Reading and Writing 7 Curriculum Map 2017-18

In Grade 7, the focus of Reading and Writing is to ensure that students are proficient on the 7th grade standards by the end of the year. Seventh grade classes should build on the skills and routines established in sixth grade and build students’ independence.

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| **Trimester One** | **Trimester Two** | **Trimester Three** |
| 1. *Absolutely True Diary of a Part-time Indian*
2. *I Am Malala*
3. Not built out
 | 1. Not built out
2. *Curious Incident of the Dog in the Night-time*
 | 1. Not built out
2. Not built out
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| **Unit** | **Suggested Length** | **Description** | **Standards** |
| --- | --- | --- | --- |
| 1 – *Absolutely True Diary of a Part-Time Indian* | Reading: 20 daysWriting: 17 days  | *The Absolutely True Diary of a Part-Time Indian* is a semi-autobiographical narrative of Arnold “Junior” Spirit, a young Native American teen living on the Spokane Indian reservation in Wellpinit, Washington. Arnold is initially excited to begin high school, but a distressing discovery in his geometry book spurs him to transfer from the reservation school to Reardan High, a school populated almost exclusively by rich white students. Arnold must simultaneously grapple with the racism and prejudice of his new classmates and the accusations of betrayal of his home community, but his grit, grace and perseverance ultimately empower him to succeed. The key understanding of this unit is: Arnold ultimately comes to understand that even though he may not be physically on the reservation, he can still hold love in his heart for his people and his community. His best friend Rowdy’s assertion that Arnold is like an “old-time nomadic Indian” helps Arnold to come to an acceptance of his “dual” identity. Students explore this idea of Arnold’s dual identity throughout the unit and ultimately write about how Arnold is able to hold multiple identities in the final writing assignment. | * **RL.7.3** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
* **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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| 2 – *I Am Malala* | Reading: 20 daysWriting: 12 days | *I Am Malala: How one girl stood up for education and changed the world* is Malala Yousafzai’s memoir for young readers, and was written in partnership with Patricia McCormick. This edition differs from the adult version in length and focus. This memoir focuses less on the geo-political context and history of Pakistan and the Swat valley, and more on Malala’s experiences and thoughts as she grows. Readers will learn about Malala’s ordinary childhood, and how different factors in her life lead her to accomplish extraordinary change in the world. The primary spine for this novel is that Malala is an ordinary teenager who is influenced by the idea that education is a universal human right and necessary to effect extraordinary change. Students will spend their time while reading this memoir tracking the various influences that impacted Malala and gathering evidence of these influences for their essay. | * **RI.7.3** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
* **W.7.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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| 3- Not built out |  |  |  |
| 4- *A Curious Incident of the Dog in the Night-time* | Reading: 25 daysWriting: 15 days | Mark Haddon deftly crafts a poignant story in *The Curious Incident of the Dog in the Night-time* through his protagonist, and narrator, Christopher. Christopher is a rigidly flawed narrator and Haddon expertly and consistently maintains his voice and limited lens throughout the novel. The plot is ostensibly about Christopher solving the “curious incident” of Wellington’s, the dog’s, murder, however, this is soon revealed and the story is really about Christopher navigating his external and internal challenges to make sense of his world, touching on universal themes like family, death, loss, trust, and forgiveness. To understand this novel it is critical to understand the importance of Christopher’s narration and his unique perspective on the events he narrates. Haddon employs multiple techniques to develop Christopher’s narrative voice and his perspective so this unit focuses on developing students’ capacity to analyze Haddon’s structural choices so that they can effectively analyze Christopher’s point of view and perspective. This unit begins by establishing student understanding of how point of view contributes meaning to stories through the use of two short stories, then moves into the unit.  | * **RL.7.6** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
* **W.6.1** Write arguments to support claims with clear reasons and relevant evidence.
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| 5- Not built out |  |  |  |
| 6- Not built out |  |  |  |
| 7- Not built out |  |  |  |

**\*Note: There is a unit guide available for *Night* on the Helix.**