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 text  Reading: \*Use reading strategies, including predicting, asking questions, monitoring, and creating sensory images  Writing and \*Write a how-to explanation  Language: \*Choose among simple, compound, and complex sentences to show different relationships among ideas  Speaking and \*Give and follow oral instructions and directions  Listening:  Vocabulary: \*Understand foreign words commonly used in English  \*Use a dictionary to determine pronunciation and parts of speech  \*Understand analogies  \*Use a glossary  Technology: \* 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 ascend  aptitude inconsolable |
| \*“Icarus and Daedalus/Phaethon, Son of Apollo” p. 660-673 | myths  cultural values  theme | veer cunning deference  dissuade precipitous sustain  rash reel |
| “from Beowulf” p. 674-679(ECOS) | epic paraphrasing  quests  hero’s tasks | n/a |
| \*“from Young Arthur” p. 680-689 (ECOS) | legend  chronological order | grievous dismount melancholy  homage flinching taskmaster  reclaim upstart |
| “from Sir Gawain and the Green Knight”  p. 690-705 | cultural values  predicting | cumbersome integrity sever  daunting lanky unperturbed  demeaning revere |
| \*“Brer Possum’s dilemma/Waters of Gold”  p. 716-731 | folk tales  moral  summarize | commence perilously  humor prime  jostling smugly |
| “Sally Ann Thunder Ann Whirlwind”  p. 732-741 | tall tale  visualize | forage oblige  gigantic varmint |
| “Two Ways To Count to Ten/The Race Between Toad and Donkey” p. 742-755 | theme fables  recurring 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 |