PCI Pacing Guide: 11th Grade English

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

UNIT TWO

CONTENT AREA SKILLS (tested on Benchmark Exam) *All must be supported with textual evidence*		
Analyze character development Analyze impact of author's choices relating to story elements Interpret irony in order to distinguish point of view Identify theme Analyze impact of word choice on tone	Interpret figurative language (metaphor, hyperbole) Identify support for author's central idea Analyze author's use of rhetorical devices to support his/her point of view Determine how information within text reveals author's point of view Analyze text structure to support inferences about author's purpose Summarize development of main idea	Determine connotative meaning of words Word meaning in context Determine author's purpose and themes across texts Analyze and integrate multiple sources of information to address question Write a literary analysis argument essay (state a claim; support it with relevant evidence)

Study Sync Unit 2: THE INDIVIDUAL					
12	"Walden"	**Grade Level:** The Adventures of Huckleberry Finn **Alternate:** The Absolutely True Diary of a Part Time Indian	•Learn about the concept of Individualism and how it relates to literary expression •Identify informational text elements •Analyze and explain the development of a complex set of ideas over the course of a text	Argumentative	I. See Study Sync All 3 Suggested Prompts provide an interesting angle for responding to the text. Perhaps list all and give CP students the choice? III. In a well-organized paragraph, identify a central idea in the excerpt from *Walden* and explain how this idea develops and interacts over the course of the text.

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					Then explain your reactions to this idea. Do you agree or disagree with the author? Do you think that Thoreau is still relevant to life today?
13	"What to the Slave Is the Fourth of July?"	**Grade Level:** The Adventures of Huckleberry Finn **Alternate:** The Absolutely True Diary of a Part Time Indian	•Analyze basic rhetorical strategies in relation to author's point of view, purpose, style, and content •Identify and analyze irony in both content and delivery •Recognize author's sentence structure as a tool for leveling criticism	Argumentative	ALL: See Study Sync
14	"Because I could not stop for Death"	**Grade Level:** The Adventures of Huckleberry Finn **Alternate:** The Absolutely True Diary of a Part Time Indian	•Understand the use/impact of the 'dash' •Analyze poetry •Determine the tone of a poem and its relation to point of view •Determine the explicit and implicit meanings of figurative language	Informative/ Explanatory	I. See Study Sync II. & III. What idea does this poem end on, and how do the first five stanzas guide the reader to that final concept? In a short essay, answer this question, using lines from the poem to support your analysis. Be sure to explain how the poem's figurative language and tone contribute toward the final concept.
15	Extended Writing	**Grade Level:**	•Read, annotate, and analyze	Argumentative	I. and II. Analyze two or three

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	Project	The Adventures of Huckleberry Finn **Alternate:** The Absolutely True Diary of a Part Time Indian	student sample of a literary analysis essay •Establish a clear and supportable thesis, or central claim •Explore concepts of audience and purpose •Identify supporting details and evaluate their relevance •Organize and sequence essay logically and effectively •Explore tools to introduce thesis statement/main argument •Distinguish between different kinds of transitions and incorporate them effectively into an argument •Provide a strong and engaging concluding paragraph •PREWRITE, PLAN, & DRAFT LITERARY ANALYSIS ESSAY		of the texts from this unit in an essay that answers the following question: How do the texts from this unit reflect the ways Americans defined themselves as individuals in the 19th century? In answering this question, you should consider discussing ideas about individualism and the relationship between the individual and society that arose during this time of cultural conflict. Provide a clear thesis statement and strong and thorough textual evidence in support of your argument. III. What did you learn from your readings in this unit about how certain people in the 19th century viewed a) individuals and b) society? Write an essay with an introduction, body, and conclusion that answers this question. Clearly state your claim (thesis) in the introduction and support your

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					ideas with evidence (examples) from the texts.
16	Extended Writing Project	**Extended/ Challenge Reading:** • The Adventures of Tom Sawyer •The Awakening •The Handmaid's Tale •The Day They Came to Arrest the Book	•Adopt a formal writing style befitting an academic essay •Provide peer review and receive feedback •Grammar practice: Usage & Hyphenation Conventions •Resolve issues in style, tone, usage, punctuation, spelling •REVISE, EDIT & PUBLISH NARRATIVE WRITING PROJECT		
Dead Week	Unit 2 Assessment	**Extended/ Challenge Reading, continued**	•Reading comprehension/vocabulary •Performance Task		