

**ELA Grade 7 Module 2 Unit 1**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	7
<b>Unit Title</b>	Epidemics
<b>Unit Goals</b>	<p>Researching to build and present knowledge</p> <p>Develop background knowledge about epidemics in many forms historical and current, medical and social</p> <p>Develop a podcast</p> <p>Read and analyze argument</p>
<b>Pacing (# of weeks)</b>	3 - 4 weeks
<b>Standards</b>	<p>RI.7.1,RI.7.4,Ri.7.5,RI.7.10 RI.7.3,</p> <p>L.7.4, L.7.6</p> <p>W.7.1,W.7.1a, W.7.1b,,W.7.1c</p>
<b>Content/Conceptual Knowledge (know)</b>	<p>Scientific investigation social and cultural</p> <p>Responses to develop a model of how best to respond to challenging circumstances.</p> <p>Develop a podcast</p>
<b>Skills (be able to do)</b>	<p>I can:</p> <p>Infer a topic from resources</p> <p>Determine the meanings of unfamiliar words and phrases</p> <p>Find the gist of pages</p> <p>Identify the structure of a text the author uses to organize pages of a text</p> <p>Explain how sections of a piece or story contribute to the whole chapter</p> <p>Select a research reading text that I want to read</p> <p>Analyze the impact of a specific word choice on meaning and tone</p> <p>Identify key individuals, events, and ideas in a text</p> <p>Analyze how individuals, ideas, and events interact with one another</p> <p>Quote accurately from the text to support my ideas during a text-based discussion</p> <p>Acknowledge new information expressed by others and when necessary, modify my own views</p> <p>Analyze how individuals,ideas, and events influence one another</p>
<b>Essential Questions</b>	<p>What are epidemic?.How do they develop?</p> <p>How do people respond to an epidemic?</p> <p>What is the role of character and mindset in solving epidemic crises?</p>

	What methods and tools help people to solve epidemics?
<b>Enduring Understandings</b>	<p>Epidemics can be medical or social. There are similarities and differences to epidemics, depending on whether they are social or medical in nature.</p> <p>Social epidemics can be positive or negative.</p> <p>Epidemics spread through contagion as well as social networks.</p> <p>People's response to epidemics affects their overall impact.</p> <p>When people respond with positive character traits and logic, epidemics can be contained.</p> <p>When people respond with fear and selfishness, epidemics often spread.</p> <p>Epidemiologists can respond to epidemics with integrity, initiative, responsibility, and perseverance. Doctors or caregivers can respond to patients with compassion, respect, and empathy.</p> <p>People use logic, the scientific method, and innovation to solve mysterious epidemics.</p>
<b>Vocabulary</b>	<p>Character, infer, mindset, cracking, epidemic, epidemiologist, determine, structure, Contribute, proclamation, speculating, intravenously, pestilence, victuals, inconsistencies, ingested, abounded, impact, interact, poring over, tone, gets a foothold, discreetly, norms, discussion, text-based,</p>
<b>Common Learning Experiences</b>	<p>Examine text features and structures incorporated into each chapter of the texts</p> <p>Practice determining the meanings of words and phrases, especially technical terms associated with epidemiology</p> <p>Students focus on the interactions between the individual epidemiologists or scientists, events during the epidemics during the epidemics, and the ideas about disease at the time, as well as consider them mindsets, tools and character traits that enables the scientists to solve medical mysteries</p> <p>Practice determining the impact of word choice on meaning and tone</p> <p>Work time</p> <p>Think, Pair, Share</p> <p>Jigsaw,</p> <p>Use texts to complete note catchers</p> <p>Close reads</p> <p>Classroom discussions</p>
<b>Assessments</b>	<p>A Podcast of an epidemic</p> <p>Mid unit and end of unit tests</p> <p>Analyze structure</p> <p>Analyze individuals, events, and ideas</p>

<b>Student Resources</b>	Note catchers, Patient Zero, Kindness Contagion, Conflicting Ideas, Are Social Epidemics Real? Disease Detective Vocabulary logs Criteria of an Effective Constructed Response template
<b>Teacher Resources</b>	Texts, articles, podcast technology vocabulary logs, anchor charts

**Grade 7 Module 2 Unit 2**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	7
<b>Unit Title</b>	Writing to Inform: Are Social Epidemics Real?
<b>Unit Goals</b>	<p>Practice summarizing the central ideas of the articles as well as delineating and evaluating their claims.</p> <p>Engage in discussions in preparation for the assessments</p> <p>Text based discussions</p> <p>Write an informative essay that answers the question: How do social scientists use ideas from the study of epidemics to understand and explain human behavior?</p> <p>Think critically about the latest research about how emotions, ideas and behaviors spread.</p> <p>Engage in research and develop a podcast</p>
<b>Pacing (# of weeks)</b>	3 - 4 weeks
<b>Standards</b>	RI.7.1,2,8,10, W.7.2,4,5,6,9b.10 SL.7.1 L.7.1,2,6
<b>Content/Conceptual Knowledge (know)</b>	<p>Planning for research and podcast steps</p> <p>How to plan an argument and use support for your statements</p> <p>Arguments are based on research and strong evidence</p> <p>What is sound evidence</p> <p>The main points of an argument</p> <p>The steps to create a summary</p>
<b>Skills (be able to do)</b>	<p>I can:</p> <p>Determine two or more central ideas of a text</p> <p>Trace the development of central ideas over the course of a text</p> <p>Write and objective summary</p> <p>Identify the main claim, points, evidence and reasoning in a text</p> <p>Explain my own thinking</p> <p>Evaluate whether evidence is relevant and sufficient to support the argument</p> <p>Evaluate whether reasoning is sound</p> <p>Evaluate the strength of an argument</p> <p>Acknowledge new information expressed by others and when warranted, modify</p>

	<p>my own views</p> <p>Determine two or more central ideas of a text</p> <p>Trace the development of central ideas over the course of a text</p> <p>Evaluate whether evidence is relevant and sufficient to support an argument</p> <p>Trace an argument and evaluate its strength</p> <p>Follow discussion norms to have an effective discussion</p> <p>Explore a model and determine criteria of an informative essay</p> <p>Plan an informative essay focusing on task, purpose and audience</p> <p>Write an introduction for my essay giving context on crime detection and epidemiology clearly stating the focus of the piece</p> <p>Write proof paragraph 1 citing evidence, proof paragraph 2, and conclusion including a reflection</p> <p>Use the Painted Essay structure to analyze a model</p> <p>Offer kind, helpful, and specific feedback to my peers focusing on the evidence and elaboration in their essays</p> <p>Revise my essay, focusing on evidence and elaboration</p>
<b>Essential Questions</b>	<p>What steps are necessary to complete an informative essay?</p> <p>How can you find and recognize an epidemic?</p> <p>What tools and strategies are necessary to complete the essay?</p> <p>How does a person participate in a text-based discussion?</p> <p>How do you identify the points of an argument?</p>
<b>Enduring Understandings</b>	<p>Authors rely on valid evidence to support their arguments</p> <p>Using models are a supportive way to show how quality texts are created</p>
<b>Vocabulary</b>	<p><b>bad rap, cascade, inhibit, largesse, transcend,</b></p> <p><b>Relevant, so und, sufficient, analogies, substantially, nebulous, marketers, pollsters, analogy, behemoth, piggybacking, rigorous, social contagion,</b></p> <p>Analyze, context, criteria, informative, structure Painted Essay</p> <p>Evidence, proof paragraphs, elaboration</p>
<b>Common Learning Experiences</b>	<p>Close reading, work time, language dives, create a text, research a topic to find evidence, share texts and writing samples of essays, peer review</p> <p>Student pairings for writing</p> <p>, evidence,</p>
<b>Assessments</b>	<p>Entrance and exit tickets,</p> <p>Engage in a text-based discussion about the strength of the article's argument</p> <p>Write an informative essay about how social scientists use ideas from the study of epidemics to explain human behavior</p> <p>Follow the norms as part of a discussion</p>
<b>Students resources</b>	<p>Texts and articles, Painted Essay format, vocabulary logs, articles, reading</p>

	journal,note catchers,
<b>Teacher Resources</b>	Word wall, anchor charts, texts and articles for reference

**Grade 7 Module 2 Unit 3**  
**Canterbury Public Schools**

<b>Subject</b>	ELA
<b>Grade Level</b>	7
<b>Unit Title</b>	Spread the Message: How to Respond to Epidemics
<b>Unit Goals</b>	Choose an epidemic topic , conduct research, write a script to their podcast, and use technology to record and sound edit their podcast. Participate in a set of mini lessons Research and read articles to answer questions
<b>Pacing (# of weeks)</b>	3 - 4 weeks
<b>Standards</b>	RI.7.1,3,4 W.7.7,8, SL.7.4, SL.7.6, L.3 7.3, L.7.4a, L.7.6
<b>Content/Conceptual Knowledge (know)</b>	Research supports arguments and statements as well as point of view Peer feedback strengthens writing Peer review is a good strategy for helping others to elaborate and write clearly Speaking is a skill that should be practiced Facts, details and salient points help the listener understand the content of my podcast Review and revision produces clarity and enables understanding A good choice of words helps with understanding and comprehension
<b>Skills (be able to do)</b>	Explore a podcast model and generate ideas for a podcast Determine the purpose and content of an effective podcast script about an epidemic Research to answer questions about epidemics Analyze how individuals, ideas, and events, influenced on another during an epidemic Determine criteria for an effective narrative lead in a podcast Create a draft of an essay using the Painted Essay approach Work with my peers to strengthen my writing Write sections of a script to convey ideas and information for my research. Present my finding is focused and coherent manner emphasizing salient points use relevant descriptions , facts, details and examples to help the listener understand my epidemic Offer kind and helpful feedback to my partner Choose language that expresses ideas precisely and concisely, recognizing and

	<p>eliminating wordiness and redundancy  Use adequate volume and clear pronunciation  Adapt my speech for a podcast  Use multimedia components like music and sound effects to clarify and emphasize points</p>
<b>Essential Questions</b>	<p>How do individuals , events and ideas interact?  What is the impact of an epidemic on citizenry?</p> <p>How does an author support their text and reasoning?  How can a presenter get ready for an opportunity to share their work, and ideas?</p>
<b>Enduring Understandings</b>	<p>Authors rely on research to defend their statements, points of view and or arguments in an essay  Peer feedback strengthens arguments and writing  Readers can use text clues to define unfamiliar words.  Plagiarism is not allowed  Multimedia components enhance presentations</p>
<b>Vocabulary</b>	<p>Narrative nonfiction, script, accurate, main ideas, research, supporting details, concisely, eliminating, precisely, redundancy, wordiness, coherence, emphasize, findings, salient, clarify, emphasize, multimedia, components, sound effects</p>
<b>Common Learning Experiences</b>	<p>Dance card, creating drafts, partner work cite, credibility, relevance, research, search terms, Triad share,</p>
<b>Assessments</b>	<p>Exit tickets, performance tasks, partner sharing,</p>
<b>Student Resources</b>	<p>Trade books, models of podcasts, additional texts, articles, , research planner</p>
<b>Teacher Resources</b>	<p>Trade books, anchor charts, word wall, norms anchor chart,</p>