

Rhetoric Grade 7: Greek Mythology

| | Sept | Oct | Nov | Dec | Jan | Feb | March | April | May | June |
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| EQ's | How do societies develop a worldview? How do we persuade others? | | | How does one's place in society affect one's life? What is the importance of honesty? | | What does it mean to be a hero? How do our emotions affect our judgment? What is honor? | | What does it mean to be an effective leader? When is it appropriate to rebel? What is a tragic flaw? | | |
| History Themes | Greek History and Geography | | Greek Philosophy | Greek Philosophy | | Greek Philosophy | | Roman History and Geography | | Roman Philosophy |
| Major Readings | "Creation of the Gods and Titans" "Prometheus" "The Palace of Olympus" | "The Twelve Labors of Hercules" "Hades" "Pandora's Box" | "The Theft of Persephone" "The Judgment of Paris" | <i>Goddess of Yesterday</i> | | Selected passages from <i>The Iliad</i> | | <i>Julius Caesar</i> by William Shakespeare | | |
| REQ'd Add'l Readings | | | | | | "The Trojan Horse" from <i>The Aeneid</i> "Agamemnon & Clytemnestra" | | Selected poems | | |
| Seminars | "Prometheus" by Lord Byron Polyphemus and Galatea "The Judgment of Paris" | | | From <i>On Being Abused by Others</i> a sermon by the Buddha "The Wedding" "The Rights of Women" by Mary Wollstonecraft | | Excerpts from <i>The Iliad</i> From <i>The Consolation of Philosophy</i> by Boethius | | "The Mermaid" <i>Character</i> by Voltaire <i>Julius Caesar</i> "We Cannot Live for Ourselves Alone" by Vernon E. Jordan, Jr. | | |
| Coached Projects | Ancient Greek Advertisements | | | | | Arete Project | | <i>Julius Caesar</i> Project Shakespeare Festival | | |
| Standard Addressed | <p>State Standards</p> <ul style="list-style-type: none"> monitor comprehension and apply appropriate strategies when understanding breaks down. select and organize relevant information from text to summarize. generate and respond to questions. identify and discuss the underlying theme or main idea in texts. analyze the meaning of words and phrases in context. respond to the ideas of others and recognize the validity of differing views. discuss and analyze how characters deal with the diversity of human experience and conflict. compare and contrast ideas, themes and/or issues across classical and contemporary texts. use oral language with clarity, voice and fluency to communicate a message. determine purpose, point of view and audience, and choose an appropriate written, oral or visual format. use sentence patterns typical of spoken and written language to produce text. demonstrate proficient use of proper mechanics, usage and spelling skills <p>CMT Strands: A1. Determine the main idea (non-fiction) or theme (fiction) within the text. A3. Select and use relevant information from the text in order to summarize events and/or ideas in the text. A5. Use context clues to determine meanings of unknown or multiple-meaning words or figurative language D1. Analyze and evaluate the author's craft, including the use of literary devices and textual elements.</p> | | <p>State Standards</p> <ul style="list-style-type: none"> activate prior knowledge, establish purposes for reading and adjust the purposes while reading. draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. make and justify inferences from explicit and/or implicit information. interpret information that is implied in a text. discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections. develop vocabulary through listening, speaking, reading and writing. discuss the impact of literary conventions on meaning compare, respond to and interpret texts that represent many multicultural experiences. discuss how the experiences of a reader influence the interpretation of a text. analyze themes and connections that cross cultures. interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature. use the appropriate features of persuasive, narrative, expository or poetic writing. revise texts for organization, elaboration, fluency and clarity. recognize the difference between standard and nonstandard English and use language appropriately use resources for proofreading and editing <p>CMT Strands: A2. Identify or infer important characters, settings, problems, events, relationships, and details (relationships not tested at grade 3). A4. Use information from the text to make a prediction based on what is read. C1. Make connections between the text and outside experiences and knowledge. C2. Select, synthesize, and/or use relevant information within a written work to write a personal response to the text. B1. Identify or infer the author's use of structure/organizational patterns. B3. Use stated or implied evidence from the text to draw and/or support a conclusion.</p> | | <p>State Standards</p> <ul style="list-style-type: none"> identify, use and explain text structures. identify and analyze the differences between the structures of fiction and nonfiction. identify literary techniques an author uses that contribute to the meaning and appeal of texts. develop and defend multiple responses to literature using individual connections and relevant text references. interpret information that is implied in a text. analyze an author's values, ethics and beliefs included in many texts. discuss how the experiences of an author influence the text. use the appropriate features of persuasive, narrative, expository or poetic writing. revise texts for organization, elaboration, fluency and clarity recognize the difference between standard and nonstandard English and use language appropriately demonstrate proficient use of proper mechanics, usage and spelling skills. <p>CMT Strands: B2. Draw conclusions about the author's purpose for choosing a genre or for including or omitting specific details in text C1. Make connections between the text and outside experiences and knowledge. D2. Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work D3. Demonstrates and awareness of an author's or character's customs and beliefs included in text</p> | | <p>State Standards</p> <ul style="list-style-type: none"> distinguish between fact and opinion. make and support judgments about texts use content vocabulary appropriately and accurately persuade listeners about judgments and opinions of works read, written and viewed. discuss what makes a text engaging and appealing to a reader. develop a critical stance and cite evidence to support the stance. analyze how authors, illustrators and filmmakers express political and social issues. publish and/or present final products in a myriad of ways, including the use of the arts and technology recognize the difference between standard and nonstandard English and use language appropriately. use resources for proofreading and editing <p>CMT Strands: B2. Draw conclusions about the author's purpose for choosing a genre or for including or omitting specific details in text D2. Select, synthesize, and/or use relevant information within a written work(s) to extend or evaluate the work</p> | | | |

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| Reading Strategy Focus | Infer (predict and visualize) Question Discrimination of information | Infer (predict and visualize) Clarify Connect | Connect Discrimination of information | Infer (predict and visualize) Evaluate |
| Writing Focus | Review essay and paragraph writing Review use of graphic organizer for persuasive writing Persuasive elaboration techniques | Varied sentence structure Using appropriate voice and tone | Strong introductory paragraphs Strong concluding paragraphs | |
| Grammar, Usage and Mechanics | Capitalization <ul style="list-style-type: none"> Names of people, places, groups, months, days, and holidays Titles of people First word in dialogue Names of organizations, nationalities, buildings, historical events Opening and closing of a letter Spelling Grade appropriate words | Punctuation <ul style="list-style-type: none"> Comma Quotation marks Apostrophe Semi-colon Colon in a series | Usage <ul style="list-style-type: none"> Subject/verb agreement (number) Verb tense (time) Pronoun reference Comparative/Superlative Special problems in usage | |

