Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 1: Weaving a Story P. 25-180 | **Essential Question**: What makes a story unforgettable? | **Suggested Time Frame**: Within 1st 9 wks |
|  **Focus Standards** |
| **Reading Literature:**RL1, RL3- 5, RL 7, RL10  | **Reading Informational:**RI1, RI3, RI5-6 | **Writing:**W1-7, W9a, W10 | **Speaking and Listening:** SL2-SL4 | **Language:**L1, L1c, L2,L2b, L3, L3a, L4, L4a-b, L4d, L5a-b, L6 | **Technology:**7SI1, 7SI1.1-7SI1.2, 7TT1, 7TT1.2-7TT1.3, 7SE1-7SE1.2 |
| **Unit Tasks** |
| Text Analysis: \* Identify stages of plot; analyze plot development \*Analyze how setting shapes plot \*Identify conflict, flashback, and foreshadowing \*Analyze the structure an author uses to organize a text, including chronological orderReading: \*Use reading strategies, including connecting and predicting Writing and \*Write an argumentLanguage: \*Spell possessives correctly \*Recognize and correct misplaced modifiers  Vocabulary: \*Understand and use prefixes, suffixes, and word roots \*Understand analogiesTechnology: \*Create a persuasive podcast |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*contemporary \*structure  \* influence \*identify \*element |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Seventh Grade” p. 34-45, (ECOS) | plot falling action connectingexposition resolutionrising action climax | quiver ferocitylinger sheepishlyportly unison |
| “The Last Dog” p. 46-65, (ECOS) | settingsequenceflashback | copious foray posteritydisembodied foresighted reproofevasive languish |
| \*“Thank You, M’am” p. 66-75 | conflict internal conflictexternal conflict inference | barren mistrustfrail presentable |
| \*“Rikki­-tikki-tavi” p.76-95(ECOS) | suspense foreshadowingprediction | valiant cower consolationrevive gait singecunningly fledgling |
| \*“from Exploring the Titanic” p. 102-121 | narrative nonfictionchronological order | accommodations novelty ghastlyadjoining prophecymoderate feverishly |
| \*“from An American Childhood” p. 122-131 | settingcause and effect | improvise revert spherical perfunctorily righteous translucentredundant simultaneously |
| \*“Casey at the Bat” p. 132-137 | narrative poem repetition rhythmsound devices rhyme | n/a |
| \*“The Monsters Are Due on Maple Street” p. 138-153 | conflict stage directionsdialogue teleplay | assent converging revelationantagonism incriminatecontorted optimistic |
| (Media Study) “from Back to the Future” p. 154-161, (ECOS) | n/a | shot editingclose-up shot sequencereaction shot soundlow-angle shot sound effects |

***\*Denotes stories that are also in The Language of Literature text book.***

***Note to Teachers: The Common Core Essential Standards focus on teaching quality, rigorous lessons. Therefore, this pacing guide allows teachers flexibility to select from the stories in each unit. Teachers are not expected to use every story within an entire unit.***

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| Unit Student Workshops/Assessment Practices |
| Text Analysis Workshop: Plot, Setting, and Character p. 28-33 |
| Writing Workshop: Write To Learn  |
| Technology Workshop: Creating a Persuasive Podcast p. 172-173 |
| Assessment Practice p. 174-179 |