

# DCPS Pacing Guide 2015-2016



**Grade 10 Quarter Three**

## Notes:

1. Each quarter in this Pacing Guide has been designed for the ABC day rotating schedule that includes a double period every three days amounting to approximately 60 days of instruction per quarter.
2. Text: Holt McDougal Literature, Grade 10. Orlando, FL: Houghton Mifflin Harcourt Publishing Company, 2012.
3. Use the *6 Traits of Writing* rubric to score summative writing assignments. Students should have access to rubric prior to writing.
4. Three assessments will be provided by DCPS during each quarter: Diagnostic Assessment, Mid-Point Assessment, and Summative Assessment.
5. Diagnostic assessments should not be included in PowerSchool but should appear in Performance Matters.
6. All formative and summative assignments listed in the Assessment column must appear in PowerSchool.
7. Mid-Point Assessment and Summative Assessment must appear in both PowerSchool and Performance Matters.
8. Lesson ideas are included on the Pacing Guide. Try something new.
9. Please include the following statement in your syllabus: All students have been assigned textbooks and have access to an online textbook for reading assignments outside the classroom. Parents and students should expect daily homework assignments that include reading and/or writing.

## Quarter Three: Sound and Sense: language of poetry, author’s style and voice, cultural influence, and the novel

Titles and Pages	MCCRS	SWBAT	Lesson Ideas	Assessments
<b>Unit Three Diagnostic Assessment— RL2, RL4, RL5, RI4, RI6</b> Terms: sound devices, simile, metaphor, style, form, author’s perspective, author’s purpose				
Text Analysis Workshop: The Language of Poetry p. 770	RL4 RL5 RL10	Read and comprehend the language of textbooks as shown through student note-taking.	<a href="#">Cornell Notes Template</a> ; <a href="#">Cornell Note-taking Tips for Students</a> ; <a href="#">Cornell Notes Rubric</a>	<b>Analyze the Text:</b> Read “Ex-Basketball Player and “Slam, Dunk & Hook” (p.777) Contrast the two poems, citing three differences. Think about each poet’s treatment of the subject, as well as his use of poetic techniques.
There Will Come Soft Rains <b>and</b> Meeting at Night <b>and</b> The Sound of Night p. 778-785	RL4 RL5 RL10	Identify and analyze theme and sound devices.	Web-based sources for all 3 poems: <a href="#">TPCASTT Explanation</a> ; <a href="#">TPCASTT Organizer</a> ; <a href="#">Five T’s Poetry Analysis</a> ; <a href="#">THEME Organizer</a>  From the online textbook for all 3 poems: <a href="#">Text Analysis: Sound Devices</a> ; <a href="#">Reading Strategy: Reading Poetry</a> ; <a href="#">Level Up: Rhyme and Rhythm: (Ideas for Extension:)</a> <a href="#">Examine Onomatopoeia: The Sound of Nature</a> ; <a href="#">Oral Interpretation: Sound and Meaning</a> ; <a href="#">Write a Poem: Onomatopoeia</a> ; <a href="#">Write a Poem: Reverse Point of View</a>	<b>Analyzing Rhyme:</b> Describe how end rhyme is used in each poem. Which poems employ a regular rhyme scheme? What ideas are emphasized through end rhyme? Develop a chart (see p. 784).  OR  <b>Recognizing Alliteration:</b> Which poem makes the most obvious use of alliteration? What feelings or ideas are suggested by these repeated consonant sounds?  OR  <b>Relate Theme and Sound Devices:</b> Describe the qualities of nature conveyed in each poem. How are sound devices used to suggest these qualities? Refer to your sound devices chart to plan your answer.

<p>Sonnet 18 Sonnet XXX of Fatal Interview p. 810</p>	<p>RL2 RL5 RL10</p>	<p>Analyze a sonnet.</p>	<p>Web-based sources for both poems:  <a href="#">TPCASTT Explanation</a>; <a href="#">TPCASTT Organizer</a>; <a href="#">Five T's Poetry Analysis</a>; <a href="#">THEME Organizer</a>; <a href="#">Laying the Foundation: Shakespeare's Sonnet 18</a>; <a href="#">PBS: Shakespeare's Sonnets</a>; <a href="#">Folger Shakespeare Library: Shall I Compare Thee to a Summer's Day</a></p> <p>From the online textbook for all 3 poems:  <a href="#">Poetry Analysis Frame (from Reading and Literature Pull-down)</a>; <a href="#">Text Analysis: Sonnet</a>; <a href="#">Reading Strategy: Reading Sonnets</a>; <a href="#">Level Up: Elements of Poetry</a></p>	<p><b>Interpret Imagery:</b> Consider the images that Millay presents in describing what love is not, or what it cannot do. These images are examples of what kinds of human needs? What is the point of contrasting love with these needs? Use a chart like the one on page 815 to record images from the poem.</p>
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<p>Lord Randall Ballad/Balada Midwinter Blues p. 816</p> <p>AND</p> <p><i>From Blues Poems</i> Essay p. 824</p>	<p>RL4 RL5 RL10 W2f</p>	<p>Identify analyze the elements of a ballad.</p>	<p>Web-based sources for ballads: <a href="#">TPCASTT Explanation</a>; <a href="#">TPCASTT Organizer</a>; <a href="#">Five T's Poetry Analysis</a>; <a href="#">THEME Organizer</a>; <a href="#">Poetry Out Loud</a>; <a href="#">The Tabloid Ballad</a>; Composing a Story in Verse: Writing a Ballad (Bright Hub Education); <a href="#">The Music in Poetry (Smithsonian Education)</a>; <a href="#">The Learning Network of the New York Times: Power Ballads</a></p> <p>From the online textbook for ballads: <a href="#">Text Analysis: Ballad</a>; <a href="#">Reading Skill: Understand Dialect</a>; <a href="#">Video Trailer</a>; <a href="#">Write a Ballad</a>; <a href="#">Modern Legend</a>; <a href="#">Write Sony Lyrics: Musical without Music</a></p> <p>From the online textbook for the essay: <a href="#">Standards Focus: Take Notes</a>; <a href="#">Read for Information: Evaluate Poems</a>; <a href="#">Activities Under Vocabulary Pull Down</a></p>	<p>As an assessment option, student-created poetry book that could include the forms studied.</p> <p>AND/OR</p> <p><b>Writing Workshop: Analysis of a Poem</b> p. 828 (Timed Writing)</p> <p>Choose a poem and write an analysis. In your essay, analyze the poet's use of stylistics elements and their effects, using quotations and other evidence from the poem to support your ideas and help your audience gain a new understanding of the poem's meaning.</p> <p>Idea Starters</p> <ul style="list-style-type: none"> <li>• Effects of imagery in Elizabeth Bishop's poem "The Fish"</li> <li>• Impact of sound effects in "Ex-Basketball Player" by John Updike</li> <li>• Effect of structure in William Shakespeare's "Sonnet 18"</li> </ul>
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<p>Text Analysis Workshop: Author's Style and Voice</p>	<p>RL4</p>	<p>Read and comprehend the language of textbooks as shown through student note-taking.</p> <p>Analyze and determine the impact of words and phrases on meaning and tone.</p>	<p>Resource: <i>Discovering Voice: Voice Lessons for Middle and High School</i> by Nancy Dean contains multiple mini-lessons on the following elements of voice: diction, detail,</p> <p>Resource: <i>Discovering Voice: Voice Lessons for Middle and High School</i> by Nancy Dean contains multiple mini-lessons on the following elements of voice: diction, detail, figurative language, imagery syntax and tone.</p> <p>Web-based resources:  <a href="#">Cornell Notes Template</a>; <a href="#">Cornell Note-taking Tips for Students</a>; <a href="#">Cornell Notes Rubric</a></p>	<p><b>Analyze the Text:</b>  Read the excerpts from <i>Emma</i> by Jane Austin and <i>Bernice Bobs Her Hair</i> by F. Scott Fitzgerald (pp.854-855).  Apply what you know as you analyze these two short excerpts.</p>
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<p>The Pit and the Pendulum</p> <p>AND</p> <p>The Lake p.856</p> <p>Note: Please do not read “The Raven.” It is in the Grade 9 Curriculum and Pacing Guide.</p>	<p>RL1 RL4 W9 SL1 L3 L4b</p>	<p>Analyze and determine the impact of words and phrases on meaning and tone.</p>	<p>Web-based resources: <a href="#">The Pit and Pendulum @ Web English Teacher</a>; <a href="#">Teacher’s Guide to “The Pit and the Pendulum (Bright Hub Education)</a></p> <p>From the online textbook: <a href="#">Text Analysis: Poe’s Style</a>; <a href="#">Reading Strategy: Paraphrase</a>; <a href="#">Video Trailer</a>; <a href="#">Level Up Tutorials: (Ideas for Extension:)</a> <a href="#">Roundtable Discussion</a>; <a href="#">Poetic Language</a>; <a href="#">Dialog: Poe’s Style</a>;</p>	<p>Respond to <b>ONE or MORE</b> of the following:</p> <p><b>Make Inferences about Character:</b> Consider the narrator’s words, thoughts, and actions in “The Pit and the Pendulum.” What can you infer are his greatest strengths in his battle against the inquisitors? Support your answer with details from the story.</p> <p><b>Examine Sound Devices:</b> Reread “The Lake,” looking for examples of alliteration (repetition of consonant sounds) and assonance (repetition of vowel sounds). Which sound device does Poe use more extensively? What effect does this have on the reader?</p> <p><b>Analyze Imagery and Mood:</b> Find several examples of sensory imagery—words and phrases that appeal to the senses—in the story and in the poem. In what way do these images help convey the tone of the story?</p> <p><b>Analyze Poe’s Style:</b> Poe has fascinated readers with his tales of horror and haunting. Identify the stylistic characteristics that are common to both selections you just read. Use the following list to help you:</p> <ul style="list-style-type: none"> <li>• A first person point of view that expresses emotional intensity</li> <li>• Repeated or italicized words</li> <li>• Unusual choice of words, phrases, and expressions</li> <li>• Long sentences or sentences with interruptions</li> <li>• Strange or grotesque sensory images</li> </ul> <p>AND</p> <p><a href="#">EBSR</a></p>
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<p>Birches Mending Wall p. 886</p>	<p>RL1 RL2 RL4</p>	<p>Analyze a poet's style.</p>	<p>Web-based resources: <a href="#">Checklist: Author's Style (ReadWriteThink.org)</a>; <a href="#">Defining Style (ReadWriteThink.org)</a>; <a href="#">Demonstrating a Way to Analyze Style (ReadWriteThink.org)</a>; <a href="#">Sample Style Analysis Organizer (ReadWriteThink.org)</a>; <a href="#">Lesson Plans for Teaching Style (Learn NC)</a>; <a href="#">Critiquing an Author's Style (Ohio Department of Education)</a>; <a href="#">Analyzing an Author's Style in Literature (Bright Hub Education)</a></p> <p>Online textbook resources: <a href="#">Text Analysis: Frost's Style</a>; <a href="#">Reading Skill: Make Inferences</a>; <a href="#">Level Up Tutorials</a>;</p>	<p><b>Analyze Tone Through Imagery</b> In his works, Frost often reveals a mischievous attitude toward his subjects through his choice of images. Review lines 23-42 in "Birches" and lines 15-26 in "Mending Wall." Which sensory details in each poem strongly convey ideas beyond the literal meaning of the words? OR <b>Generalize About Poetic Form</b> Robert Frost often relied on conventional forms in his work. Both "Birches" and "Mending Wall" are written in <b>blank verse</b>—a form of unrhymed iambic pentameter favored by many English poets, including William Shakespeare. What does Frost's regular use of this poetic form suggest about him and his writing style?</p>
<p>Only Daughter and <i>From Carmelo</i> and Author Brings Back Memories of Not So Long Ago p. 900</p>	<p>RI4 RI5 RI6 RI8 SL1 L4c W9b</p>	<p>Analyze how elements of voice contribute to tone.</p>	<p>Web-based resources: <a href="#">Voice and Tone Organizer</a> (Select Voice and Tone Organizer from the <i>References</i> list)</p> <p>Online textbook resources: <a href="#">Text Analysis: Style and Voice</a>; <a href="#">Reading Skill: Identify author's Purpose</a>; <a href="#">Level Up Tutorials on Style and Purpose</a></p>	<p>Completed Organizer</p>
<p><b>Unit Three Mid-Point Assessment—RL3, RL4, RL5, RL10, W1, W4, W5</b> Terms: author's style, tone, vocabulary in context, word choice **Assessment to be administered on UNIFY as a PARCC simulation—EBSRs, Drag and Drop, Essay (to be scored by teacher)**</p>				
<p>Text Analysis Workshop: History, Culture, and the Author p. 934</p>	<p>RL1 RL3 RL4 RL6 RI7</p>	<p>Take notes on the author's point of view, perspective, or cultural experience reflected</p>	<p><a href="#">Cornell Notes Template</a>; <a href="#">Cornell Note-taking Tips for Students</a>; <a href="#">Cornell Notes Rubric</a></p>	<p>Completed notes    AND/OR</p>



		in a work of world literature.		Close read of the excerpt from <i>Love Must Not Be Forgotten</i> See questions 1-4.
<i>Night</i>	RL1 RL3 RL4 RL6 RI7	Analyze the author's point of view, perspective, or cultural experience reflected in a work of world literature.  Analyze and evaluate available evidence for thoroughness, completeness, and relevance to a student-selected topic.  Review prior student objectives not yet mastered.	Web-based resources: <a href="#">Lesson plans from the United States Holocaust Memorial Museum</a> ; <a href="#">Lesson Plans from Holocaust Memorial Research and Education Center of Florida</a> ; <a href="#">Lesson Plans from the Holocaust Teacher Resource Center</a> ; <a href="#">Elie Wiesel Lesson Plans for <i>Night</i> @ Web English Teacher</a> ; <a href="#">Using Student Centered Comprehension Strategies with Elie Wiesel's <i>Night</i> (ReadWrite Think.org)</a> <a href="#">Using Student Centered Comprehension Strategies with Elie Wiesel's <i>Night</i> (ReadWrite Think.org)</a> ; <a href="#">Night Holocaust Teacher Research Center</a> ; <a href="#">Night: A Study in Compassion and Courage</a>	<a href="#">Night Essay Prompts</a>

**Unit Three Summative Assessment—TBD**  
**Terms:**