

Course Title:	English Language Arts (ELA)
Grade(s):	7

Course Description
This course builds on foundational literacy skills as students engage with a wide range of literary and informational texts. Through units focused on narrative, drama, informational science, poetry, and research, students develop their ability to read closely, think critically, and communicate effectively. Students participate in analytical and narrative writing, collaborative discussions, research projects, and multimedia tasks. Throughout the year, they explore themes such as identity, conflict, perspective, and human behavior while strengthening their ability to use evidence and analyze complex texts. This course supports all learners while building the reading, writing, speaking, and research skills necessary for success in Grade 8 and beyond.
Approved Curricular Materials/Textbook(s)
The Grade 7 English Language Arts curriculum is supported by Amplify ELA, which provides a structured collection of literary and informational texts representing diverse voices, time periods, genres, and perspectives. Instruction emphasizes close reading, writing, discussion, and research, with skills developed through a sequence of text-centered units. Core works include a blend of memoir, drama, poetry, informational texts, and narrative nonfiction. Supplemental texts may vary by teacher, but all align to grade-level themes and skills. These texts serve as the major instructional anchors for the course and are used consistently across Grade 7 classrooms: • Narrative and Memoir Texts (various) <i>Red Scarf Girl</i> by Ji-li Jiang • Drama and Short Fiction <i>Hidden Figures</i> by Margot Lee Shetterly "Sucker" by Carson McCullers • Informational and Scientific Texts <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> by Sarah-Jayne Blakemore

- *The Man Who Mistook His Wife for a Hat* by Oliver Sacks
- Poetry and Short Fiction
 - Poems by Emily Dickinson, D. H. Lawrence, and Federico García Lorca
 - Works by Edgar Allan Poe
- Research and Informational Texts
 - Primary sources and informational texts related to the California Gold Rush
 - Independent Reading/Book Club Texts (various grade-appropriate selections)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Red Scarf Girl & Narrative	Students develop narrative writing skills by exploring their own experiences and analyzing how authors use detail and perspective to tell meaningful stories. They read <i>Red Scarf Girl</i> to examine how personal identity is shaped by family, culture, and historical events. Objectives: • Develop narrative writing with clear focus and relevant details • Analyze how point of view shapes a text • Examine how characters respond to conflict and change • Cite evidence to support analysis in discussion and writing • Participate in peer feedback and revision Key Texts: • <i>Red Scarf Girl</i> by Ji-li Jiang	5 Weeks (September-October)
Unit 2: Character & Conflict	Students analyze how characters respond to conflict and how authors develop themes through interactions between characters and events. Through a novel, short story, and poetry, students explore issues of identity, family, and differing perspectives on success. Objectives: • Analyze how character interactions develop theme • Examine how conflict shapes character decisions • Interpret figurative language and its impact on meaning • Compare themes across multiple texts	5 Weeks (October-November)

	• Use textual evidence to support analysis Key Texts: • “Sucker” by Carson McCullers • <i>Hidden Figures</i> by Margot Lee Shetterly • “Harlem” by Langston Hughes • Excerpt from <i>To Be Young, Gifted and Black</i> by Lorraine Hansberry	
Unit 3: Brain Science	Students read narrative nonfiction and informational texts to explore how the brain functions and how it shapes behavior and identity. They examine scientific ideas about the developing brain while reflecting on how learning and experiences influence their own thinking. Objectives: • Analyze informational texts and scientific arguments • Explain how text structure supports understanding • Evaluate how evidence supports scientific claims • Apply knowledge across multiple texts and real-world scenarios • Reflect on how learning and behavior are influenced by the brain Key Texts: • <i>Phineas Gage: A Gruesome but True Story About Brain Science</i> by John Fleischman • <i>Inventing Ourselves: The Secret Life of the Teenage Brain</i> by Sarah-Jayne Blakemore • <i>The Man Who Mistook His Wife for a Hat</i> by Oliver Sacks	6 Weeks (November-December)
Unit 4: Poetry and Poe	Students develop visualization skills by analyzing how authors use descriptive details to create mood and meaning. Through poetry and short stories, they examine point of view and explore how narration can shape—or distort—a reader’s understanding. Objectives: • Analyze how point of view influences a text • Evaluate the reliability of a narrator • Interpret how authors create mood through descriptive detail	6 Weeks (December-February)

	• Compare texts to film adaptations • Use evidence to support analytical writing Key Texts: • Poems by Emily Dickinson, D. H. Lawrence, and Federico García Lorca • “The Tell-Tale Heart,” “The Cask of Amontillado,” and “The Raven” by Edgar Allan Poe	
Unit 5: The Gold Rush Collection	Students explore the history of the California Gold Rush through primary sources and independent research. They examine diverse perspectives and compare historical accounts with fictional portrayals to better understand this complex period. Objectives: • Conduct research using credible sources • Develop and refine research questions • Analyze primary and secondary sources • Compare historical and fictional accounts • Present ideas through writing and multimedia Key Texts: • Primary sources from the California Gold Rush era • Informational and historical texts (various) • Historical fiction excerpts (selected)	6 Weeks (February-April)
Unit 6: Poetry in America	Students analyze poetry to explore how authors use language, structure, and figurative meaning to convey ideas. They examine how personal and cultural experiences shape a poet’s work and create their own poems using similar techniques. Objectives: • Analyze how poets use figurative language and structure • Interpret themes and deeper meanings in poetry • Examine how background and perspective influence writing • Compare ideas across multiple poems	2 Weeks (April)

	• Write original poems using studied techniques Key Texts: • “Carrying a Ladder” by Kay Ryan • “The New Colossus” by Emma Lazarus • “Those Winter Sundays” by Robert Hayden	
Unit 7: Research/Historical Fiction Book Clubs	Students examine how historical events influence characters, conflicts, and themes across drama, memoir, and independent reading. They analyze how authors use setting and perspective to shape meaning. Through book clubs and projects, students explore multiple perspectives and connect historical experiences to themes of survival, identity, and coming of age. Objectives: • Analyze how historical context influences characters, conflicts, and themes • Cite textual evidence to support inferences and analysis • Examine multiple perspectives within and across texts • Analyze how structure contributes to meaning in drama and prose • Synthesize information from fiction and nonfiction sources Key Texts: • Student-selected historical fiction novels (book clubs) • Supplementary nonfiction and multimedia sources related to historical contexts	6 Weeks (April-June)