Columbus County 2014-2015

 Holt McDougal Literature: Common Core Edition

7th Grade Pacing Guide

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| **Unit/Focus**:  Unit 8: Face the Facts p. 899-1006 | **Essential Question**:Can you believe everything you read? | **Suggested Time Frame**:  Within the 4th 9 wks |
|  **Focus Standards** |
| **Reading Literature:**RL10  | **Reading Informational:**RI1-RI2, RI4- RI10 | **Writing:**W1, W1a-e, W2, W2a-b, W2d, W4-W5, W10 | **Speaking and Listening:** SL2-SL6 | **Language:**L1, L2, L2b, L4b, L5, L5b, L6 | **Technology:**7TT1.1-7TT1.3, 7SI1.1 |
| **Unit Tasks** |
| Text Analysis: \*Identify and use text features to locate and comprehend information  \*Distinguish factual claims from opinions \*Analyze the structure an author uses to organize a text \*Understand elements of an argument \*Analyze persuasive techniques and rhetorical fallacies Writing and \*Write a persuasive essayLanguage: \*Use comas and colons correctly \*Understand appositive phrasesSpeaking and \*Deliver a persuasive speechListening: Vocabulary: \*Use word roots and prefixes to help determine the meanings of words \*Use context clues to understand idioms Technology: \*Integrate information gathered from different forms of media |

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| **Unit Vocabulary**Academic Vocabulary for the unit:  \*area \*objective  \*domain \*resolve \*hypothesis |
| Story and pages | Academic Vocabulary | Context Vocabulary |
| “What Do You Know About Sharks?” p. 906-917 (ECOS) | text featuresoutlineorganizational pattern | aquatic carcassecosystem diffusedecimate buoyancy |
| “Great White Sharks” p. 918-927 (ECOS) | facts biasfactual claim loaded languageopinioncommonplace assertion | demonize visceralanecdotal prospectiveconsensus inadvertencescrutiny travesty |
| “Like Black Smoke: The Black Death’s Journey/A World Turned Upside Down: How the Black Death Affected Europe” p. 928-941 (ECOS) | cause and effect organizationspurpose for reading | artisan cope rampagebacterium disarray recurrencechronicle hierarchy |
|  (Media Study Included) “Disaster Strikes: Are You Ready?/Emergency Procedures/Emergency Supply Kit” p. 942-951 | newsworthiness proximity timeliness uniquenesswidespread impact compelling imageshuman interest | n/a |
| “Pro Athletes’ Salaries Aren’t Overly Exorbitant/Do Professional Athletes Get Paid Too Much?” p. 958-967 (ECOS) | argument counter argumentsclaim rhetorical fallaciessupport stereotype | compensation entitlementbrevity appallingdissenter voracious |
| “Why We Shouldn’t Go to Mars” p. 968-975 (ECOS) | counter argumentparaphrase | amenable tantalizing proponentexhilarating automated rationality |
| “Remarks at the dedication of the Aerospace Medical Health Center” p. 976-983 (ECOS) | policy speechanalogies | partisan disorientation impetusendeavor metabolism tediousradar impairment |
| Media Study: Persuasive Techniques in Commercials” p. 984-987 (ECOS) | target audience persuasive techniquesexplicit message bandwagonimplicit message voice-over pace | 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: Reading for Information p. 902-905  |
| Text Analysis Workshop: Argument and Persuasion p. 952-957 |
| Writing Workshop: Write To Learn |
| Speaking and Listening Workshop: Presenting a Persuasive Speech p. 998-999 |
| Assessment Practice p. 1000-1005 |