Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**: \*\* Incorporate Novel of Choice\*\* Unit 6: Sharing Our Stories p. 637-774 | **Essential Question**: What can stories teach us? | **Suggested Time Frame:****Within the 3rd 9 wks** |
|  **Focus Standards** |
| **Reading Literature:**RL1-L3, RL10  | **Reading Informational:**RI1, RI6, RI10 | **Writing:**W2, W2a-f, W4-5, W7, W10 | **Speaking and Listening:** SL1a, SL1c, SL5 | **Language:**L1, L1b, L2, L4a, L4c-d, L5b, L6 | **Technology:**7TT1.1, 7RP1.1, 7RP1.2 |
| **Unit Tasks** |
| Text Analysis: \*Cite textual evidence to support analysis of the characteristics of myths, epics, legends, folk tales, and tall tales  \*Identify cultural values in myths and legends \*Determine and compare recurring themes \*Provide and evaluate a summary of an original textReading: \*Use reading strategies, including predicting, asking questions, monitoring, and creating sensory imagesWriting and \*Write a how-to explanationLanguage: \*Choose among simple, compound, and complex sentences to show different relationships among ideasSpeaking and \*Give and follow oral instructions and directionsListening:Vocabulary: \*Understand foreign words commonly used in English \*Use a dictionary to determine pronunciation and parts of speech \*Understand analogies \*Use a glossaryTechnology: \* Use available software to showcase internet research |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*attribute \*physical  \*status \*task \*conduct |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| \*“Prometheus/Orpheus and Eurydice” p. 646-659(ECOS) | myths monitoring | infinitely vengeance ascendaptitude inconsolable |
| \*“Icarus and Daedalus/Phaethon, Son of Apollo” p. 660-673 |  myths cultural valuestheme  | veer cunning deferencedissuade precipitous sustainrash reel |
| “from Beowulf” p. 674-679(ECOS) | epic paraphrasingquestshero’s tasks | n/a |
| \*“from Young Arthur” p. 680-689 (ECOS) | legendchronological order | grievous dismount melancholy homage flinching taskmasterreclaim upstart |
| “from Sir Gawain and the Green Knight”  p. 690-705 | cultural valuespredicting | cumbersome integrity severdaunting lanky unperturbeddemeaning revere |
| \*“Brer Possum’s dilemma/Waters of Gold”  p. 716-731 |  folk talesmoralsummarize | commence perilouslyhumor primejostling smugly |
| “Sally Ann Thunder Ann Whirlwind”  p. 732-741 | tall talevisualize | forage obligegigantic varmint |
| “Two Ways To Count to Ten/The Race Between Toad and Donkey” p. 742-755 | theme fablesrecurring theme | 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: Myths, Legends, Epics, and Tales p. 640-645 |
| Writing Workshop: Write To Learn  |
| Speaking and Listening Workshop: Giving and Following Oral Instructions p. 766-767 |
| Assessment Practice p. 768-773 |