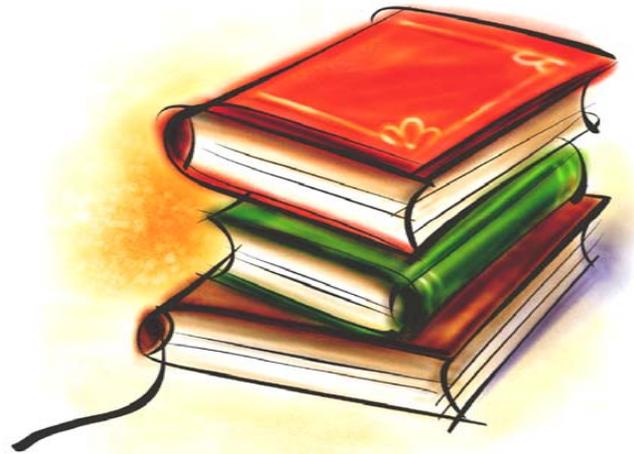


Miami-Dade County Public Schools
Curriculum, Instruction, and School Improvement

Curriculum Pacing Guide



Language Arts / Reading
Eleventh Grade

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ELEVENTH GRADE CURRICULUM PACING OVERVIEW

This document provides a pacing guide for instruction in Grade 11. It is designed to help teachers in pacing instruction of what students are expected to know and be able to use in Language Arts / Reading for the entire year.

Purpose of the Grade 11 Language Arts / Reading Curriculum Pacing Guide

The **Grade 11 Language Arts / Reading Curriculum Pacing Guide** was formulated for the purpose of providing Grade 11 teachers with a guide for pacing instruction throughout the year. The Division of Language Arts / Reading responded to the request of administrators and teachers in the field to create a guide that would serve as a resource for teachers. Most importantly, district interim assessments are aligned to this pacing document.

Description of the Grade 11 Language Arts / Reading Curriculum Pacing Guide

The **Grade 11 Language Arts / Reading Curriculum Pacing Guide** specifies the Sunshine State Standards (SSS) Benchmarks, Objectives, and Strands/Standards taught during each nine week instructional period.

- Column One – Strands/Standards:
Identifies the Strands/Standards as required by the SSS.
- Column Two - Objectives:
Identifies the specific, measurable objectives to be addressed in lessons. Please note that **On-going Objectives** must be taught during each nine week instructional period.
- Column Three – Benchmarks:
Contains the SSS Benchmarks for Grade 11.

Suggestions for Implementing the Grade 11 Language Arts / Reading Curriculum Pacing Guide

The role of the teacher is to:

- teach the SSS content matter;
- provide classroom activities that address the SSS;

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

- enhance curriculum by using textbooks, manipulatives, technology, and other instructional materials;
- use varying methods of instruction to address diverse learning styles; and
- administer teacher - made assessments.

In addition to using the **Grade 11 Language Arts / Reading Curriculum Pacing Guide**, teachers should:

- consider intra-school collaborative planning and spiraling of the curriculum to ensure efficient and effective pacing and delivery of instruction;
- adjust pacing and discuss progress with peers;
- connect content area informational text to the Language Arts/Reading classes; and
- provide opportunities for the application of reading strategies to informational text.

If you have comments or suggestions to improve this document, please contact District Supervisor, Ms. Karen Spigler at kspigler@dadeschools.net or Executive Director, Reading First, Pauline Ward at pward@dadeschools.net of the Division of Language Arts / Reading.

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

Grade Eleven – 1st Nine Weeks

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strand/Standard</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • develop the habit of reading as a life-long activity. • use learning strategies, such as marginal notes, and written observations to comprehend a selection. • use vocabulary development strategies with emphasis on etymology, context clues, and rhetorical devices. • obtain information from maps, charts, tables, graphs, schedules, pictures, or signs. • read and discuss genres from a variety of American literature • appreciate and compare and contrast American literature and other art forms to literature from various cultures, religions, countries, and philosophies. 	<p>Words in Context LA.A.1.4.1 LA.A.1.4.2 LA.A.2.2.7</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.7</p>
<p>Writing</p>	<p>The eleventh grade student will:</p>	

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>B1 The student uses writing processes effectively.</p> <p>B2 The student writes to communicate ideas and information effectively.</p>	<ul style="list-style-type: none"> • understand and practice the reading-writing connection. • use the writing process individually and cooperatively with emphasis on prewriting, drafting and revising. • write formally and informally in a variety of modes to include narrative, expository, persuasive, and imaginative. • write a thesis statement that is declarative, controlling and defensible. • write drafts that are focused, purposeful and reflect insight. • write for a variety of audiences and purposes. 	<p>LA.B.1.4.1 LA.B.1.4.2 LA.B.1.4.3</p> <p>LA.B.2.4.3</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • select and use appropriate listening strategies according to the intended purpose such as solving problems, interpreting and evaluating the technique and intent of a presentation, and taking action in career-related situations. • use active listening strategies to connect and build on the ideas of another speaker 	<p>LA.C.1.4.1</p> <p>LA.C.2.4.1</p> <p>LA.C.3.4.1</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
	<ul style="list-style-type: none"> • deliver an impromptu oral presentation for a specific purpose and audience using effective verbal and nonverbal techniques. 	
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • demonstrate appropriate adjustments in language use for social, academic, and life situations, demonstrating sensitivity to gender and cultural bias. • identify specific ways in which language has shaped the reactions, perceptions and belief of the local national and global communities. • understand and analyze the laws that control the delivery and use of media to protect the rights of authors and the rights of media owners. 	<p>LA.D.1.4.1 LA.D.2.4.1 LA.D.2.4.6</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • read and discuss genres from American literature. • identify universal themes and multicultural concerns in American literature. • understand the relationships between and among elements of literature, including 	<p>LA.E.1.4.1 LA.E.1.4.3 Plot LA.E.2.4.1</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>to fiction, nonfiction, poetry, and drama.</p>	<p>characters, plot, setting, tone, point of view, and theme</p> <ul style="list-style-type: none"> • understand the use of images and sounds to elicit the reader’s emotions in both fiction and nonfiction. • analyze the effectiveness of complex elements of plot, such as setting, major events, problems, conflicts, and resolutions. 	<p>LA.E.2.4.2 LA.E.2.4.4</p> <p>Cause /effect LA.E.2.2.1</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

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<p>B2 The student writes to communicate ideas and information effectively.</p>	<ul style="list-style-type: none"> • demonstrate a mature command of language through work choice. • write a resume fro employment and/or college application. • present written products that demonstrate knowledge of different presentational formats. • arrange data on an electronic spreadsheet. • create graphic information that is visually appealing. • 	<p>LA.B.2.4.3. LA.B.2.4.4</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • determine the factors that make an oral presentation effective. • use critical viewing strategies to evaluate a film version of a classic American literature selection. 	<p>LA.C.1.4.1 LA.C.2.4.2 LA.C.3.4.2 LA.C.3.4.5</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

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<p>strategies effectively.</p>	<ul style="list-style-type: none"> • develops and sustains a line of argument and provides appropriate support. 	
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • study etymologies of English words as they relate to various cultures and languages in order to appreciate cultural diversity. • understand the specific ways in which language has shaped the reactions, perceptions and beliefs in communities. 	<p>LA.D.1.4.3 LA.D.2.4.3 LA.D.2.4.6</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • read and compare genres that span major periods in American literature. • discuss techniques an author uses for developing a character. • recognize the use of literary devices such as tone, mood and symbolism and 	<p>LA.E.1.4.1 LA.E.1.4.4</p> <p>Plot LA.E.2.4.1</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

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<p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>uses the terms appropriately in oral and written analysis.</p> <ul style="list-style-type: none"> • understand the use of figurative language such as simile, metaphor, personification, and hyperbole, as it appears in nonfiction. • recognize cause/ effect relationships in characters and their actions in fiction. 	<p>LA.E.2.4.2 LA.E.2.4.3</p> <p>Cause /effect LA.E.2.2.1</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

Grade Eleven – 3rd Nine Weeks

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
Strand/Standard	Objectives	Benchmarks
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • use a variety of response strategies such as journaling and reader response to relate what is read to his or her own experiences and feelings. • expand vocabulary development by discussing extended metaphors, colloquialisms, and literary language. • differentiate between literal and expansive word meanings in a variety of texts. • analyze examples of stereotyping and bias in reading selections. • defend personal preference in multicultural literature. 	<p>Words in Context LA.A.1.4.2 LA.A.1.4.4</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.2 LA.A.2.4.3 LA.A.2.4.8</p>
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • develop logical thought patterns in multi-paragraph compositions. 	<p>LA.B.1.4.2 LA.B.1.4.3</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

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<p>B2 The student writes to communicate ideas and information effectively.</p>	<ul style="list-style-type: none"> • write texts and notes that demonstrate understanding of the research process. • organizes information from various sources into a concise research document. • refine a personal writing style that reflects awareness of the writing process 	<p>LA.B.2.4.1. LA.B.2.4.2</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • recognize effective strategies in formal an informal discussions. • analyze factors that influence the effectiveness of nonverbal cues used in cultures differing from the student's own culture. • use volume, stress, pacing enunciation, eye contact, and gestures that meet the needs of the audience and topic. 	<p>LA.C.1.4.3 LA.C.2.4.2 LA.C.3.4.2 LA.C.3.4.4</p>
<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • understand that language and literature are the primary means by which culture is transmitted • successfully integrates multimedia and technology into presentations 	<p>LA.D.1.4.1 LA.D.2.4.2 LA.D.2.4.4</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

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<p>power of language.</p>	<ul style="list-style-type: none"> • understands the subtleties of literary devices and techniques in the interpretation of multicultural communication. 	
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • read and discuss poetry reflective of world cultures • identifies dynamic characters in a selection and traces their changes. • recognize the elements in texts that prompt a personal response such as the causes of conflict in literature. • compare personal culture to the cultures represented in selected works. 	<p>LA.E.1.4.1</p> <p>Plot LA.E.2.4.7</p> <p>LA.E.2.4.6 LA.E.2.4.5</p> <p>Cause /effect LA.E.2.2.1</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

Grade Eleven – 4th Nine Weeks

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>Strand/Standard</p>	<p>Objectives</p>	<p>Benchmarks</p>
<p>Reading</p> <p>A1 The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of texts.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • use appropriate strategies to determine text patterns and author's purpose. • expand vocabulary development to include interpersonal, academic and workplace word choice.. • compare the reliability of information from two sources of informational text. • apply critical reading skills to determine the author's purpose and point of view and their effect on the text. 	<p>Words in Context LA.A.1.4.2 LA.A.1.4.4</p> <p>Main Idea LA.A.2.4.1</p> <p>Reference /Research LA.A.2.4.2 LA.A.2.4.3 LA.A.2.4.6</p>
<p>Writing</p> <p>B1 The student uses writing processes effectively.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • write informally in a variety of modes to include expressive/imaginative work. 	<p>LA.B.1.4.2 LA.B.1.4.3</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

<p>A1: The student uses the reading process effectively.</p> <p>A2 The student constructs meaning from a wide range of text</p> <p>E1 The student understands the common features of a variety of literary forms.</p>	<p>Ongoing Objectives:</p> <ul style="list-style-type: none"> • applies reading strategies to understand words in texts, and make inferences • selects and uses prereading strategies that are appropriate to text • determines main idea, methods of developments and their effectiveness in a variety of written material • identifies the common literary forms • analyzes the complex elements of plot, setting, characters, and theme 	<p>LA.A.1.4.2 LA.A.2.4.1 LA.E.2.4.1 LA.E.2.4.2</p>
<p>B2 The student writes to communicate ideas and information effectively.</p>	<ul style="list-style-type: none"> • use creative writing strategies that are appropriate for the subject. • write informational text that is precise and defensible with a developed thesis • publish work reflects the writing process in a variety of modes and formats. • write fluently for a variety of occasions making appropriate choices regarding tone, level of detail and organization. 	<p>LA.B.2.4.1. LA.B.2.4.4</p>
<p>Listening</p> <p>C1 The student uses listening strategies effectively.</p> <p>C2 The student uses viewing strategies effectively.</p> <p>C3 The student uses speaking strategies effectively.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • evaluate bias, prejudice, or propaganda in oral messages. • analyze and critique a variety of audio visual presentations. • use oral communication skills in to participate in group discussions for a variety of purposes. 	<p>LA.C.1.4.4 LA.C.2.4.1 LA.C.3.4.2 LA.C.3.4.5</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide

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<p>Language</p> <p>D1 The student understands the nature of language.</p> <p>D2 The student understands the power of language.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • explain how language and literature reflect the cultural values of various sub-groups represented in American literature. • evaluate and critique the use of mass-media messages by identifying the persuasive techniques used. 	<p>LA.D.1.4.1 LA.D.2.4.5</p>
<p>Literature</p> <p>E1 The student understands the common features of a variety of literary forms.</p> <p>E2 The student responds critically to fiction, nonfiction, poetry, and drama.</p>	<p>The eleventh grade student will:</p> <ul style="list-style-type: none"> • compare certain classic literary works over historical periods. • explain the different literary qualities present in American literature of different cultures and historical periods. • recognize how works and /or universal themes in American literature are reflections of and reactions to contemporaneous historical events and cultural and social settings. 	<p>LA.E.1.4.2</p> <p>Plot LA.E.2.4.7</p> <p>LA.E.1.4.5 LA.E.2.4.8</p>

Miami-Dade County Public Schools
Curriculum, Instruction & School Improvement
Curriculum Pacing Guide