

<p align="center"><b>Quarter 4 Pacing Guide Core A: Intro to Comp</b></p>	<p align="center"><b>Assignments</b></p>
<p><b>Week 1</b></p> <p><u>Tuesday 3/19:</u> Turn in Assignments (Intro/Conclusion), read <i>Jim Elliot</i> Ch 11-16) Quiz: Jim Elliot Ch 11-16 Books to Bring: <i>Jim Elliot</i> and <i>Around the World In 80 Days</i> Make sure all the printing for Q4 is organized in your binder! <u>Thursday 3/21:</u> Nothing Due</p>	<p>Assignments Due Next Tuesday (3/26)</p> <ul style="list-style-type: none"> <li>• <i>Around the World in 80 Days</i>, Read Ch 1-8 and complete Note Guide and Vocab.</li> </ul> <p>Assignments Due next Thursday (3/28)</p> <ul style="list-style-type: none"> <li>• First Draft of Literary Essay (Submit in a folder with the graded body paragraphs and intro/conclusion)</li> </ul>
<p><b>Week 2</b></p> <p><u>Tuesday 3/26:</u> Turn in Assignments Book to Bring: AW80D</p> <p>At home on Wednesday: Read Ch 9-11 (Read early this week because of Good Friday!)</p> <p><u>Thursday 3/28:</u> Due: First Draft of Literary Essay (in folder) Poetry Unit in Class</p>	<p>Assignments Due Next Tuesday (4/2)</p> <ul style="list-style-type: none"> <li>• <i>AW80D</i>, Read Ch 9-11 and complete Note Guide (no vocab due to Good Friday)</li> </ul>
<p><b>Week 3</b></p> <p><u>Tuesday 4/2:</u> Note Guide Check, Writing Quiz in Class Book to Bring: AW80D</p> <p><u>Thursday 4/4:</u> Nothing Due (Poetry Unit in Class)</p>	<p>Assignments Due Next Tuesday (4/9)</p> <ul style="list-style-type: none"> <li>• <i>AW80D</i> Read Ch 12-15 and complete Note Guide and Vocab</li> <li>• Literary Essay Second Draft</li> </ul>
<p><b>Week 4</b></p> <p><u>Tuesday 4/9:</u> Turn in Assignments (Literary Essay Second Draft in Folder with previous drafts) Book to Bring: AW80D</p> <p><u>Thursday 4/11:</u> Nothing Due (poetry unit in class)</p>	<p>Assignments Due Next Tuesday (4/16)</p> <ul style="list-style-type: none"> <li>• <i>AW80D</i> Read Ch 16-23 and complete Note Guide and Vocab</li> </ul>

<p><b>Week 5</b>  <u>Tuesday 4/16:</u>  Turn in Assignments  Book to Bring: AW80D</p> <p><u>Thursday 4/18:</u> Nothing Due (poetry unit in class)</p>	<p>Assignments Due Next Tuesday</p> <ul style="list-style-type: none"> <li>• AW80D Read Ch 24-30 and complete Note Guide and Vocab</li> </ul> <p>Assignment Due Next Thursday:</p> <ul style="list-style-type: none"> <li>• Literary Essay Final Draft (in a folder with graded first and second drafts, parent rubric signed, and uploaded to Turnitin.com)</li> </ul>
<p><b>Week 6</b>  <u>Tuesday 4/23:</u>  Turn in Assignments  Book to Bring: AW80D</p> <p><u>Thursday 4/25:</u></p> <ul style="list-style-type: none"> <li>• Literary Essay Final Draft (in a folder with graded first and second drafts, parent rubric signed, and uploaded to Turnitin.com)</li> </ul>	<p>Assignments Due Next Tuesday (4/30)</p> <ul style="list-style-type: none"> <li>• AW80D Read Ch 31-37 and complete Note Guide and Vocab</li> </ul>
<p><b>Week 7</b>  <u>Tuesday 4/30-Thursday 5/2:</u>  Turn in AW80D Note Guide  Senior Thesis Presentations (TBD)</p>	<p>Assignments Due Next Tuesday (5/7)  Prepare for AW80D Test!</p>
<p><b>Week 8</b>  <u>Tuesday 5/7:</u>  Turn in Assignment  AW80D Test (Open Notes- notes will be returned to you before the test)</p> <p><u>Thursday 5/9:</u> Nothing Due- Class Activity</p>	<p style="text-align: center;"><b>Happy Summer!!!!</b></p>

## Core A Comp & Lit | Poetry Terms

**Alliteration:** The repetition of initial consonant sounds in words such as “rough and ready.”

Example: “Our gang paces the pier like an old myth.”

**Assonance:** The repetition of vowel sounds without the repetition of consonants.

Example: “My words like silent raindrops fell.”

**Ballad:** A poem in verse that tells a story.

**Consonance:** The repetition of consonant sounds. Although it is similar to alliteration, consonance is not limited to the first letters of words.

Example: “... and high school girls with clear skin smiles.”

**Couplet:** Two lines of verse the same length that usually rhyme.

**End rhyme:** The rhyming of words that appear at the ends of two or more lines of poetry.

**Foot:** The smallest repeated pattern of stressed and unstressed syllables in a poetic line.

*Iambic:* An unstressed followed by a stressed syllable. Example: repeat

*Trochaic:* A stressed followed by and unstressed syllable. Example: older

*Spondaic:* Two stressed syllables. Example: heartbreak

**Hyperbole:** An exaggeration or overstatement.

Example: “I have seen this river so wide it only had one bank.

**Imagery:** The words or phrases a writer selects to create a certain picture in the reader's mind.

Imagery is usually based on sensory details.

Example: “The sky was dark and gloomy, the air was damp and raw, the streets were wet and sloppy.”

**Internal Rhyme:** When the rhyming words occur in the same line of poetry.

Example: “You break my eyes with a look that buys sweet cake.”

**Lyric:** A short verse that is intended to express the emotions of the author; quite often these lyrics are set to music.

**Metaphor:** A comparison of two things in which no word of comparison (like or as) is used.

Example: “A green plant is a machine that runs on solar energy.”

**Meter:** The pattern of repetition of stressed and unstressed syllables in a line of poetry.

**Mood:** The feeling or atmosphere perceived by the reader. It is the emotions you feel while reading.

**Personification:** A literary device in which the author speaks of or describes an animal, object, or idea, as if it were a person.

Example: “The rock stubbornly refused to move!”

**Refrain:** The repetition of a line or phrase of a poem at regular intervals, especially at the end of each stanza. A song's refrain may be called the chorus.

**Repetition:** the repeating of a word or phrase within a poem or a prose piece to create a sense of rhythm.

Example: “His laugh, his dare, his shrug/ sag ghostlike...”

**Rhyme:** The similarity or likeness of sound existing between two words.

Example: “sat” and “cat” are perfect rhymes because the vowel and final consonant sounds are exactly the same.

**Rhythm:** The ordered, or free occurrences, of sound in poetry. Ordered or regular rhythm is called meter. Free occurrence of sound is called free verse.

**Simile:** A comparison of two unlike things in which a word of comparison (like or as) is used.

Example: "She stood in front of the altar, shaking like a freshly caught trout."

**Sonnet:** A poem consisting of fourteen lines of iambic pentameter. There are two popular forms of sonnets:

1. *Italian (Petrarchan) Sonnet:* Has two parts; an octave (eight lines) and a sestet (six lines) usually rhyming abbaabba, cdecde. Often a question is raised in the octave that is answered in the sestet.

2. *Shakespearean (English or Elizabethan) Sonnet:* Consists of three quatrains (four lines) and a final rhyming couplet (two lines). The rhyme scheme is abab, cdcd, efef, gg. Usually the question or theme is set forth in the quatrains while the answer or resolution appears in the final couplet.

**Stanza:** A division of poetry named for the number of lines it contains.

1. *Couplet:* two line stanza

2. *Triplet:* three line stanza

3. *Quatrain:* four line stanza

4. *Quintet:* five line stanza

5. *Sestet:* six line stanza

6. *Septet:* seven line stanza

7. *Octave:* eight line stanza

**Symbol:** A person, a place, a thing, or an event used to represent something else.

Example: A dove is a symbol of peace.

**Verse:** A metric line of poetry, named according to the kind and number of feet composing it.

Example: iambic (an unstressed followed by a stressed syllable) Pentameter (five feet).

1. *Monometer:* one foot

2. *Dimeter:* two feet

3. *Trimeter:* three feet

4. *Tetrameter:* four feet

5. *Pentameter:* five feet

6. *Hexameter:* six feet

7. *Heptameter:* seven feet

8. *Octometer:* eight feet



## O Captain! My Captain!

BY WALT WHITMAN

O Captain! my Captain! our fearful trip is done,  
The ship has weather'd every rack, the prize we sought is won,  
The port is near, the bells I hear, the people all exulting,  
While follow eyes the steady keel, the vessel grim and daring;

But O heart! heart! heart!

O the bleeding drops of red,  
Where on the deck my Captain lies,  
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;  
Rise up—for you the flag is flung—for you the bugle trills,  
For you bouquets and ribbon'd wreaths—for you the shores a-crowding,  
For you they call, the swaying mass, their eager faces turning;

Here Captain! dear father!

This arm beneath your head!  
It is some dream that on the deck,  
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still,  
My father does not feel my arm, he has no pulse nor will,  
The ship is anchor'd safe and sound, its voyage closed and done,  
From fearful trip the victor ship comes in with object won;

Exult O shores, and ring O bells!

But I with mournful tread,  
Walk the deck my Captain lies,  
Fallen cold and dead.



## The Children's Hour

BY HENRY WADSWORTH LONGFELLOW

Between the dark and the daylight,  
    When the night is beginning to lower,  
Comes a pause in the day's occupations,  
    That is known as the Children's Hour.

I hear in the chamber above me  
    The patter of little feet,  
The sound of a door that is opened,  
    And voices soft and sweet.

From my study I see in the lamplight,  
    Descending the broad hall stair,  
Grave Alice, and laughing Allegra,  
    And Edith with golden hair.

A whisper, and then a silence:  
    Yet I know by their merry eyes  
They are plotting and planning together  
    To take me by surprise.

A sudden rush from the stairway,  
    A sudden raid from the hall!  
By three doors left unguarded  
    They enter my castle wall!

They climb up into my turret  
    O'er the arms and back of my chair;  
If I try to escape, they surround me;  
    They seem to be everywhere.

They almost devour me with kisses,  
Their arms about me entwine,  
Till I think of the Bishop of Bingen  
In his Mouse-Tower on the Rhine!

Do you think, O blue-eyed banditti,  
Because you have scaled the wall,  
Such an old mustache as I am  
Is not a match for you all!

I have you fast in my fortress,  
And will not let you depart,  
But put you down into the dungeon  
In the round-tower of my heart.

And there will I keep you forever,  
Yes, forever and a day,  
Till the walls shall crumble to ruin,  
And moulder in dust away!

# Jabberwocky

BY LEWIS CARROLL

'Twas brillig, and the slithy toves  
Did gyre and gimble in the  
wabe:

All mimsy were the borogoves,  
And the mome raths outgrabe.

“Beware the Jabberwock, my son!  
The jaws that bite, the claws  
that catch!

Beware the Jubjub bird, and shun  
The frumious Bandersnatch!”

He took his vorpal sword in hand;  
Long time the manxome foe he  
sought—

So rested he by the Tumtum tree  
And stood awhile in thought.

And, as in uffish thought he stood,  
The Jabberwock, with eyes of  
flame,  
Came whiffling through the tulgey  
wood,  
And burbled as it came!

One, two! One, two! And through  
and through  
The vorpal blade went snicker-  
snack!

He left it dead, and with its head  
He went galumphing back.

“And hast thou slain the  
Jabberwock?

Come to my arms, my beamish  
boy!

O frabjous day! Callooh! Callay!”  
He chortled in his joy.

'Twas brillig, and the slithy toves  
Did gyre and gimble in the  
wabe:

All mimsy were the borogoves,  
And the mome raths outgrabe.

*Source: The Random House Book of  
Poetry for Children (1983)*



## ***Around the World in 80 Days – Notetaking Guide***

Student Name: \_\_\_\_\_

*Staple all pages together or three-hole punch into a binder. Notes will be checked each week in class, and will only be accepted one pep day late.*

The reading has been divided into 6 sections:

1. Due 3/26: Ch 1-8
2. Due 4/2: Ch 9-11
3. Due 4/9: Ch 12-15
4. Due 4/16: Ch 16-23
5. Due 4/23: Ch 24-30
6. Due 4/30: Ch 31-37

Each week, fill out the following charts. You are not required to write in complete sentences. You may use these notes on your *Around the World in 80 Days* final test at the end of the book. If you run out of room on a chart, you may print more pages or simply add information on the back.

**Character Descriptions:** As you meet new characters or learn more about existing characters, make notes about their physical traits, character/personality traits, and any **important actions** that they take.

**Setting Descriptions:** Make notes about the time, location, scenery, culture, and other details.

**Phileas Fogg:** describe physical traits, character traits, & important actions/events

**Ch 1-8**

**Ch 9-11**

**Ch 12-15**

**Ch 16-23**

**Ch 24-30**

**Ch 31-37**

**Jean Passepartout:** describe physical traits, character traits, & important actions/events

**Ch 1-8**

**Ch 9-11**

**Ch 12-15**

**Ch 16-23**

**Ch 24-30**

**Ch 31-37**

**Mrs. Aouda:** describe physical traits, character traits, & important actions/events

**Ch 1-8**

**Ch 9-11**

**Ch 12-15**

**Ch 16-23**

**Ch 24-30**

**Ch 31-37**

**MINOR CHARACTERS:** describe physical traits, character traits, & important actions/events

**James Forster**

**Andrew Stuart**

**Sir Francis Cromarty**

**John Bunsby**

**MINOR CHARACTERS:** Add to these descriptions when possible.

**Colonel Stamp Proctor**

**Captain Andrew Speedy**

**SETTING DESCRIPTIONS:** describe the time, location, scenery, culture, etc.

**England**

**SETTING DESCRIPTIONS:** describe the time, location, scenery, culture, etc.

**Suez, Egypt**

**India** (divide this section into descriptions for Bombay, the Indian jungle, and Calcutta)

Bombay

Jungle

Calcutta

**Hong Kong, China**

**SETTING DESCRIPTIONS:** describe the time, location, scenery, culture, etc.

**Yokohama, Japan**

**San Francisco, USA**

**American West**

**New York City, USA (street names, any other descriptions of people or places)**



Chapters 1-8. Vocabulary. Look up the following vocabulary words and record the definition for each as it relates to the book. You may handwrite these (neatly).

**Chapter 1**

Enigmatic

Ensnared

**Chapter 2**

Phlegmatic

Chronometer

**Chapter 4**

Stupefaction

Automaton

**Chapter 6**

Dogmatic

Quayside

Around the World in 80 Days      Student Name: \_\_\_\_\_

Chapters 10-15 (includes two words from the last reading).

Look up the following vocabulary words and record the definition for each as it relates to the book. (You can neatly handwrite these).

**Chapter 10**

Fricassee

Decorum

**Chapter 12**

Quadruped

Desultory

Untoward

Copse

**Chapter 15**

Sacrosanct

Sacrilege

Crestfallen

**Around the World In 80 Days**

**Student Name:** \_\_\_\_\_

**Vocabulary for Ch 16-23**

**Chapter 18**

Imperturbable

Tenterhooks

**Chapter 19**

Palanquin

**Chapter 21**

Oscillated

Tenacity

**Chapter 22**

Torpor

Melancholy

Teeming

## **Chapter 23**

Harmonious

Virtuoso

Colonnade

**Around the World in 80 Days**

**Student Name:** \_\_\_\_\_

**Chapters 24-30 Vocabulary**

**Chapter 24**

Veritable

**Chapter 29**

Blunderbuss

Garrison

**Chapter 30**

Assailant

Doggedly

Rhetoric

Intrepid

Baffled

Around the World in 80 Days  
Chapters 31-37 Vocabulary

Student Name: \_\_\_\_\_

**(same directions as usual!)**

**Chapter 31**

Plaintive

**Chapter 33**

Exploit

Susceptible

Baffled

(none for other chapters)