



Unit-at-a-Glance

This unit is approximately 2.5 weeks or 13 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 SL.7.2, W.7.7</p>	<p>Create a Podcast: Analyze a Model Podcast</p> <p>Opening A. Engage the Learner – L.7.6 (5 minutes)</p> <p>Work Time A. Review the Performance Task (5 minutes) A. Analyze a Model Podcast – SL.7.2 (25 minutes)</p> <p>Closing and Assessment A. Brainstorm Topic and Research Questions – W.7.7 (10 minutes)</p> <p>Homework A. Listen to a Podcast: Students listen to a podcast and collect ideas for what makes it strong. Then they write a goal for their own podcast.</p> <p>Students review the performance task of working in a triad to make a podcast about an epidemic that concerns them or their community. Then students listen to an exemplary podcast and note the features, techniques, and main ideas with supporting details. Finally, students join with their podcast triads to brainstorm a topic and research questions for their podcast.</p>	<ul style="list-style-type: none"> I can explore a podcast model and generate ideas for my own podcast. (SL.7.2) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 3, Lesson 1 (L.7.6) Closing and Assessment A: Exit Ticket with podcast topic and research questions (SL.7.1)

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<p>Lesson 2 RI.7.1, W.7.4, W.7.7</p>	<p>Create a Podcast: Introduce Research</p> <p>Opening A. Engage the Learner – W.7.7 (5 minutes)</p> <p>Work Time A. Analyze a Model Podcast Script – W.7.4 (15 minutes) A. Generate and Refine Research Questions – W.7.7 (10 minutes) A. Create a Research Note-Catcher – W.7.7 (10 minutes)</p> <p>Closing and Assessment A. Partner Share – W.7.7 (5 minutes)</p> <p>Homework A. Record and Refine Research Questions: Students record additional research questions and refine the questions as necessary. A. Analyze Interactions of Individuals, Events, and Ideas: In preparation for the mid-unit assessment, students reread the first section of the model podcast script and complete Homework: Analyze Interactions: Model Podcast Script, Part I to answer selected and constructed response questions about how the individuals, events, and ideas interact in the script.</p> <p>Students analyze the Model Podcast Script to determine the purpose and content of the different sections, which prepares them to conduct research for their own script. Based on this analysis, students then generate research questions and design a note-catcher to guide them in finding and recording information for each section of their podcast script. Finally, students share their note-catcher with a partner outside of their triad to refine their research questions and ensure they are seeking and recording the right kind of information for their podcast script.</p>	<ul style="list-style-type: none"> I can determine the purpose and content of an effective podcast script about an epidemic. (W.7.4) I can research to answer questions about epidemics. (RI.7.1, W.7.7) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 3, Lesson 2 (W.7.7) Work Time C: Research on the Epidemic Research note-catcher (RI.7.1, W.7.4, W.7.7)

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<p>Lesson 3 RI.7.1, W.7.7, W.7.8</p>	<p>Create a Podcast: Begin Research</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes)</p> <p>Work Time A. Mini-Lessons: Introduce Research – W.7.7 (10 minutes) A. Research – W.7.8 (25 minutes)</p> <p>Closing and Assessment A. Triad Share – SL.7.1 (5 minutes)</p> <p>Homework A. Analyze Interactions of Individuals, Events, and Ideas: In preparation for the mid-unit assessment, students reread the second section of the model podcast script and complete Homework: Analyze Interactions: Model Podcast Script, Part II to answer selected and constructed response questions about how the individuals, events, and ideas interact in the script. A. Synthesize Research and Refine Questions: Students complete Homework: Synthesize Research and Refine Questions to reflect on the individuals, events, and ideas emerging about their epidemic. Then they refine their research questions as necessary.</p> <p>Students begin researching to gather information for their podcast script, participating in Research Mini-Lessons as necessary. At the end of class, students share their most interesting or strongest information they found to answer their research questions.</p>	<ul style="list-style-type: none"> I can research to answer questions about epidemics. (RI.7.1, W.7.7, W.7.8) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 3, Lesson 3 (L.7.4) Work Time B: Research on the Epidemic Research note-catcher (RI.7.1, W.7.7, W.7.8)

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<p>Lesson 4 RI.7.1, RI.7.3, W.7.7, W.7.8</p>	<p>Create a Podcast: Continue Research</p> <p>Opening A. Engage the Learner – RI.7.3 (5 minutes)</p> <p>Work Time A. Research – W.7.7, W.7.8 (30 minutes)</p> <p>Closing and Assessment A. Research Synthesis – RI.7.3 (10 minutes)</p> <p>Homework A. Synthesize Epidemic Research and Refine Questions: Students use Homework: Synthesize Research and Refine Questions from Lesson 3 homework to continue to reflect on the individuals, events, and ideas emerging about their epidemic. Then they refine their research questions as necessary. A. Analyze Interactions of Individuals, Events, and Ideas: In preparation for the mid-unit assessment, students review their responses to their previous homeworks analyzing the model podcast script and complete Homework: Analyze Interactions: Model Podcast Script, Part III to answer constructed response questions about how the individuals, events, and ideas interact in the script.</p> <p>Students continue researching to gather information for their podcast script, participating in research mini-lessons as necessary. At the end of class, students synthesize their research by orally rehearsing the narrative of the epidemic they have researched, considering how individuals, events, and ideas interacted during the epidemic.</p>	<ul style="list-style-type: none"> • I can research to answer questions about epidemics. (RI.7.1, W.7.7, W.7.8) • I can analyze how individuals, ideas, and events influenced one another during an epidemic. (RI.7.3) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 3, Lesson 4 (RI.7.3) • Work Time B: Epidemic Research note-catcher (RI.7.1, W.7.7, W.7.8)

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<p>Lessons 5–6 RI.7.1, RI.7.3, RI.7.4, W.7.7, W.7.8, L.7.4a, L.7.6</p>	<p>Mid-Unit 3 Assessment: Research to Answer a Question</p> <p>Opening A. Engage the Learner – W.7.5 (5 minutes)</p> <p>Work Time A. Mid-Unit 3 Assessment: Research to Answer a Question, Part I (30 minutes) A. Language Dive: “Disease Detective” – RI.7.3, L.7.1a (10 minutes) A. Mid-Unit 3 Assessment: Research to Answer a Question, Part II (30 minutes)</p> <p>Closing and Assessment A. Track Progress: Research – W.7.7, W.7.8 (15 minutes)</p> <p>Homework A. Compare “Disease Detective” and <i>Patient Zero</i>: Students reread pages 50 and 52 in <i>Patient Zero</i> and the “Disease Detective” article from the Mid-Unit 3 Assessment. Then they complete Homework: Compare “Disease Detective” and <i>Patient Zero</i> to compare epidemiologist Richard Besser’s methods to those of John Snow. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students complete their mid-unit assessment by reading a new article, answering selected and constructed response questions to analyze how individuals, events, and ideas interact in the text. Students continue the assessment by conducting research to answer a question raised by the article read in the first part of the assessment.</p>	<ul style="list-style-type: none"> • I can research to answer questions about epidemics. (W.7.7, W.7.8) • I can analyze how individuals, ideas, and events influence one another. (RI.7.3) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 3, Lessons 5–6 • Work Time A: Mid-Unit 3 Assessment: Research to Answer a Question, Part I (RI.7.3, RI.7.4, L.7.4a) • Work Time B: Language Dive: “Disease Detective,” Paragraph 10 note-catcher (RI.7.3, L.7.1a) • Work Time C: Mid-Unit 3 Assessment: Research to Answer a Question, Part II note-catcher (student-generated) (RI.7.1, W.7.7, W.7.8, L.7.6)

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<p>Lesson 7 W.7.3, SL.7.6</p>	<p>Create a Podcast: Draft a Narrative Lead</p> <p>Opening A. Engage the Learner – W.7.3 (5 minutes)</p> <p>Work Time A. Analyze a Model Narrative Lead in a Podcast Script – W.7.3 (15 minutes) A. Draft a Narrative Lead for a Podcast Script – W.7.3 (15 minutes)</p> <p>Closing and Assessment A. Triad Share – SL.7.6 (10 minutes)</p> <p>Homework A. Finish Drafting Narrative Lead: Students finish drafting their narrative lead, making sure to include a hook, characters, and problem, as well as narrative techniques such as dialogue, pacing, and description. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students analyze the narrative lead of the Model Podcast Script, noting narrative techniques such as dialogue, description, and pacing. Then students independently draft a narrative lead to their podcast script. Students share the best part of their scripts with their triads, preparing them for combining the leads into one strong lead in the following lesson.</p>	<ul style="list-style-type: none"> I can determine criteria for an effective narrative lead in a podcast. (W.7.3) I can write the narrative lead of a podcast script using effective techniques and relevant descriptive details. (W.7.3) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 3, Lesson 7 (W.7.3) Work Time B: Narrative lead draft (W.7.3)
<p>Lesson 8 W.7.2, W.7.5, L.7.3a, L.7.4</p>	<p>Create a Podcast: Draft a Podcast Script</p> <p>Opening A. Engage the Learner – L.7.4 (5 minutes)</p> <p>Work Time A. Combine Narrative Leads – W.7.5 (15 minutes)</p> <p>Closing and Assessment A. Draft a Podcast Script – W.7.2 (25 minutes)</p> <p>Homework A. Revise Podcast Scripts: Students revise and edit their section of the podcast script for clarity and style in preparation for the next lesson, in which triad members combine their sections and present their full scripts to another triad in a Tuning protocol. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students work in their triads to combine their three narrative leads into one lead, revising to eliminate wordiness or redundancy. Then each member of the triads independently writes one of the three remaining sections of their podcast script.</p>	<ul style="list-style-type: none"> I can work with my peers to strengthen the narrative lead of my podcast script. (W.7.5) I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a) I can write one section of a podcast script to convey ideas and information from my research. (W.7.2) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 3, Lesson 8 (L.7.4) Work Time A: Podcast script draft (W.7.2, W.7.5, L.7.3a)

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<p>Lesson 9 W.7.5, SL.7.4, SL.7.6, L.7.3a</p>	<p>Create a Podcast: Revise the Script</p> <p>Opening A. Engage the Learner – SL.7.4 (5 minutes)</p> <p>Work Time A. Combine and Revise Podcast Script – SL.7.4 (15 minutes) A. Tuning Protocol: Content – SL.7.4 (20 minutes)</p> <p>Closing and Assessment A. Plan Revisions – W.7.5 (5 minutes)</p> <p>Homework A. Research and Revise: Students conduct any additional research necessary for completing their section of their podcast script. Then they revise and edit their section of the podcast script for clarity and style in preparation for the next lesson, in which they present their full scripts to another triad in a second Tuning protocol focused on presentation skills. A. Practice Presentation: Students practice presenting their part of the script, reading it aloud slowly, clearly, and with enunciation and emphasis.</p> <p>Students work in their triads to combine all the independently written sections to create a complete podcast script, revising for wordiness and redundancy. Students then present their podcast script to another triad in a Tuning protocol, receiving feedback on the organization and content of the script. Triads make a plan for revision based on the feedback from the Tuning protocol.</p>	<ul style="list-style-type: none"> • I can present my findings in a focused and coherent manner, emphasizing salient points. (SL.7.4) • I can use relevant descriptions, facts, details, and examples to help the listener understand my epidemic. (SL.7.4) • I can offer kind, specific, and helpful feedback to my peers. (W.7.5) • I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 3, Lesson 9 (SL.7.4) • Work Time A: Podcast script (SL.7.4, L.7.3a) • Work Time B: Tuning protocol feedback (W.7.5, SL.7.4)
<p>Lesson 10 SL.7.4, SL.7.6, L.7.3a</p>	<p>Create a Podcast: Practice the Presentation</p> <p>Opening A. Engage the Learner – W.7.5 (5 minutes)</p> <p>Work Time A. Practice Podcast Presentation – SL.7.4 (15 minutes) A. Tuning Protocol: Presentation Skills – SL.7.4 (20 minutes)</p> <p>Closing and Assessment A. Debrief Tuning Protocol – SL.7.4 (5 minutes)</p> <p>Homework A. Revise the Podcast Script: Students use the suggestions developed during the Tuning Protocol and Closing and Assessment A to improve their podcast presentation. A. Practice Presentation: Students practice presenting their part of the script, reading it aloud slowly, clearly, and with enunciation and emphasis.</p> <p>In triads, students practice their podcast presentation, focusing on adequate volume, clarity of speech, and use of formal English when necessary. Then students present their podcast to another triad and receive feedback on volume, clarity, and formal English. Triads debrief the tuning protocol to ensure they are ready to present their podcasts to the class in the end of unit assessment.</p>	<ul style="list-style-type: none"> • I can use adequate volume and clear pronunciation. (SL.7.4) • I can adapt my speech for a podcast, using formal English when appropriate. (SL.7.6) • I can choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.7.3a) 	<ul style="list-style-type: none"> • Engage the Learner: Entrance Ticket: Unit 3, Lesson 10 (W.7.5) • Work Time A: Revisions on each student's copy of their podcast script (W.7.5, L.7.3a) • Work Time B: Presentation checklist (SL.7.4, SL.7.6)

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<p>Lesson 11 SL.7.4, SL.7.6, L.7.3, L.7.6</p>	<p>End of Unit 3 Assessment: Present Podcast Script</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. End of Unit 3 Assessment: Present Podcast Script (25 minutes)</p> <p>Closing and Assessment A. Independent Research Reading Share – RI.7.10 (15 minutes)</p> <p>Homework A. Podcast Plan, Exemplar, and Image: Students complete Homework: Podcast Plan, Exemplar, and Image to reflect on their recording today, and note how they will improve their recording in the following lesson. Also, students listen to an exemplar podcast and note the strengths of the podcast. Finally, students create an image for their podcast. Students may draw or find an online image to manipulate.</p> <p>Students complete their end of unit assessment by making their podcast presentation for the class. Then students close the lesson by sharing about their independent research reading.</p>	<ul style="list-style-type: none"> I can present my findings in a focused and coherent manner, emphasizing salient points. (SL.7.4) I can use adequate volume and clear pronunciation. (SL.7.4) I can adapt my speech for a podcast, using formal English when appropriate. (SL.7.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 3, Lesson 11 Work Time A: End of Unit 3 Assessment: Podcast Script presentations (SL.7.4, SL.7.6, L.7.3, L.7.6)
<p>Lessons 12–13 SL.7.5</p>	<p>Performance Task: Create a Podcast</p> <p>Opening A. Engage the Learner – SL.7.5 (5 minutes)</p> <p>Work Time A. Finding Sound Effects – SL.7.5 (25 minutes) A. Sound Editing – SL.7.5 (40 minutes)</p> <p>Closing and Assessment A. Self-Assess on Presentation Checklist – SL.7.5 (5 minutes) A. Chalk Talk – SL.7.5 (15 minutes)</p> <p>Homework A. Publish the Podcast: If students don't publish their podcast in class and technology allows, they can do so for homework based on school policy and teacher guidance and recommendations for family, friends, and/or social media.</p> <p>Students complete their performance task by turning their end of unit assessment into an actual podcast with sound effects, music, and other elements. Triads work together to record and sound edit their podcast, adding sound effects and music. Then students share their podcast with the class, the community, and possibly the world by posting it online.</p>	<ul style="list-style-type: none"> I can use multimedia components like music and sound effects to clarify and emphasize points. (SL.7.5) 	<ul style="list-style-type: none"> Engage the Learner: Entrance Ticket: Unit 3, Lessons 12–13 (SL.7.5) Closing and Assessment A: Presentation checklist (SL.7.5)