



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

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## **Honors 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 both 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**

<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>● How does the interaction between setting and events cause conflict for characters?</li> <li>● What methods do authors use to communicate those challenges?</li> </ul>	
<p><b>Standards/ and or skills taught</b></p> <ul style="list-style-type: none"> <li>● Analyze how story elements interact (for example, character, setting, and conflict)</li> <li>● Identify theme</li> <li>● Write narratives</li> </ul>	
<p><b>Unit 1</b> <b>How students are graded:</b></p> <ul style="list-style-type: none"> <li>● Anchor chart</li> <li>● Response to text</li> <li>● Reading guides</li> </ul>	<p><b>Unit 2</b> <b>How students are graded</b></p> <ul style="list-style-type: none"> <li>● Narrative quick writes</li> <li>● Close read</li> <li>● Character profile</li> <li>● Summative County Unit Assessment</li> </ul>
<p><b>Unit 1</b> <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Target text: <i>Out of the Dust</i>, Karen Hesse (L 1040)</li> <li>● YA Options: <ul style="list-style-type: none"> <li>○ <i>Esperanza Rising</i> (L 750)</li> <li>○ <i>Berlin Boxing Club</i> (L 880)</li> <li>○ <i>The Boys in the Boat</i> (L 1000)</li> <li>○ <i>Endangered</i> (L 900)</li> </ul> </li> </ul>	<p><b>Unit 2</b> <b>Resources:</b></p> <ul style="list-style-type: none"> <li>● Target texts: <i>The Tempest</i>, Shakespeare</li> <li>● Multimedia text: <i>The Tempest</i>, 2010 film (excerpts)</li> <li>● YA Options: <ul style="list-style-type: none"> <li>○ <i>Esperanza Rising</i> (L 750)</li> <li>○ <i>Berlin Boxing Club</i> (L 880)</li> <li>○ <i>The Boys in the Boat</i> (L 1000)</li> </ul> </li> </ul>

<a href="#">Parent Letter</a>	<ul style="list-style-type: none"> <li>○ <i>Endangered</i> (L 900)</li> </ul> <a href="#">Parent Letter</a>
<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,**

<p><b>Essential Question</b></p>	
<p><b>Standards/ and or skills taught</b></p>	
<p><b>Unit 3</b> <b>How students are graded:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Unit 3</b> <b>How students are graded:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Unit 3</b> <b>Resources:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	<p><b>Unit 3</b> <b>Resources:</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Home and School Connection</b> Review media sources together and evaluate their reliability</p>	

**MODULE 3, Unit 5- Author’s Choice**

<p><b>Essential Question</b></p>
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<b>Standards/ and or skills taught</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>How students are graded:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
<b>Resources:</b>
<b>Home and School Connection</b>

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

<b>Essential Questions</b>
<b>Standards/ and or skills taught</b> <ul style="list-style-type: none"> <li>• Compare/contrast the fictional portrayal and historical portrayal of a time period</li> <li>• Determine theme</li> </ul>
<b>How students are graded:</b>
<b>Resources:</b> <ul style="list-style-type: none"> <li>○</li> </ul>

**Home and School Connection**