Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 2: Personality Tests p. 181-312 | **Essential Question**: What makes a great character? | **Suggested Time Frame**:  Within the 1st 9 wks |
|  **Focus Standards** |
| **Reading Literature:**RL1, RL3,RL 5-6, RL10  | **Reading Informational:** RI2-3, RI6 | **Writing:**W2,W2a-f, W3, W4-5, W9a, W10 | **Speaking and Listening:** SL1,SL1a,SL1c, SL4 | **Language:**L1, L1a, L2, L4a-d, L5 | **Technology:**7TT1.1, 7TT1.3, 7SI1.2, 7RP1.1 |
| **Unit Tasks** |
| Text Analysis: \*Analyze how elements of a story interact, including plot, character, and setting \*Analyze how authors develop point of view, including first person, limited third person, and omniscient Reading: \*Make inferences, draw conclusions, and synthesize \*Provide an objective summary of a text Writing and \*Write a comparison-contrast essayLanguage: \*Write a summary \*Correctly use present, past, and future verb tenses \*Correctly use appositive phrases  Speaking and \*Participate in a panel discussionListening:Vocabulary: \*Use context as a clue to the meaning of words\*Use reference aids to verify the meaning of wordsTechnology: \* Create a presentation using various aspects of available technology |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*analyze \*respond  \* react \*develop \*aware |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Zebra” p. 190-223(Includes a linked selection) (ECOS) |  characters monitor main characters motivation | grimace gaunt chafe exuberantlyintricate jauntily contourdisciplinarian winced somber |
| \*“The Scholarship Jacket” p. 224-233 (ECOS) | first person point of viewinferences | agile dismay falsify despair eavesdrop vile |
| \*“A Retrieved Reformation” p. 234-247 (ECOS) | third person point of viewthird person omniscient point of viewthird person limited point of viewpredict | saunter compulsory unperceivedbalk elusive retributiongenially rehabilitatevirtuous eminent |
| “The Three-Century Woman/Charles” p.248-265 | motivationsset a purpose | cynically insolently renounceincredulously raucous venerable |
| “Encounter with Martin Luther King Jr.” p. 266-275 | characterization logconnect | fester punctual shantyfray redeem |
| \*“Dirk the Protector” p. 276-287 | memoir effectfirst-person point of view cause  | cohort forerunner predatoryconventional hustle punydecoy impasse |
|  “It Was a Long Time Before/ Abuelito Who” p. 288-293 | characterizelines | n/a |

***\*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 the***

 ***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: Character and Point of View p. 184-189 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Participating in a Panel Discussion p. 304-305 |
| Assessment Practice p. 306-311 |