



## Grade 7: Module 2: Module-at-a-Glance

### Unit 1

#### Unit 1: Build Background Knowledge: Solving Medical Epidemics

##### Weeks 1–2 (Lessons 1–7)

In the first half of the unit, students examine the wide variety of text features and structures incorporated into each chapter of *Patient Zero*, as well as how major sections contribute to the whole text and the development of ideas. (RI.7.5) Students also practice determining the meanings of words and phrases, especially technical terms associated with epidemiology. (RI.7.4, L.7.4)

- Mid-Unit 1 Assessment: Analyze Structure: *Patient Zero*, Pages 41–44

##### Weeks 2–3 (Lessons 8–14)

In the second half of the unit, students focus more on the interactions between the individual epidemiologists or scientists, the events during the epidemics, and the ideas about disease at the time, as well as consider the mindsets, tools, and character traits that enabled the scientists to solve these medical mysteries. (RI.7.3) Students also practice determining the impact of word choice on meaning and tone. (RI.7.4)

- End of Unit 1 Assessment: Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4

### Unit 2

#### Unit 2: Write to Inform: Are Social Epidemics Real?

##### Weeks 4–5 (Lessons 1–7)

In the first half of the unit, students are introduced to the topic of social epidemics through various articles which describe the basic terms and theories behind social and emotional contagion. Students practice summarizing the central ideas of the articles as well as delineating and evaluating their claims. (RI.7.2 and RI.7.8)

- Mid-Unit 2 Assessment, Part I: Read and Analyze Argument: “Are Social Epidemics Real?”
- Mid-Unit 2 Assessment, Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?”

##### Weeks 5–6 (Lessons 8–15)

In the second half of the unit, students learn and practice the skills necessary for completing their end of unit assessment, an informative essay that answers the question: How do social scientists use ideas from the study of epidemics to understand and explain human behavior? Students engage in the full writing process, from planning to drafting to peer critique to revision.

- End of Unit 2 Assessment, Part I: Write an Informative Essay: Social and Medical Epidemics
- End of Unit 2 Assessment, Part II: Tuning Protocol and Revision

## Unit 3

**Unit 3: Spread the Message: How to Respond to Epidemics****Weeks 7–8 (Lessons 1–6)**

Students begin by analyzing model podcasts and podcasts scripts. Then, students begin the research process, refining their questions and ensuring the relevance and credibility of their sources.

- Mid-Unit 3 Assessment: Research to Answer a Question

**Weeks 8–9 (Lessons 7–13)**

In the second half of Unit 3, students work in triads to plan, write, and create a podcast. They plan to include their epidemic stories, toolkit character traits, and message.

- End of Unit 3 Assessment: Present Podcast Script
- Performance Task: Create a Podcast