## Grade 7 English Language Arts Year at a Glance 2022-2023

**Pre-requisites:** Grade 6

### Baltimore County Public Schools Accessible

#### Office of Secondary English Language Arts

### July 2021

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| **Unit 1:** FACING CHALLENGES FEARLESSLY | *Full Cicada Moon*  
*Peak*  
*Long Walk to Water*  
*Outcasts United*  
*Iqbal* | State Standards:  
RI 7.2  
RI 7.3  
RI 7.5  
W 7.2 | **Description:** Students read several texts about fictional and real-life people who have faced all sorts of challenges fearlessly. Their “fearlessness” has presented itself in many different forms.  
*Big Idea:* People from all walks of life face challenges of all types. Some challenges are thrust upon them by the circumstances of their lives. Other challenges are chosen as a purpose or mission in life. Every challenge provides lessons learned for both the people experiencing them and for those “onlookers” who learn about their fearless acts through reading about them. |  
What motivates people to take bold actions?  
What can people learn from taking risks and facing challenges fearlessly?  
What can people learn from the fearless acts of others? | Informational Speech: The MOST Fearless when Facing Challenges Award  
Part 1  
Students complete a graphic organizer to plan a speech demonstrating understanding of a previously read, self-selected text from the unit.  
Part 2  
Students will compose their award speech to explain why the person they selected is worthy of this award and how his/her actions demonstrated fearlessness and/or influenced others.  
Part 3  
Students will engage in peer review to revise/edit their speeches.  
*Optional:* Students create a visual like a certificate or medal of recognition and/or deliver their speech through a recording or live presentation. |

| **Unit 2:** ANALYZING POET’S AND PLAYWRIGHT’S CHOICES | *The Crossover*  
*Rebound*  
*Full Cicada Moon*  
*Out of the Dust*  
*Love that Dog* | State Standards:  
RL 7.2  
RL 7.4  
RL 7.5  
W 7.3 | **Description:** Students read a variety of poems and short dramas in order to analyze the structure of each as well as the development of the theme. Longer works that can be read using a Whole Novels model to support the instruction in this unit are *Full Cicada Moon*; *Out of the Dust; The Miracle Worker*.  
*Big Idea:* Themes are developed in all genres of literary writing. Poets and playwrights both use the unique structures of their genres to share their messages. |  
How does the structure of a poem or a drama contribute to its meaning?  
How do elements of poetry or drama interact in order to develop a theme? | Standards Mastery Assessment and Narrative Writing  
Part 1  
Students will complete a graphic organizer based on their reading of “The Monsters are Due on Maple Street” to assess RL 7.2; RL 7.4; and RL 7.5  
Part 2 |
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<td></td>
<td><strong>The Miracle Worker</strong></td>
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<td>Students imagine that the monsters from “The Monsters are Due on Maple Street” come to our current world and start to affect technology/electronics. They compose an original script depicting this scene.</td>
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<td><strong>Sorry, Wrong Number</strong></td>
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| **Unit 3:** Appreciating Historical Fiction | **American Plague and Fever pairing** | State Standards: RL 7.3, RL 7.6, RL 7.9, W 7.3 | **Description:** Students read several nonfiction/historical fiction pairings to analyze the author’s craft in developing realistic characters and situations that reflect details of a particular historical event or time period. In addition, students write narratives that include strong characters, appropriate point of view, and effective word choice. Longer works that can be read to support the instruction in this unit are American Plague and Fever pairing; Harlem Summer. | **Essential Questions:**  
- How does an author use or alter history when writing a historical fiction text?  
- How does the setting of a story affect the character’s choices?  
- How do authors develop and contrast different points of view of their characters? | **Standards Mastery Assessment and a Narrative Writing**  
**Part 1**  
Students will reflect on the texts read in the unit to complete a graphic organizer assessing standards RL 7.3; RL 7.6; RL 7.9.  
**Part 2**  
After conducting research on an historical event, students will compose an original historical fiction narrative based on the factual information they gained during their research. |
|         | **Harlem Summer** |                    |                         |                     |                        |
|         | **Full Cicada Moon** |                    |                         |                     |                        |
|         | **Out of the Dust** |                    |                         |                     |                        |
| **Unit 4:** Examining Our Consumer Culture | **The Giant and How He Humbugged America** | State Standards: RI 7.6, RI 7.8, RI 7.9, W 7.1 | **Description:** Students read various selections that comment on life-style choices, including money spending habits. Students will analyze several texts to learn facts about consumer choices and to consider some of their own choices. Students will analyze some texts to determine the author’s purpose and/or point of view. They will read other texts to analyze how arguments presented are developed with a claim, effective reasoning, and acknowledging counter-claims. They will also analyze how two or more authors writing about the same topic shape their presentations of information. As a culminating activity, they will compose their own argument. | **Essential Questions:**  
- What is the impact of our life-style choices—especially how we choose to spend money?  
- How does an author effectively craft an argument to share their point of view? | **Standards Mastery Assessment and an Argumentative Essay**  
**Part 1**  
After reading two texts that contain information about clothing marketers creating sizing labels that are not accurate (vanity sizing), students will complete a chart that will demonstrate their mastery of RI 7.6, RI 7.8 and RI 7.9.  
**Part 2** |
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<td>A longer work that can be read to support the instruction in this unit is <em>The Giant and How He Humbugged America</em>. <strong>Big Idea:</strong> As a society, we have a wide variety of priorities when it comes to spending money and making decisions that affect our life-styles. Thinking critically about some of the choices that consumers make can lead students to make more effective decisions themselves.</td>
<td>After reading articles that present both sides of the issue, students will compose an argument that synthesizes ideas from the articles and studied in the unit to develop an argument about whether or not a person’s material possessions contribute to their happiness.</td>
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