

## PCI Pacing Guide: 11<sup>th</sup> Grade English

Week	Materials/ Selection	Full Text	Learning Targets	Writing Type	Prompt Options I. = CP / II. = Grade Level III. = Differentiated
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### UNIT FOUR

CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Analyze character motivation and development	Make inferences and draw conclusions	Word meaning in context
Interpret irony to determine point of view	Analyze poetic structure	Analyze and integrate multiple sources of information to address question
Determine central idea	Recognize poetic devices	Write a myth about love that mimics the tone and style of classic myths
Analyze informational text structure	Interpret figurative language (hyperbole)	
	Determine tone of a text	

Study Sync Unit 4: THE INDIVIDUAL

10	“Sonnet 116” “Sonnet 118”	<b>Grade Level:</b> <a href="#">A Midsummer Night’s Dream</a> <b>Alternate:</b> <a href="#">Beloved</a>	<ul style="list-style-type: none"> <li>•Analyze various kinds of figurative language, including metaphor, personification, and hyperbole</li> <li>•Apply figurative language to abstract concepts and emotions</li> <li>•Understand and describe tone in poetry</li> <li>•Analyze how poetic elements (rhyme scheme, rhythm) influence tone</li> </ul>	1. Argumentative 2. Informative/ Explanatory	ALL: See StudySync  *Students write on one: Choose Close Read writing prompt from “Sonnet 116” OR “Sonnet 118”
11	“Metamorphoses”	<b>Grade Level:</b> <a href="#">A Midsummer Night’s Dream</a> <b>Alternate:</b> <a href="#">Beloved</a>	<ul style="list-style-type: none"> <li>•Analyze how story elements (setting, character, conflict, plot) combine to create a meaningful narrative</li> <li>•Identify author’s purpose within context of mythology and the</li> </ul>	Informative/ Explanatory	ALL: What is Ovid saying about love in the story of Phoebus’ pursuit of Daphne? In an analysis of 1 to 3 paragraphs, explore details from the text that help to develop the

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			more universal themes developed		themes of love.
12	“Cyrano de Bergerac”	<b>Grade Level:</b> <u>A Midsummer Night’s Dream</u> <b>Alternate:</b> <u>Beloved</u>	<ul style="list-style-type: none"> <li>•Identify different types of irony and the effect of irony in a dramatic text</li> <li>•Examine plot twists and their effect on the audience</li> </ul>	Argumentative	ALL: See StudySync
13	“Dumped!”	<b>Grade Level:</b> <u>A Midsummer Night’s Dream</u> <b>Alternate:</b> <u>Beloved</u>	<ul style="list-style-type: none"> <li>•Identify function of textual elements in a scientific article</li> <li>•Summarize and draw conclusions from informational text</li> </ul>	Argumentative	ALL: See StudySync
14	Extended Writing Project	<b>Grade Level:</b> <u>A Midsummer Night’s Dream</u> <b>Alternate:</b> <u>Beloved</u>	<p>•PREWRITE, PLAN, &amp; DRAFT LOVE NARRATIVE</p> <p>→SKILLS (assign several as needed): Organize Narrative Writing, Narrative Sequencing, Narrative Techniques, Introductions, Conclusions</p>	Narrative	Write a narrative for young adult readers, like yourself, that draws on themes and story elements in this unit to create a modern tale of love. As you do, reflect on whether you wish to show love as inspiring folly, wisdom, or both.
15	Extended Writing Project	<b>Extended/ Challenge Reading:</b>	<p>•REVISE, EDIT &amp; PUBLISH NARRATIVE WRITING PROJECT</p> <p>→ GRAMMAR PRACTICE: 1) Sentence Fragments 2) Commas...</p>	Narrative	

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Dead Week	Unit 2 Assessment	<b>Extended/ Challenge Reading, continued</b>	<ul style="list-style-type: none"> <li>•Reading comprehension/vocabulary</li> <li>•Performance Task</li> </ul>	Narrative	