Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 3: Lessons to Learn p. 313-449 | **Essential Question**: What’s the big idea? | **Suggested Time Frame**:  Within the 1st 9 wks |
|  **Focus Standards** |
| **Reading Literature:**RL1-L3,RL 5,RL 7, RL10  | **Reading Informational:**RI 1, RI6, RI9 | **Writing:**W2, W2a-c, W3, W3a-e,W4-7, W10 | **Speaking and Listening:** SL1c, SL2, SL5 | **Language:**L1a-b, L2, L2b, L4, L4a-b, L5c, L6 | **Technology:**7SI1.2, 7TT1, 7TT1.1, 7TT1.3, 7SE1, 7SE1.2 |
| **Unit Tasks** |
| Text Analysis: \*Determine theme, including multiple themes \*Compare and contrast themes and characters \*Identify and interpret symbols \*Analyze how theme is conveyed through dialogue and stage directions \*Cite evidence to support analysis of inferences \*Determine and analyze author’s purposeReading: \*Use reading strategies, including monitoring and setting a purpose for reading \*Identify and analyze cause and effect and sequence Writing and \*Write an imaginative short storyLanguage: \*Choose among simple, compound, and complex sentences to show different relationships among ideas  Vocabulary: \*Understand and use denotation and connotation of words \*Use general context clues to understand word meaning\*Use Latin roots and affixes to determine word meaningsTechnology: \*Create a class blog |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*clause \*theme  \*symbol \*cultural \*context |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Amigo Brothers” p. 322-337 (ECOS) |  theme settingcomparecontrast | barrage dispel torrentbedlam flail unbridledclarity pensivelydevastating perpetual |
| \*“The War of the Wall” p. 338-349 (ECOS) | setting conflictscharacter | aroma trance inscriptionmasterpiece beckon |
| \*“What Do Fish Have to Do with Anything? ”  p. 350-373 (Includes a linked selection)(ECOS) | symbol inferencethemeCultural context | contemplate retortinevitably thresholdpreoccupied urgency |
| \*“A Crush” p. 374-385 | characters cause and effecttheme | cherish excess tautdiscreetly improbable usher |
| “Spring Harvest of Snow Peas/ Eating Alone” p. 392-397 | recurring themeimagespurpose for reading | n/a |
| \*“A Christmas Carol” p. 398-431(Includes a media study) |  theme sequencedialoguestage directions | accost currencyanonymous incoherentbrusque infuriated |

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

***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: Understanding Theme p. 316-321 |
| Writing Workshop: Write To Learn |
| Technology Workshop: Creating a Class Blog p. 442-443 |
| Assessment Practice p. 444-449 |