="checkbox"/> I CAN analyze a text based on information that is presented as well as on information that is omitted.</p> <p>RL.11-12.3</p> <p><input type="checkbox"/> I CAN identify the complex ideas or sequences of events.</p> <p><input type="checkbox"/> I CAN explain the interaction and development over the course of a text between individuals, ideas, and/or events.</p> <p><input type="checkbox"/> I CAN analyze the details and points at which individuals, ideas, and/or events connect and develop over the course of the text.</p> <p>RI.11-12.4</p> <p><input type="checkbox"/> I CAN interpret the figurative, connotative, and technical meaning of words and phrases.</p> <p><input type="checkbox"/> I CAN identify and analyze figurative, connotstivr, and technical language over the course of a text and its impact upon the meaning of the text.</p> <p><input type="checkbox"/> I CAN identify and analyze the impact of technical and literary devices upon the text.</p> <p>RI.11-12.5</p> <p><input type="checkbox"/> I CAN identify various text structures.</p> <p><input type="checkbox"/> I CAN evaluate the effectiveness the author’s choice of structure has upon the exposition or argument regarding clarity, sufficient evidence, and persuasiveness.</p> <p>RI.11-12.8</p> <p><input type="checkbox"/> I CAN identify themes and concepts in seminal U.S. historical documents.</p> <p><input type="checkbox"/> I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p><input type="checkbox"/> I CAN analyze how the author addresses the related themes in these seminal documents.</p> <p>RI.11-12.10</p> <p><input type="checkbox"/> I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.</p>		<p>W.11-12.1</p> <p><input type="checkbox"/> I CAN create an organized structure that shows relationships among claims, counterclaims, reasons, and evidence.</p> <p><input type="checkbox"/> I CAN develop claims and counterclaims fairly and provide evidence.</p> <p><input type="checkbox"/> I CAN show strengths and limitations of claims and counterclaims.</p> <p>W.11-12.2</p> <p><input type="checkbox"/> I CAN introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><input type="checkbox"/> I CAN use appropriate formatting including headings and tables to aid in comprehension.</p> <p><input type="checkbox"/> I CAN anticipate the audience's knowledge of the topic while developing my support.</p> <p><input type="checkbox"/> I CAN use appropriate transitions to link major sections of the text.</p> <p><input type="checkbox"/> I CAN create cohesion and clarify the relationships among complex ideas and concepts.</p> <p><input type="checkbox"/> I CAN use exact language and topic-appropriate vocabulary.</p> <p><input type="checkbox"/> I CAN write using an objective tone.</p> <p><input type="checkbox"/> I CAN maintain writing norms and use appropriate writing conventions.</p> <p><input type="checkbox"/> I CAN write a conclusion statement or paragraph that summarizes the information presented in the writing.</p> <p>W.11-12.4</p> <p><input type="checkbox"/> I CAN attend to organization, style, purpose, and audience.</p> <p>W.11-12.5</p> <p><input type="checkbox"/> I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p><input type="checkbox"/> I CAN recognize significant information for the needs of audience and purpose.</p> <p><input type="checkbox"/> I CAN edit my writing using conventions of Standard English.</p> <p>W.11-12.9</p> <p><input type="checkbox"/> I CAN apply grade-appropriate reading standards to literature.</p> <p><input type="checkbox"/> I CAN apply grade-appropriate reading standards to non-fiction texts.</p> <p><input type="checkbox"/> I CAN draw evidence to support analysis, reflection, or answer a research 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type="checkbox"/> I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college and career readiness level.</p> <p><input type="checkbox"/> I CAN independently gather vocabulary knowledge important to comprehension or expression.</p>		<p>SL.11-12.1</p> <p><input type="checkbox"/> I CAN reference previously prepared reading, research, and prior knowledge to help progress the discussion.</p> <p><input type="checkbox"/> I CAN use my preparation to deepen the conversations.</p> <p><input type="checkbox"/> I CAN participate in formulating rules and procedures for an effective and productive discussion.</p> <p><input type="checkbox"/> I CAN switch back and forth in a leadership role as needed to set rules, form consensus, voting and other issues relating to collegial discussions.</p> <p><input type="checkbox"/> I CAN include others in the discussion through clarification, questioning, verifying, or challenging ideas based on the topic/theme.</p> <p><input type="checkbox"/> I CAN deepen the conversation by asking questions that relate to, and add to the topic.</p> <p><input type="checkbox"/> I CAN ask probing questions that expand positions that include divergent and creative perspectives from me and others.</p> <p><input type="checkbox"/> I CAN synthesize new information from what I hear.</p> <p>SL.11-12.2</p> <p><input type="checkbox"/> I CAN use multiple and diverse media formats with information I present.</p> <p>SL.11-12.3</p> <p><input type="checkbox"/> I CAN identify any fallacious reasoning, exaggerated or distorted evidence.</p> <p><input type="checkbox"/> I CAN evaluate the persuasiveness and effectiveness of an author’s point-of-view based on the use of reasoning, support, and rhetorical devices.</p> <p>SL.11-12.4</p> <p><input type="checkbox"/> I CAN be clear, concise, and logical in my presentations.</p> <p><input type="checkbox"/> I CAN use sound and valid reasoning with relevant and persuasive details.</p> <p><input type="checkbox"/> I CAN organize my presentation in a manner appropriate to the audience and task.</p> <p><input type="checkbox"/> I CAN present opposing or alternative perspectives to my argument using style, diction suitable to audience, purpose, and task.</p> <p>SL.11-12.6</p> <p><input type="checkbox"/> I CAN demonstrate my command of English by the formal or informal diction I use.</p> <p><input type="checkbox"/> I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>	

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Eleventh & Twelfth Grade • Third Quarter

Pacing Guide



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Eleventh & Twelfth Grade • Fourth Quarter

Pacing Guide



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Grades 11-12			English Language Arts		Fourth Quarter
Writing			Language	Speaking and Listening	
<p>RL.11-12.7</p> <p>❑ I CAN identify when and how an author draws on and/or transforms source material in a specific work.</p> <p>❑ I CAN analyze how the source material has changed from the original work.</p> <p>❑ I CAN identify the source materials of modern interpretations of classic texts.</p> <p>RL.11-12.9</p> <p>❑ I CAN identify the genre of two or more pieces of foundational literature.</p> <p>❑ I CAN compare/contrast the point-of-view and bias of two or more pieces of foundational literature of similar themes/topics.</p> <p>❑ I CAN explain the influences of the culture and climate reflected through the themes/topics, points-of-view and authorial bias.</p> <p>RL.11-12.10</p> <p>❑ I CAN read and understand literature with minimal guidance.</p>	<p>RI.11-12.1</p> <p>❑ I CAN cite strong/thorough evidence from the text.</p> <p>❑ I CAN analyze a text based on information that is presented as well as on information that is omitted.</p> <p>RI.11-12.7</p> <p>❑ I CAN identify a significant question to be answered or a problem to be solved.</p> <p>❑ I CAN research and select information from different mediums that address the question or the problem.</p> <p>❑ I CAN integrate information into multi-media formats to present my findings.</p> <p>❑ I CAN evaluate both orally and in writing the effectiveness of my sources.</p> <p>RI.11-12.8</p> <p>❑ I CAN identify themes and concepts in seminal U.S. historical documents.</p> <p>❑ I CAN compare and contrast themes and concepts found in seminal U.S. historical and literary documents.</p> <p>❑ I CAN analyze how the author addresses related themes in these seminal documents.</p> <p>RI.11-12.10</p> <p>❑ I CAN read and understand literary non-fiction with minimal scaffolding by the end of 11-12th grade.</p>	<p>W.11-12.1</p> <p>❑ I CAN use words, phrases and clauses to link sections of text, create cohesion, and clarify relationships.</p> <p>❑ I CAN attend to norms and conventions of the discipline.</p> <p>❑ I CAN provide a concluding statement that follows from and supports the argument presented.</p> <p>W.11-12.5</p> <p>❑ I CAN recognize how and when to plan, revise, edit, rewrite, and try a new approach.</p> <p>❑ I CAN recognize significant information for the needs of audience and purpose.</p> <p>❑ I CAN edit my writing using conventions of Standard English.</p> <p>W.11-12.6</p> <p>❑ I CAN use technology, including the Internet, to produce, revise, edit, and publish writing.</p> <p>❑ I CAN use technology to display information.</p> <p>❑ I CAN use technology to interact and collaborate.</p> <p>W.11-12.7</p> <p>❑ I CAN identify both short and sustained research topics based on a question or a problem.</p> <p>❑ I CAN find and interpret multiple sources to answer my question or solve my problem.</p> <p>❑ I CAN narrow or broaden the inquiry when appropriate.</p> <p>❑ I CAN synthesize information from multiple sources.</p> <p>W.11-12.8</p> <p>❑ I CAN gather relevant information from multiple credible print and digital sources.</p> <p>❑ I CAN use advanced searches effectively.</p> <p>❑ I CAN assess the usefulness of each source in answering the research question.</p> <p>❑ I CAN integrate information into the text selectively to maintain flow of ideas and avoid plagiarism.</p> <p>❑ I CAN follow a standard format of citation.</p> <p>W.11-12.9</p> <p>❑ I CAN apply grade-appropriate reading standards to literature.</p> <p>❑ I CAN apply grade-appropriate reading standards to non-fiction texts.</p> <p>❑ I CAN draw evidence to support analysis, reflection, or answer a research question.</p> <p>W.11-12.10</p> <p>❑ I CAN write over an extended period of time to produce pieces of writing that may require research, reflection, and revision.</p> <p>❑ I CAN write within a short, designated time frame for a range of tasks, purposes, and audiences.</p>	<p>L.11-12.6</p> <p>❑ I CAN acquire and use academic and appropriate words or phrases when reading, writing, speaking and listening at the college 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select the digital media that is most appropriate for the purpose and audience and the task.</p> <p>❑ I CAN use interactive media that is appropriate for the purpose, audience and task to create interest.</p> <p>❑ I CAN use interactive media in an appropriate manner for my purpose, audience and task.</p> <p>SL.11-12.6</p> <p>❑ I CAN demonstrate my command of English by the formal or informal diction I use.</p> <p>❑ I CAN use syntax, phrases, parallel structures, and rhetorical devices that are appropriate for the audience, task.</p>	