

# DCPS Pacing Guide 2015-2016



**Grade 10 Quarter Four**

## 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 Four: Honor and Research: drama, media

Titles and Pages	MCCRS	SWBAT	Lesson Ideas	Assessments
<b>Unit Four Diagnostic Assessment</b> — RI1, RI2, W1, W2, W7, W8				
Shakespearean Drama p. 1190	RL3 RL5 RL9 RL10	Take notes on the following: •The characteristics of Shakespearean drama •Blank verse •Rhetorical devices	Web-based Resources: <a href="#">Cornell Notes Template</a> <a href="#">Cornell Note-taking Tips for Students</a> <a href="#">Cornell Notes Rubric</a>  Text-based Resources: <a href="#">Note Taking Part 1</a> ; <a href="#">Note Taking Part 2</a> ; <a href="#">Level Up: Types of Drama</a>	Completed notes

<p><i>Julius Caesar</i> p. 1201</p>	<p>RL1 RL2 RL3 RL4 RL5 RL9 RL10 SL3</p>	<p>Cite text evidence when speaking or writing about the play.</p> <p>Analyze the theme of Julius Caesar. Analyze how complex characters advance the plot and the theme.</p> <p>Analyze and explain the cumulative impact of Shakespeare’s deliberate manipulation of language, meaning, and tone (rhetorical devices).</p>	<p>Web-based Resources:  <a href="#">An Introduction to <i>Julius Caesar</i> Using Multiple-Perspective Universal Theme Analysis (ReadWriteThink)</a>;  <a href="#">Julius Caesar: A Differentiated Approach (NCTE)</a>; <a href="#">Julius Caesar: Curriculum Guide (Folger Library)</a>;  <a href="#">Storyboard That: Julius Caesar</a>; <a href="#">Teaching Shakespeare’s Julius Caesar Common Core Style</a>; <a href="#">Teaching Modules: Julius Caesar (Folger Shakespeare Library)</a>; <a href="#">Argument Organizer</a>, <a href="#">Argument Overview</a>; <a href="#">Body Biography</a>; <a href="#">Rhetorical Analysis Graphic Organizer</a>; <a href="#">Rhetorical Triangle</a>; <a href="#">Julius Caesar Informational Reading on Omens and Superstitions</a>; <a href="#">Julius Caesar Anticipation Guide</a>; <a href="#">Julius Caesar Projects</a></p> <p>Text-based Resources:  <u>Act One</u>  <a href="#">Text Analysis: Shakespearean Tragedy (Blank Verse)</a>; <a href="#">Reading Strategy: Reading Shakespearean Drama</a>; <a href="#">Ideas for Extension: Roundtable Discussion/What’s so Tragic?</a>; <a href="#">Letter/A Warning to Brutus</a>  <u>Act Two</u>  <a href="#">Text Analysis: Shakespearean Tragedy (Soliloquy)</a>  <u>Act Three</u>  <a href="#">Text Analysis: Shakespearean Tragedy (Rhetorical Devices)</a>  <u>Act Four</u>  <a href="#">Text Analysis: Tragic Hero</a>  <u>Act Five</u>  <a href="#">Shakespearean Tragedy: Tragedy</a>; <a href="#">Ideas for Extension: Political</a></p>	<p><b>Summative:</b>  Mid-point Assessment on <i>Julius Caesar</i> Provided by the Dorchester County Public Schools Supervisor of English or Literacy Coach.  The test contains one reading and selected response questions.</p> <p><b>Summative:</b>  Julius Caesar EBSRs  <a href="http://achievethecore.org/page/926/mini-assessment-for-julius-caesar-act-iii-scene-ii-by-william-shakespeare-detail-pg">http://achievethecore.org/page/926/mini-assessment-for-julius-caesar-act-iii-scene-ii-by-william-shakespeare-detail-pg</a></p>
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			<a href="#">Cartoon/How Tragic!; News Magazine/Assassination Report; Alternative Plot/Epilogue/Brutus Triumphant</a>	
<b>Unit Four Mid-Point Assessment—RL1, RL2, RL3, RL4, RL5</b>				
Share What You Know: Research Paper/Debate p. 1318  Debate Topic: Teacher’s Choice— A current hot topic should be used.	RI1 RI2 W1a-e W2 W5 W7 W8 SL1a,c,d SL2 SL3 SL4	Write affirmative or negative argument.  Participate in a discussion or debate.	The Research Strategies Workshop (pages 1321-1341) provide a strong fountain for locating and sifting through available research and the a  Writing Workshop: Research Paper (pages 1342-1363) provide a step-by-step guidelines for writing the research paper.  Web-Based Resources: <a href="#">National Speech and Debate Association</a> ; <a href="#">National Catholic Forensic League</a> ; <a href="#">Urban League Debate</a> ; <a href="#">Debates in the Classroom (Education World)</a> ; <a href="#">Strategies That Work (Education World)</a> ; <a href="#">Teaching Background: Debate</a> ; <a href="#">Teacher’s Guide to Introducing Debate in the Classroom</a> ; <a href="#">Debate@WebEnglishTeacher</a> ; <a href="#">How to Get Your Whole Class Debating (The Guardian Newspaper)</a> ; <a href="#">How to Bring Debating Activities into the Classroom (The Guardian Newspaper)</a> ; <a href="#">Simplified Debate Format for the Classroom</a>  You may elect to have students take notes on pp. 1318-1341 using the	<u>Formative:</u> •Annotated articles •Note cards •Bibliography cards •Drafts •Mini-lessons on research •Debate  <u>Summative:</u> •Completed paper (A Scoring Rubric is available on page 1361.) •Debate

			<p>Cornell note-taking system: <a href="#">Cornell Notes Template</a>; <a href="#">Cornell Note-taking Tips for Students</a> <a href="#">Cornell Notes Rubric</a></p> <p>Text-Based Resources: <a href="#">Student Copy Masters from my.hrw.com for Unit 12</a>, <a href="#">Research Strategies Workshop</a></p>	
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**Unit Four Summative Assessment**— RI1, RI2, W1, W2, W7, W8