

# DCPS Pacing Guide 2015-2016



Grade 9 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 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: Rhetoric and The Novel

Titles and Pages	MCCRS	SWBAT	Lesson Ideas	Assessments
<b>Unit Four Diagnostic Assessment—</b> N/A				
Text Analysis Workshop: Argument and Persuasion p. 654 Elements of an argument	RI2 RI5 RI6 RI8 SL3	Identify elements rhetoric in a given text.  Take notes on rhetoric paying particular attention to claim, support, counter-claim, refutation etc.	Notetaking, <a href="#">Two-column</a> , <a href="#">Cornell</a> , Analysis Frame (Best Practices D21, D44), <a href="#">Notetaking Part 1</a> ; <a href="#">Notetaking Part 2</a> ; <a href="#">Level Up: Elements of Argument</a> ; Brainstorm Persuasive Techniques	<b>Formative:</b> Complete Cornell notes Assess p. 659
I Have a Dream p. 660 <a href="#">Audio of Speech</a>	RI4 RI6 RI8 RI9 W9b L5a	Analyze an argument identifying repetition, parallelism and analogies in addition to claim, evidence (support), counter-claim, and refutation	<a href="#">Argument Overview</a> ; <a href="#">Argument Organizer</a> ; <a href="#">Text Analysis Workshop: Argument</a> ; <a href="#">Reading Skill: Understand Rhetorical Devices</a> ; <a href="#">Language Matters: Analytical Paraphrase (from Ideas for Extension)</a> ; <a href="#">I Have a Dream Rhetorical Strategy Scavenger Hunt</a> (to use Flocabulary sign up for a free trial); Make a <a href="#">Wordle</a> with King’s words; <a href="#">Power Thinking: I Have Dream</a> (from online textbook resources)  <b>Use this strategy for any persuasive piece when dealing with persuasive techniques and rhetorical devices:</b> Use of graphic organizer like a T-chart in order for students to identify persuasive techniques and rhetorical devices and evaluate their purpose/effect; use of a graphic organizer similar to the one in question #6 on p. 677 of textbook	Correctly complete Argument Organizer with a small group

<p>How Private is Your Private Life? p. 682</p> <p><b>AND</b></p> <p>The Privacy Debate: One Size Doesn't Fit All p.680</p>	<p>RI3 RI RI8</p>	<p>Evaluate the argument and specific claims in a text.</p> <p>Analyze the use of loaded language in a text.</p> <p>Analyze the use of overgeneralizations like stereotyping and other faulty reasoning.</p>	<p><a href="#">Argument Overview</a>; <a href="#">Argument Organizer</a>; <a href="#">Text Analysis: Fact and Opinion</a>; <a href="#">Reading Skill: Recognize Bias</a>; <a href="#">Loaded Words: Vocabulary That Packs a Punch in Persuasive Writing</a> (from ReadWriteThink.org); <b>Video:</b> <a href="#">Change My Mind: Loaded Language</a>; <a href="#">Change My Mind: Appeal to Authority</a>; <a href="#">Change my Mind: Bandwagon</a>; <a href="#">Change My Mind: Appeal to Logic</a>; <a href="#">Change My Mind: Appeal to Emotion</a>; -and others from the folks at Change My Mind</p>	<p><b>Formative:</b> Correctly complete Argument Organize independently</p>
<p>Testimony Before the Senate p. 670</p>	<p>RI2 RI5 RI8</p>	<p>Write an essay that analyzes an argument by evaluating persuasive techniques and rhetorical devices.</p>	<p><a href="#">Argument Overview</a>; <a href="#">Argument Organizer</a></p> <p>After reading Fox's testimony in class, assign the following timed writing prompt: <b>Timed Writing Prompt:</b> You have read Fox's "Testimony Before the Senate." What is your response? Write an essay that describes your reaction and identifies the most convincing part of Fox's testimony.</p>	<p><b>Summative:</b> Timed Writing—grade using the six traits rubric</p>

<p>Choose one of the following:</p> <p>Play Devil’s Advocate with high school sports using a lesson plan from ReadWriteThink: <a href="#">For Argument’s Sake: Playing Devil’s Advocate with Nonfiction Texts</a></p> <p><b>OR</b></p> <p>Persuasive Essay p. 712</p>	<p>W1a-e W4 W5 W10 L1 L1a L2 L2c L3</p> <p>Same</p>	<p>Learn the etymology of the idiom “devil’s advocate.”</p> <p>Evaluate proposals and generate counterarguments.</p> <p>Respond to arguments in formal discourse by refuting, critiquing, or questioning assertions and assumptions.</p> <p>Write a persuasive essay that asserts a claim, supports it with evidence, and refutes the claims of the other side.</p> <p>Write a persuasive essay that asserts a claim, supports it with evidence, and refutes the claims of the other side.</p>	<p>See Link in title column</p> <p><a href="#">Argument Overview</a>; <a href="#">Argument Organizer</a>; textbook resources</p>	<p>Completed Devil’s Advocate Essay</p> <p>Summative Grade</p>
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<p><b>OR</b></p> <p>Debating an Issue p. 722</p>	<p>Same</p>	<p>Participate in a debate over substantive issues. Write affirmative/negative speeches that assert a claim, support it with evidence, and refute the claims of the other side.</p>	<p><a href="#">End of Year Debate Topics</a></p>	<p>Summative Grade</p>
<p><b>OR</b></p> <p>Springboard Ad Campaign p. 80</p>	<p>RI4 RI6 RI8 SL3</p>	<p>Design an Ad Campaign that incorporates rhetorical devices and persuasive techniques. Write an argument to persuade your audience using the elements of an argument.</p>	<p>See page 80 of <i>Springboard</i>. Contact literacy coaches if you don't have a copy.</p>	<p>Summative Grade</p>

**Unit Four Mid-Point Assessment—Rhetoric**

Click here for [Academic Vocabulary](#) list.

Titles and Pages	MCCRS	SWBAT	Lesson Ideas	Assessments
<p><i>To Kill a Mockingbird</i></p> <p>*Use this extended piece to cover unit standards and standards covered so far in the year</p> <p><b>OR</b> Springboard Unit (see below)</p>	<p>RL1 RL2 RL3 RL4 RL5 RL6 RL7 RL10</p>	<p>Make generalizations, supported by specific details and examples about key concepts, characters, and themes in a classic American novel.</p> <p>Describe how tone and mood affect the drama of a novel.</p> <p>Explain the influence of others' ideas and contributions to the development of their personal thoughts and feelings.</p>	<p>Unit plan with chapter questions and activities <a href="http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf">http://education.library.ubc.ca/files/2011/06/10Chris-Murphy-Brad-Dingler-Lisa-Yu-Unit-Plan-TKAM.pdf</a></p> <p>Historical perspective lesson plan <a href="http://loc.gov/teachers/classroommaterials/lessons/mockingbird/procedure.html">http://loc.gov/teachers/classroommaterials/lessons/mockingbird/procedure.html</a></p> <p>Spend a day in my shoes: Exploring the role of perspective in Narrative <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html">http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html</a></p> <p>Web English Teacher resources <a href="http://www.webenglishteacher.com/lee2.html">http://www.webenglishteacher.com/lee2.html</a></p> <p><a href="#">Literature Circles</a> (from the College Board)</p>	<p><b>Formative</b> Teacher-created</p> <p><b>Summative</b> Teacher-created</p> <p>**See your literacy coach for ready-made unit activities</p>

<p>Springboard Media Study</p> <p>*This material will NOT be included on Unit Four Summative Assessment but will be assessed using a separate test</p>	<p>RI7 RL7 L6 RL1 RL2 RL4 RL3 RL5</p>	<p>Understand the elements of a cinematic scene.</p> <p>Analyze how deconstructing a scene can reveal meaning.</p> <p>Analyze the tone and mood created by specific cinematic techniques.</p>	<p>PowerPoint of Cinematic Techniques; Viewing worksheets; Springboard p. 134-183; anticipation guide</p>	<p><b>Formative:</b> Completed notes sheet Viewing worksheets 1-5 Exit ticket/s</p> <p><b>Summative:</b> Test for Media Study</p>
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**Unit Four Summative Assessment— To Kill A Mockingbird EBSR Assessment OR Springboard Assessment**

Writing Workshop: Analysis of a novel	W2a-f W4-5 W9a W10 L1-2 L2c	Write an in-depth analysis of a novel in a formal essay	<a href="#">Five Paragraph Essay</a> Teacher-created organizers	<p><b>Summative:</b> Essay prompt: Select one of the following essential questions based on To Kill a Mockingbird. Write a well-developed essay using text support and personal connections.</p> <ol style="list-style-type: none"><li>1. How does the novel define courage?</li><li>2. How does Atticus Finch illustrate the qualities of a hero?</li><li>3. Why do certain people choose unpopular, but moral, stances on the issues of the day in order to promote beneficial change?</li><li>4. How can we break through barriers of prejudice to promote tolerance?</li><li>5. How do different characters in this novel "come of age"?</li><li>6. How can having compassion for others help to negotiate difficult situations?</li></ol> <p><b>OR</b> Springboard prompt</p> <p><b>OR</b> Teacher created prompt</p>
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