



**Cecil County Public Schools**  
**Division of Education Services**  
*Serving learners, families, and the community.*



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## **Grade 7 English Language Arts**

**Purpose of the Document:** This document provides an overview of this course. The information provided below is designed to support students, parents, and the school community to understand the major content of the course and the standards used to design it. To support the needs of students, teachers may make adjustments as needed. Please contact your child’s teacher and/or review the course Schoology page with your child for additional information.

**Program Mission:** The Secondary English Language Arts Department will empower all students with the agency to navigate a diverse and technologically fluid society, articulate informed viewpoints, engage in productive collaborations, and disrupt limiting patterns so that they can pursue personally meaningful goals.

**Commitment Statements:**

In recognition of the honor and privilege of being Teachers of English Language Arts, we commit to the following values and behaviors that will strengthen our community and promote life-long learning.

- We will collaborate with our colleagues, students, parents, and communities to develop teaching practices that are grounded in research, relevant to our students’ lives, and reflective of technological and cultural advancements.
- We will engage in honest self-reflection, supporting one another as we build on our strengths and recognize our limitations, always seeking to balance autonomy and accountability.
- We will strive to educate the whole learner, demonstrating empathy and respect while providing learning experiences that are aligned with state standards and flexible enough to adapt as we meet the needs of each learner.
- We will earn the trust of our students, providing a safe space for vulnerability and diversity. As guides and advocates, we will help our students find purpose and meaning in their lives, working alongside them to remove barriers to their personal and academic growth.

**Course Description:** The CCPS Secondary English Language Arts Curriculum has been designed using the quad text set framework. Units of study are grounded in complex, grade-level texts and made accessible to all learners through supplementary texts (visual texts, informational texts, young adult literature) that build background and vocabulary. Text sets are aligned with focus standards and explored through the lens of essential questions that challenge students to consider the author's craft and purpose.

**MODULE 1- Narrative Elements and Theme**

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| <p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does the author’s choice of setting influence the way a character develops over the course of a text?</li> <li>• How can I discern subtle themes by noticing repeated ideas and symbols?</li> </ul> |   |
| <p><b>Standards/ and or skills taught</b></p> <ul style="list-style-type: none"> <li>• Identify the theme or central idea</li> <li>• Analyze how story elements interact (for example, plot and character)</li> <li>• Write narratives</li> </ul>                                  |   |
| <p><b>Unit 1</b><br/><b>How students are graded:</b></p> <ul style="list-style-type: none"> <li>• Short narrative writing pieces</li> <li>• Response to text</li> <li>• Reading guides</li> </ul>  | <p><b>Unit 2</b><br/><b>How students are graded</b></p> <ul style="list-style-type: none"> <li>• Cold read assessment</li> <li>• Summary</li> <li>• Quick Write</li> <li>• Comparison of poetry and prose</li> <li>• Summative Essay: After reading <i>Woodsong Part 2: The Race</i> by Gary Paulsen and <i>See It Through</i> by Edgar Albert Guest, how do the authors develop a common theme in both texts?</li> </ul> |
| <p><b>Unit 1</b><br/><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Target text: <i>Endangered</i>, Eliot Schrefer L900</li> </ul> <p><a href="#">Parent Letter</a></p>  | <p><b>Unit 2</b><br/><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Target texts: <i>The Giver</i>, Lois Lowry L760</li> </ul> <p><a href="#">Parent Letter</a></p>   |

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| <p><b>Home and School Connection</b></p> <ul style="list-style-type: none"> <li>When you view movies or TV series together as a family, talk about how the setting (where the story takes place) affects the characters and the conflicts they experience.</li> </ul> |  |

**MODULE 2, Units 3 and 4- Research and Literary Non-fiction**

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| <p><b>Essential Question</b><br/>How do I gather and synthesize information to explore a topic?</p>  |  |
| <p><b>Standards/ and or skills taught</b></p> <ul style="list-style-type: none"> <li>Cite evidence to support analysis of the text</li> <li>Write arguments to support claims</li> <li>Use technology to produce and publish writing</li> <li>Use sentence structure to signal differing relationships among ideas</li> </ul>  |  |
| <p><b>Unit 3</b><br/><b>How students are graded:</b></p> <ul style="list-style-type: none"> <li>Letter to the editor</li> <li>Independent comprehension assessment</li> <li>Infographic or slideshow</li> </ul>  | <p><b>Unit 3</b><br/><b>How students are graded:</b></p> <ul style="list-style-type: none"> <li>Collaborative writing task (formative)</li> <li>Cold writing task (summative)</li> </ul>   |
| <p><b>Unit 3</b><br/><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Target Text: <i>Hidden Figures</i>, Young Readers Edition (L 1120)</li> <li>Supporting Nonfiction Texts: <ul style="list-style-type: none"> <li>“Jim Crow Laws”</li> <li>“The Depths of the Great Depression: Starving to Death”</li> <li>“The Depths of the Great Depression: African Americans and the Great Depression”</li> <li>“The Home Front: Mobilizing a Nation”</li> <li>“The Home Front: Women in the War”</li> <li>“The Tuskegee Airmen: The African American Pilots of WWII”</li> </ul> </li> </ul> | <p><b>Unit 3</b><br/><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Target Texts: <ul style="list-style-type: none"> <li><i>At Some Schools, Students Find a Place for Peace</i>, Lolly Bowean, Chicago Tribune</li> <li><i>New Inclusive Approach Helps Schools Fight Bullying</i>, Vikki Ortiz, Chicago Tribune</li> <li><i>No One Eats Alone Day</i>, Beyond Differences</li> </ul> </li> <li>YA Options</li> </ul> |

- “Retired Engineer Remembers Segregated Langley”

- *Class Act* by Jerry Craft ([parent letter](#) )
- *Wonder* by RJ Palacio
- *Out of My Mind* by Sharon Draper

**Home and School Connection**

Review media sources together and evaluate their reliability

**MODULE 3, Unit 5- Author’s Choice**

**Essential Question**

What individual life events inspire authors to write memoirs?

**Standards/ and or skills taught**

- Analyze interactions between individuals, ideas, and events in a text
- Recognize and correct sentence structure
- Write informative texts

**How students are graded:**

- Short responses to text
- County Summative Unit Assessment

**Resources:**

- Target Text: *I Am Malala*, Christina Lamb, Malala Yousafzai, and Patricia McCormick (L1000)

[Parent Letter](#)

- YA Selections:
  - *I am Regina* by Sally Keehn (720 L)
  - *Brown Girl Dreaming* by Jacqueline Woodson (990L)
  - *The True Confessions of Charlotte Doyle* by Avi (740 L)
  - *Fever 1793* by Laurie Halse Anderson (580 L)

**Home and School Connection**

Research a notable public figure. How was this person influenced but the people, ideas, and events in her/his life.

**MODULE 4, Unit 6- Theme Analysis****Essential Questions**

- How do authors of fiction use or alter history to create a compelling story?
- How do extenuating circumstances create unlikely friendships?

**Standards/ and or skills taught**

- Compare/contrast the fictional portrayal and historical portrayal of a time period
- Determine theme

**How students are graded:**

- Short responses to text
- County Summative Unit Assessment

**Resources:**

- Target Text: *The Boy in the Striped Pajamas*, John Boyne (L1080)

[Parent Letter](#)

- YA Selections:
  - *Berlin Boxing Club* by Robert Sharenow (880 L)
  - *Soldier X* by Don Wolffson (740 L)
  - *The Book Thief* by Mark Zusak (730 L)
  - *The Boy Who Dared* by Susan Bartoletti (760 L)
  - *Wonder*, R.J. Palacio, (L 790)

**Home and School Connection**

Compare a documentary about a historical event (example, WWII) with a fictional movie that portrays the event. Where is the movie accurate? Where does it take creative liberties?

