

PCI Pacing Guide: 11th 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 THREE

CONTENT AREA SKILLS (tested on Benchmark Exam)

All must be supported with textual evidence

Analyze character development Describe syntax and determine how the author uses it Determine how author supports claim(s) Identify rhetorical appeals used in speech	Analyze impact of word choice on tone Use information from text to support inferences and conclusions about text Compare points of view on similar topics across texts Determine a central idea developed across texts	Word meaning in context Analyze and integrate multiple sources of information to address question Write an argumentative speech
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Launch Week	Map Test Work Samples		<ul style="list-style-type: none"> •Determine baseline performance levels •Student goal setting 	Argumentative	http://elaessentials.weebly.com/baseline-writing-prompts.html
1	ERWC Module: “The Age of Responsibility” Activities 1 - 7		<ul style="list-style-type: none"> •Make predictions about article •Use context to determine meaning of unfamiliar words •Apply understanding of key conceptual terms to text •Identify main ideas and main arguments or claims •Annotate text purposefully 	N/A	
2	ERWC Module: “The Age of Responsibility” Activities 8 - 11		<ul style="list-style-type: none"> •Analyze author’s use of rhetorical devices •Evaluate rhetorical effectiveness of arguments •Evaluate credibility of different types of evidence 		

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3	ERWC Module: “The Age of Responsibility” Activity 12		<ul style="list-style-type: none"> •Formulate a response to the text •Revise an essay with focus on organizational structure 	Argumentative Essay	<p>What is the age of responsibility? That is, when should a person be considered an adult? Use your notes, readings, observations and experience to support your position.</p> <p>In your response, be sure to consider all three “R’s” (rites, rights, and responsibilities) involved in becoming a mature person—an adult.</p>
Study Sync Unit 3: MODERN TIMES					
4	“Theme for English B” “Any Human to Another”	Grade Level: <u>The Great Gatsby</u> Alternate: <u>Great</u> (Sara Benincasa)	<ul style="list-style-type: none"> •Support complex inferences and conclusions with textual evidence •Use research and background information to strengthen claims or analysis •Compare and contrast poems from same period •Analyze figurative language 	Informative/ Explanatory	<p><u>Close Read “Theme for English B”</u> ALL: See StudySync (one well-developed paragraph)</p> <p><u>Close Read “Any Human to Another”</u> ALL: The poem “Any Human to Another” and “Theme for English B” treat similar topics: the nature of human connection. Write a short essay in which you analyze how Countee Cullen’s treatment of this topic is both similar to and different from Langston Hughes’s treatment. In your conclusion, discuss the similarities and differences you see in the themes of the poems. Support your</p>

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					response with evidence drawn from both poems.
5	<p>“Plessy v. Ferguson”</p> <p>“Brown v. Board of Education”</p>	<p>Grade Level: <u>The Great Gatsby</u></p> <p>Alternate: <u>Great (Sara Benincasa)</u></p>	<ul style="list-style-type: none"> •Review different types of rhetoric •Apply understanding of rhetoric to majority and dissenting opinions of a landmark case •Delineate and evaluate arguments and claims •Apply prior knowledge to critical reading of legal case •Summarize key ideas 	<p>Informative/ Explanatory</p> <p>Argumentative</p>	<p><u>Close Read “Plessy v. Ferguson”</u></p> <p>ALL: Write a paragraph in which you explain the reasoning in both the majority opinion and the dissenting opinion of the “Plessy v. Ferguson” case. Cite evidence from the text to support your response.</p> <p><u>Close Read “Brown v. Board of Education”</u></p> <p>ALL: Write a brief essay in which you argue whether or not you believe the Supreme Court Justices in the Brown vs. Board of Education ruling realized that their decision would have an impact in our society beyond the public school system. And further, based on what you understand from your readings, do you think the Justices would have agreed with their ruling having a broader application? Use Access Handout 4.</p>

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6	“Hiroshima”	Grade Level: <u>The Great Gatsby</u> Alternate: <u>Great</u> (Sara Benincasa)	<ul style="list-style-type: none"> •Analyze syntax by breaking sentences down to elemental parts •Analyze author’s skill of using structural elements to add factual details •Determine author’s intent or purpose from variations in syntax •Analyze visual media and how it establishes tone and mood 	Informative/ Explanatory	ALL: See StudySync
7	Extended Writing Project	Grade Level: <u>The Great Gatsby</u> Alternate: <u>Great</u> (Sara Benincasa)	<ul style="list-style-type: none"> •Prewrite, Plan & Draft •Do (online) Skill Lessons to review/practice: Research and Note-Taking, Thesis Statement, Body Paragraphs and Transitions 	Argumentative Essay (with research)	What major 20 th Century historical events, scientific discoveries, or cultural trends do you think had a significant impact on how Americans redefined themselves during that century? Choose two texts from this unit and write an essay arguing how an event, a discovery, or a trend redefined the American identity. Include research from at least (two) other sources.
8	Extended Writing Project	Extended/Challenge Reading:	<ul style="list-style-type: none"> •Revise & Publish •Do (online) Skill Lessons to review/practice: Sources and Citations •Grammar Practice (handout): 1. Writing Effective Sentences 2. Run-On Sentences 	Argumentative Essay (with research)	
9	Assessment	Extended/Challenge	•Assess outcome of student		

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	1. Spring Benchmark (Illuminate) 2. Unit 3 Performance Task (StudySync Online Assessment or request PDF)	Reading, continued	learning •Students demonstrate understanding of key instructional content •Students write to sources/stimuli		