

## 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 ONE

#### CONTENT AREA SKILLS (tested on Benchmark Exam)

\*All must be supported with textual evidence\*

Determine author’s purpose Analyze point of view Use implicit information from text to support a given conclusion Determine and/or summarize central or main idea Determine how author supports claim(s)	Analyze the structure of an author’s argument Analyze interrelationships among story elements Interpret figurative language Determine connotative meaning of words	Word meaning in context Determine a central idea developed across texts Analyze and integrate multiple sources of information to address question Write an explanatory article synthesizing information from two sources
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Launch Week	Fall Writing Sample Map Test		<ul style="list-style-type: none"> <li>•Determine baseline performance levels</li> <li>•Student goal setting</li> </ul>	Argumentative	<a href="http://elaessentials.weebly.com/baseline-writing-prompts.html">http://elaessentials.weebly.com/baseline-writing-prompts.html</a>
1	ERWC Module: “The Pursuit Of Unhappiness” Activities 1-8		<ul style="list-style-type: none"> <li>•Identify main ideas and/or author’s main argument</li> <li>•Negotiate different voices in a single text</li> <li>•Use connotation to determine intended meaning</li> <li>•Annotate text purposefully</li> </ul>	N/A	
2	ERWC Module: “The Pursuit Of Unhappiness”		<ul style="list-style-type: none"> <li>•Summarize text in concise manner</li> <li>•Question and analyze rhetorical</li> </ul>	Rhetorical Précis	

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	Activities 9-14		choices of author •Develop argumentative thesis •Gather and evaluate evidence		
3	ERWC Module: “The Pursuit Of Unhappiness” Activities 15-18		•Establish and support a precise claim •Present an analysis of the topic and the texts •Revise with a focus on organizational structure	Argumentative Essay	Explain John Stuart Mill’s argument, and discuss the ways in which you agree or disagree with his views. Support your position with reasons and examples from your own observations, experiences, or readings.
4	<i>SyncStart</i> --Grade 11		<b>Blast</b> <b>Skills:</b> <i>Annotation, Context Clues, Reading Comprehension</i> <b>First Read:</b> “The Story of an Hour”		
5	<i>SyncStart</i> --Grade 11		<b>Skills:</b> <i>Collaborative Conversations, Text Dependent Responses, Textual Evidence, Irony</i> <b>Close Read:</b> “The Story of an Hour” <b>Skills:</b> <i>Short Constructed Response, Peer Review</i>	Argumentative	I. Write a short essay in which you argue whether this is a story about a cold, emotionally disturbed woman or a story about the secret, repressed desires of women for individuality and freedom. You might also argue in favor of a different perspective, if your view of the story differs from the two interpretations offered. Provide at least two supporting examples to back up your reasons,

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					<p>using quotes and passages from the text.</p> <p>II. At the end of the story, Chopin writes, “When the doctors came they said she had died of heart disease—of joy that kills.” In an essay of approximately 300 words, explain what you think really killed Mrs. Mallard. Be sure to use examples from the text to support your argument.</p> <p>III. At the end of the story, Chopin writes, “When the doctors came they said she had died of heart disease—of joy that kills.” In a well-developed paragraph, explain what you think really killed Mrs. Mallard. Be sure to use examples from the text to support your argument. Begin with a topic sentence that answers the question. Your answer must be supported by two reasons. Provide two examples from the story (quotes, passages, or retellings) to back up your reasons. End with a concluding sentence.</p>

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Study Sync Unit 1: WE THE PEOPLE					
6	“Of Plymouth Plantation”	<b>Grade Level:</b> <a href="#">The Crucible</a> <b>Alternate:</b> <a href="#">The Boyfriend List</a>	<ul style="list-style-type: none"> <li>•Read and comprehend an historical foundational document</li> <li>•Distinguish between inferred and explicit evidence</li> <li>•Analyze for purpose, point of view, themes, and rhetorical features</li> </ul>	Informative/ Explanatory  (Narrative – III only)	I. See Study Sync II. Write a response in which you describe two distinct themes, or central ideas, in <i>Of Plymouth Plantation</i> . As support, include examples of the author’s descriptions and metaphors and explain how these help to support the themes of the document. III. Imagine that you are one of the colonists. Write a letter describing your life in Plymouth. In your letter, explain whether you believe your religious freedom was worth the sacrifice. Mention specific examples from the text in support of your statements.
7	“The Scarlet Letter”	<b>Grade Level:</b> <a href="#">The Crucible</a> <b>Alternate:</b> <a href="#">The Boyfriend List</a>	<ul style="list-style-type: none"> <li>•Understand different aspects of Puritan society and colonial New England</li> <li>•Identify story elements (plot, setting, character) and use them to comprehend and analyze story</li> <li>•Understand how story elements inform and influence theme</li> <li>•Translate dialogue from formal,</li> </ul>	Informative/ Explanatory	I. & II. See Study Sync III. Hester Prynne is publicly shamed for the crime of adultery. What does this punishment tell you about her community and its values? Answer this question in a well-developed paragraph. Use details from the text to

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			old-fashioned language into modern English		support your ideas. In your conclusion, explain any connections between Puritan society's attitude toward adultery and our own.
8	"Founding Documents of the United States of America"	<b>Grade Level:</b> <u>The Crucible</u> <b>Alternate:</b> <u>The Boyfriend List</u>	<ul style="list-style-type: none"> <li>•Identify and analyze central or main idea</li> <li>•Evaluate how key details determine main idea</li> <li>•Determine authors' purpose and point of view</li> <li>•Deconstruct long, complex sentences to break down figurative language</li> </ul>	Informative/ Explanatory	ALL: See Study Sync
9	Extended Writing Project	<b>Grade Level:</b> <u>The Crucible</u> <b>Alternate:</b> <u>The Boyfriend List</u>	<ul style="list-style-type: none"> <li>•Read, annotate, and analyze student sample of informative writing</li> <li>•Consider purpose of writing and intended audience</li> <li>•Craft a thesis statement</li> <li>•Develop effective structure for organizing ideas and information</li> <li>•Evaluate supporting details for relevance</li> <li>•Practice introducing main idea in opening paragraph</li> <li>•Incorporate sources and citations into writing</li> </ul>	Informative/ Explanatory Essay	How do the events depicted in both the literature and historical documents you have read <u>introduce and develop a theme related to colonial America's identity?</u> Select two texts from this unit to help explain your analysis and provide evidence for your response.

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			<ul style="list-style-type: none"> <li>•Organize by using transitional structures in and between paragraphs</li> <li>•PREWRITE, PLAN, &amp; DRAFT INFORMATIVE ESSAY</li> </ul>		
10	Extended Writing Project	<b>Extended/Challenge Reading:</b> <ul style="list-style-type: none"> <li>•<u>The Scarlet Letter</u></li> <li>•<u>The Last of the Mohicans,</u></li> <li>•<u>Alex &amp; Eliza</u></li> <li>•<u>A Break with Charity</u></li> </ul>	<ul style="list-style-type: none"> <li>•Consider, analyze, and utilize appropriate style and tone</li> <li>•Consider effective conclusions</li> <li>•Provide peer review and receive feedback</li> <li>•Grammar practice: Modifiers: three degrees of comparison</li> <li>•REVISE, EDIT &amp; PUBLISH NARRATIVE WRITING PROJECT</li> </ul>	Informative/Explanatory Essay	
11	Assessment Benchmark #1 Unit 1 Performance Task	<b>Extended/Challenge Reading, continued</b>	<ul style="list-style-type: none"> <li>•Assess outcome of student learning</li> <li>•Students demonstrate understanding of key instructional content</li> <li>•Students write to sources/stimuli</li> </ul>		