

DCPS Pacing Guide 2015-2016



Grade 9 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 9. 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.

Unit: Figurative Language, Tone, and Voice (Poetry and Analysis)

Titles and Pages	MCCR	SWBAT	Lesson Ideas	Assessments
Unit Three Diagnostic Assessment— RL4, RL1, L5 Diction, connotation, tone, rhyme scheme, repetition, alliteration, assonance, imagery, simile, metaphor, personification, and hyperbole				
Text Analysis Workshop: Author’s Style and Voice p. 820	RL4 RI4 RL6 RI6 L3	Take notes on informational text focusing on author’s style and voice.	Cornell Note-taking Tips for Students ; Interactive Cornell Notes ; Springboard voice and tone activities p. 7-12, 18-25, 231	Formative: Complete Cornell notes
Where Have You Gone Charming Billy? p. 826 Tim O’Brien: The Naked Soldier Be A Marine (poster) p. 840	RL4 RI4 RL6 RI6 L3	Analyze the writing style and voice of an author and determine how word choice, sentence structure, and tone affect style and voice.	Teacher created graphic organizers for during reading; class discussion synthesizing the three texts	Formative: Teacher created graphic organizer
Where Have You Gone Charming Billy? Literary Analysis Writing Task p. 826	W2 W4 L4	Write a synthesis essay based on the ELA task generation model for literary analysis.	DCPS Writing Task	Summative: Essay prompt: Use what you have learned from reading “Where Have You Gone, Charming Billy?” and “Young Men” to write an essay that provides an analysis of how these two texts describe war through word choice and imagery.
Text Analysis Workshop: The Language of Poetry p. 740	RL4 RL10 L3 L4 L5	Take notes on informational text focusing on poetic form, sound devices, imagery, and figurative language.	Cornell Note-taking Tips for Students ; Interactive Cornell Notes	Formative: Completed Cornell notes

<p>My Papa’s Waltz p. 748</p> <p>Body Builders’ Contest p. 768</p> <p>AND teacher can choose from this extensive list of poems and teach the same standards and objective</p> <p>I Ask My Mother to Sing p. 752</p> <p>Grape Sherbet p. 753</p> <p>Spring is Like a Perhaps Hand p. 758</p> <p>Elegy for the Giant Tortoises p. 760</p> <p>Today p. 761</p> <p>400 Meter Free Style p. 764</p> <p>A Narrow Fellow in the Grass p. 870</p> <p>Hope is the Thing with Feathers p. 871</p> <p>The Raven</p>	<p>RL1 RL4 RL10 RL2 L3 L4 L5</p>	<p>Analyze poetry focusing on form, sound devices, imagery, and figurative language.</p>	<p>Use TPCASTT or SOAPSTone strategy to analyze poems; resources on HOLT online; teacher created text- dependent questions; Springboard p. 206-208; use Socratic Seminar or some other strategy to have students discussing poetry</p>	<p>Formative: Text dependent questions AND EBSR questions AND DCPS writing task for “My Papa’s Waltz” and “Grape Sherbet”—Essay prompt: Use what you have learned from reading “My Papa’s Waltz” and “Grape Sherbet” to write an essay that provides an analysis of how both authors convey their personal thoughts and feelings through the use of word choice and imagery. OR Teacher created writing prompt</p>
--	--	--	--	--

<p>p. 146 Incident in a Rose Garden p. 151 Sonnet 18 Springboard p. 225 Fast Break Springboard p. 214 Ego Tripping Springboard p. 218 Ode to My Socks p. 778 Egg Horror Poem p. 782 O What Is That Sound? p. 786 The Seven Ages of Man p. 794 The Road Not Taken p. 796</p>				
<p>Unit Three Mid-Point Assessment—RL1, RL4, L5 Diction, tone, end rhyme, internal rhyme, repetition, alliteration, assonance, imagery, simile, metaphor, personification, and hyperbole</p>				
Titles and Pages	MCCR	SWBAT	Lesson Ideas	Assessments
<p>Romeo and Juliet p. 1034 *Use this extended piece to cover unit standards and standards covered so far in the year</p>	<p>RL1 RL2 RL3 RL4 RL5 RL6 RL7 RL10</p>	<p>Determine the connotative and denotative meaning of words in context. Analyze the language of Shakespeare. Analyze how the</p>	<p><u>Body biography</u>; <u>mini body biography</u>; teacher created plot activity; clips from version/s of Romeo and Juliet, Holt online resources; Springboard p. 251-336</p>	<p>Formative: Body Biography AND During reading text-dependent questions AND Plot activity AND DCPS writing task for Romeo and Juliet and “How do I Love You”—Essay prompt: Both Romeo, in the balcony scene, and Elizabeth</p>

		<p>rising action of a story can create conflict and suspense.</p> <p>Analyze a complex character over the course of a story.</p> <p>Analyze connections between characters' relationships and theme.</p> <p>Analyze how tone and word choice help a reader understand the meaning of a text.</p>		<p>Barrett Browning, in her poem, express their love. Write an essay that analyzes the strength of the characters' professions of love focusing on word choice and characterization.</p> <p>OR Teacher created prompt</p>
<p>Unit Three Summative Assessment— RL4, RL1, L5 Diction, connotation, tone, rhyme scheme, repetition, alliteration, assonance, imagery, simile, metaphor, personification, and hyperbole</p>				
<p>Writing Workshop: Analysis of a Poem p. 798 and Springboard p. 245-247</p>	<p>W2a-f W4-5 W9a W10 L1-2 L2c</p>	<p>Write an in-depth analysis of a poem in a formal essay.</p>	<p>Response to Literature (from online textbook); Five Paragraph Essay Outline and Instructions</p>	<p>Summative: Essay prompt: Choose a poem and write an analysis of the author's style. Your analysis should help the audience understand one or two elements of the author's style and its effect on readers.</p> <p>OR Springboard prompt OR Teacher created prompt</p>