

## Marietta City Schools Pacing Guide

**Subject: Honors Language Arts**

**Grade Level: 7**

**Time Frame: Year Long**

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
August/ September	W.7.4 W.7.10 L.7.4 RL.7.3	<p>6 Purposes for Writing: Express and Reflect, Inform and Explain, Evaluate and Judge, Analyze and Interpret, Persuade/Propose a Solution, Entertain and Share Human Experiences</p> <p>Audience</p> <p>Informal/Formal language</p> <p>Vocabulary - Greek/Latin roots and affixes  <ul style="list-style-type: none"> <li>- Unit 1: pre, post, cred</li> </ul> </p> <p>Elements of plot: exposition, inciting incident, rising action, climax, falling action, resolution</p> <p>Types of Conflict: Internal/External and Man vs. Man, Self, Nature, Society</p>	<p>Teacher created notes</p> <p>Teacher created practice worksheets</p> <p>StudySync lessons</p>	<p>3 purposes, 3 paragraphs</p> <p>Daily bell ringer writing</p> <p>Vocab Unit 1 Quiz</p>
October	RL.7.1 RL.7.3 RL.7.4 RL.7.6 RL.7.9 RL.7.10	<p><i>The Wednesday Wars</i></p> <ul style="list-style-type: none"> <li>- Reading complex text</li> <li>- Literary discussion</li> <li>- Cite textual evidence</li> <li>- Interaction of history and fiction</li> <li>- Informational companion text</li> </ul>	<p><i>The Wednesday Wars</i> books</p> <p>StudySync lessons &amp; activities</p> <p>Teacher created notes</p>	<p>Daily bell ringer writing</p> <p>Reading checks over assigned chapters</p>

	<p>RI.7.1  RI.7.3  RI.7.4  W.7.4  W.7.10  SL.7.1  L.7.4</p>	<p>ACE responses: Answer, Cite, Explain</p> <p>Vocab Unit 2 : mono, Multi/poly, un/uni</p>	<p>Teacher created discussion guides</p> <p>Teacher created practice worksheets</p>	<p>Literature responses</p> <p>End of 9-weeks Test</p> <p>Unit 2 Vocab Quiz</p>
<p>November/  December</p>	<p>L.7.1 (working towards)  L.7.2  L.7.4  W.7.5  W.7.10  SL.7.1  SL.7.4  SL.7.5  SL.7.6  RL.7.3  RL.7.10</p>	<p>Punctuating dialogue</p> <p>Vocab Unit 3: scribe/script, graph, non</p> <p>Grammar unit:</p> <ul style="list-style-type: none"> <li>- Verbs: action, linking, helping</li> <li>- Sentences: subject and predicate</li> <li>- Common sentence errors: fragments, comma splices, run on sentences, rambling sentences</li> </ul> <p>Independent reading book talk</p> <ul style="list-style-type: none"> <li>- Speech skills: volume, pacing, clarity, eye contact, enthusiasm</li> <li>- Reading comprehension</li> <li>- Plot, conflict, character, setting, genre</li> <li>- Synthesis of novel through visual aid</li> </ul>	<p>Teacher created notes</p> <p>Teacher created practice</p> <p><i>Write Source</i> grammar practice</p>	<p>Story including dialogue</p> <p>Unit 3 Vocab Quiz</p> <p>Daily bell ringer writing</p> <p>Grammar packet</p> <p>Independent reading book talk</p>
<p>January</p>	<p>RL.7.1  RL.7.2  RL.7.3  W.7.10  L.7.1  L.7.4  RI.7.1  RI.7.2</p>	<p>Vocabulary Unit 4 - re, less, mal</p> <p>“The Lottery” by Shirley Jackson  “The Wise Old Woman” by Yoshiko Uchida  “Nothing to Envy” by Barbara Demick (non-fiction)  “Reality TV and Society” (StudySync</p>	<p>StudySync booklets and online lessons and activities</p> <p><i>The Giver</i> by Lois Lowry book</p>	<p>Daily bell ringer writing</p> <p>Vocab Quiz Unit 4</p>

		<p>non-fiction)</p> <p><i>The Giver</i></p> <ul style="list-style-type: none"> <li>- Characterization</li> <li>- Theme</li> <li>- Discussion</li> <li>- ACE responses</li> <li>- Utopia project - what makes a perfect society? Persuasive writing/presentation</li> </ul>		
February	<p>RL.7.1</p> <p>RL.7.2</p> <p>RL.7.3</p> <p>RL.7.4</p> <p>RL.7.7</p>	<p><i>The Giver</i></p> <ul style="list-style-type: none"> <li>- Characterization</li> <li>- Theme</li> <li>- Discussion</li> <li>- ACE responses</li> <li>- Utopia project - what makes a perfect society? Persuasive writing/presentation</li> <li>- Film comparison with <i>The Giver</i> movie</li> <li>- Theme comparison with <i>The Truman Show</i> (time allowing)</li> </ul>	<p><i>The Giver</i> by Lois Lowry</p> <p>StudySync supplemental texts</p> <p>Teacher made materials</p> <p><i>The Giver</i> movie</p> <p>(if time) <i>The Truman Show</i> movie</p>	Giver Unit Test
March	W.7.1	<p>Argumentative writing</p> <p>-Essay on video games and violence or other current events topic</p>	Teacher provided articles	Essay
April	<p>W.7.2</p> <p>RI.7.1</p> <p>RI.7.2</p> <p>RI.7.3</p>	<p>Informational writing - structure of an informational essay, thesis statements, using evidence in writing/paraphrasing</p>	<p>Teacher made notes</p> <p><i>And Then There Were None</i> by Agatha Christie</p>	<p>Essay</p> <p>Reading Checks</p>

	<p>RL.7.1 RL.7.2 RL.7.7</p>	<p>ACE - connecting ACE to essays</p> <p>Continue formal language use</p> <p><b>Informational Text</b> Reading related informational text with inform/explain purposes Texts depend on current events</p> <p><b><i>The Monsters are Due on Maple Street</i></b></p> <p><b><i>And Then There Were None:</i></b> Elements of mystery stories Using textual evidence, making inferences, examining how setting impacts plot</p> <p><b>Theme:</b> what is theme? ACE response to theme</p>	<p>“The Monsters are Due on Maple Street” by Rod Sterling</p> <p>“The Monsters are Due on Maple Street” episode 2001</p>	<p>Daily bell ringers</p>
<p>May</p>	<p>RL.7.1 RL.7.2 RL.7.3 RL.7.7</p>	<p><b><i>And Then There Were None:</i></b> Elements of mystery stories Using textual evidence, making inferences, examining how setting impacts plot -comparison to film version -characterization</p>	<p><i>And Then There Were None</i> by Agatha Christie</p> <p><i>And Then There Were None</i> (movie) dir. Renee Clare</p>	<p>Unit Test</p>