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 essay  Language: \*Write a summary  \*Correctly use present, past, and future verb tenses  \*Correctly use appositive phrases      Speaking and \*Participate in a panel discussion  Listening:  Vocabulary: \*Use context as a clue to the meaning of words  \*Use reference aids to verify the meaning of words  Technology: \* 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 exuberantly  intricate jauntily contour  disciplinarian winced somber |
| \*“The Scholarship Jacket” p. 224-233 (ECOS) | first person point of view  inferences | agile dismay falsify  despair eavesdrop vile |
| \*“A Retrieved Reformation” p. 234-247 (ECOS) | third person point of view  third person omniscient point of view  third person limited point of view  predict | saunter compulsory unperceived  balk elusive retribution  genially rehabilitate  virtuous eminent |
| “The Three-Century Woman/Charles”  p.248-265 | motivations  set a purpose | cynically insolently renounce  incredulously raucous venerable |
| “Encounter with Martin Luther King Jr.”  p. 266-275 | characterization log  connect | fester punctual shanty  fray redeem |
| \*“Dirk the Protector” p. 276-287 | memoir effect  first-person point of view  cause | cohort forerunner predatory  conventional hustle puny  decoy impasse |
| “It Was a Long Time Before/ Abuelito Who”  p. 288-293 | characterize  lines | 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 |