

Education Language Arts

Grade 7: Module 2

Epidemics Teacher Guide (Second Edition)

EL Education Language Arts Curriculum

Grade 7: Language Arts: Module 2: Epidemics, Teacher Guide (Second Edition)

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About EL Education

“There is more in us than we know. If we can be made to see it, perhaps, for the rest of our lives, we will be unwilling to settle for less.” – Kurt Hahn

EL Education is redefining student achievement in diverse communities across the country, ensuring that all students master rigorous content, develop positive character, and produce high-quality work. We create great public schools where they are needed most, inspiring teachers and students to achieve more than they thought possible.

EL Education’s portfolio of instructional materials and coaching services draws on decades of deep partnership with schools and districts in our national school network—those implementing our school model—and in our family of literacy partners—those implementing our Language Arts curriculum.

Based on our founding principles of meaningful work, character, and respect for teachers, EL Education’s offerings transform teaching and learning to promote habits of scholarship and character that lead to high student achievement. In addition to success on standardized tests, EL Education students demonstrate critical thinking, intellectual courage, and emotional resilience; they possess the passion and the capacity to contribute to a better world.

EL Education’s curriculum is a comprehensive, standards-based core literacy program that engages teachers and students through compelling, real-world content by diverse authors. The curriculum has received the highest marks from EdReports.org and Educators Evaluating the Quality of Instructional Products (EQuIP). Rigorous impact studies by Mathematica Policy Research demonstrate that teachers significantly improve their craft and students achieve more, regardless of background.

EL Education, a 501c(3) nonprofit, was founded in 1992 by Outward Bound USA in collaboration with the Harvard Graduate School of Education. The ideas of Kurt Hahn, a founder of Outward Bound USA, have inspired and animated EL Education’s work with schools since our founding. Hahn believed in the genius in every child, and in the power of education to help children develop academic courage and ethical character.

Second Edition Enhancements

EL Education’s Grades 6–8 Language Arts curriculum is a comprehensive, standards-based core literacy program that engages teachers and diverse learners through compelling, real-world content. Through the curriculum we address an expanded definition of student achievement that builds students’ academic knowledge and skills, habits of character, and capacity to create high-quality work. Our approach infuses rigor and joy and embodies a focus on equity and closing the learning opportunity gaps.

Originally designed and developed with a team of teachers in 2012, the national interest in our Grades 6–8 Language Arts curriculum is inspiring. The first edition was originally commissioned by New York State, which required a total of six modules per grade and alignment to the state’s Social Studies and Science Standards. Though initially designed with New York teachers as the primary audience, the curriculum has found a home with a national audience of educators who are seeking out curriculum that uses authentic texts and is directly aligned to the standards. To meet this need, we have created a second edition that broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country.

What’s New in the Second Edition?

Overall Design and Structure

- Four modules per grade level for a complete year of study (no longer A and B module options)
- New topics and texts for three out of the four modules at each grade level for national relevance. Anchor texts remain the same in the following modules:
 - Grade 6: Module 1 (*The Lightning Thief* by Rick Riordan)
 - Grade 7: Module 1 (*A Long Walk to Water* by Linda Sue Park)
 - Grade 8: Module 2 (*The Omnivore’s Dilemma* by Michael Pollan) Please note that this text was used in the first edition curriculum in Grade 8: Module 4.
- Explicit supports for English language learners (ELLs), including differentiated materials, Conversation Cues, and Language Dives, which are 10- to 20-minute teacher-guided conversations in which students deconstruct and analyze language structures in a single sentence
- Design informed by the Universal Design for Learning framework to increase meaningful access and reduce barriers to learning for students with diverse learning needs

- Explicit integration of EL Education’s habits of character: Work to Become an Effective Learner, Work to Become an Ethical Person, and Work to Contribute to a Better World
- Explicit integration of academic mindsets through reflection
- Streamlined Teacher Guides to support navigability and accessibility
- More authentic performance tasks that support the creation of high-quality work and integrate twenty-first-century digital skills
- Each section of the lesson is now assigned a standard in the subheading, and teaching notes describe how this standard is taught and/or practiced in this section of the lesson.

We have also refined our approach to addressing the standards with more explicit writing and language instruction, more progress monitoring tools, and more differentiated learning materials.

Reading

- Pacing: Students now preread the chapter for homework, and reread a 10- to 15-minute excerpt in the lesson.
- Text Guides for teachers outline the sensitive issues in an anchor text and describe how to handle them.

Writing

- Explicit and consistent writing instruction using the Painted Essay® structure, developed by Diana Leddy at the Vermont Writing Collaborative, which uses color to help students visualize the parts of an essay and organize their information
- Models for student analysis and for use as teacher exemplars

Speaking and Listening

- Conversation Cues: Questions teachers can ask students and students can ask one another to promote productive and equitable conversation
- Enhanced informal speaking and listening assessment materials, such as checklists
- Formal speaking and listening assessments

Language

- Explicit vocabulary, grammar, and punctuation instruction aligned to the requirements of the Language standards

Assessments

- Differentiated student materials used for ongoing assessment
- Writing rubrics (for W.1 argument, W.2 informative/explanatory, and W.3 narrative)
- Improved alignment between standards, texts, and assessment questions
- Standards identified with each assessment question
- Improved support for students to track and assess their own progress
- More time within lesson plans allotted for assessments

Materials

- More diverse and inclusive texts and topics
- A new unit-level teacher guide outlines considerations for ELLs, including suggestions for lighter and heavier supports for each lesson.
- Information about each unit for families
- Answer keys for everything, including homework

Introduction

Welcome to EL Education's new Grades 6–8 Language Arts curriculum. This document provides key information about how the curriculum is designed and built, and describes the principles that underlie it. It will give you a good understanding of what makes this curriculum unique and valuable.

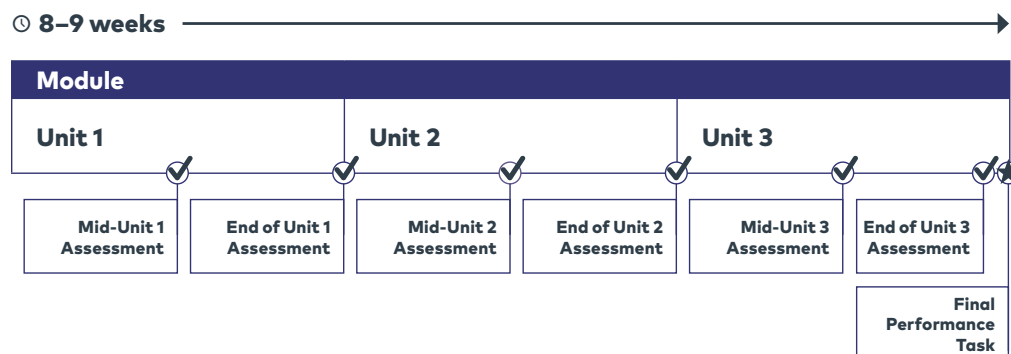
The four modules fully teach and assess the literacy standards as students build important content knowledge based on a compelling topic related to science, social studies, or literature. Each module uses rich, authentic text throughout.

How Is the Curriculum Structured?



- Four modules per year
- Each module is eight to nine weeks long.

Module Lessons and Assessment Structure



- Three units per module
- Two curriculum-based assessments per unit: mid-unit and end of unit
- Forty-five minutes of instruction each day

Performance Task

Unit 3 includes a performance task—an extended, supported writing task or presentation where students bring together their knowledge of the module topic to celebrate learning.

▶▶ Video Spotlight



Learn more about the curriculum structure by watching this video:
<http://eled.org/0175>.

What Principles Underlie the Grades 6–8 Curriculum?

Equity Matters

EL Education is fiercely focused on equity for all children. All children deserve schools that foster their unique abilities, give them real opportunities to achieve high academic standards, and help them take their full place in a society for which they are well prepared when they leave school. Equity is the foundation on which the entire curriculum rests. From this foundation of equity comes what EL Education calls the Dimensions of Student Achievement.



- **Mastery of knowledge and skills:** Students demonstrate proficiency and deeper understanding, apply their learning, think critically, and communicate clearly.
- **Character:** Students work to become effective learners, to become ethical people, and to contribute to a better world.
- **High-quality work:** Students demonstrate craftsmanship and create complex, authentic work.

These three dimensions are the aspirational outcomes for the entire Grades 6–8 Language Arts curriculum. Achievement is more than mastery of knowledge and skills, or students' scores on a test. Habits of character and high-quality work are also taught and prized. Learn more about the Three Dimensions of Student Achievement here: <http://eled.org/character-framework>.

Backward Design Means Planning with the End in Mind and Assessing All along the Way

The guiding principle of backward design is straightforward. Designers must consider three questions:

- At the end of a sequence of instruction, what will students know and be able to do?
- What will proficiency look and sound like?
- How will we know when students are proficient?

An essential aspect of backward design is assessment. Built-in assessments give teachers valuable information and reflect the key literacy learning that students have been acquiring in the lessons. Specific, ongoing assessment is also suggested in the daily lessons.

Early Adolescents Need What They Learn to Have Emotional Resonance

Their well-developed limbic systems and sensitivity to dopamine mean that early adolescents are deeply compelled by content that stimulates their emotions. If content and instruction are not emotionally resonant, students will seek other means to fill this need—perhaps to the frustration of their peers and teachers. However, this can also be viewed as a capacity for deep investment in what they are learning. To increase the chances that a student will find an emotionally resonant point of entry, the EL Education Grades 6–8 Language Arts curriculum modules are centered around diverse and current topical issues and texts.

Students Excel in Diverse and Inclusive Settings

The EL Education Grades 6–8 Language Arts curriculum recognizes that students learn from one another—and learn to respect one another—when they learn together in the same classroom. At the same time, students sometimes have needs that require various types of differentiation. Module lessons provide tools and scaffolding to support and engage all learners. In addition, the lessons give flexibility in how information is presented, how students may respond, and how students are engaged (based on the Universal Design for Learning framework).

Language minority students and ELLs bring a wealth of diverse experience and wisdom to the classroom. In EL Education’s curriculum, ELLs are presumed to be fully participating members of a diverse and heterogeneous classroom structure. The curriculum honors the fact that ELLs need targeted instruction within each lesson and additional supports to be successful.

Specific scaffolds have been integrated into each module lesson, so the classroom teacher can provide myriad supports for students, particularly for those classified as long-term ELLs. These resources take a variety of forms. Two specific areas of emphasis are the Language Dive (conversations that teach students to unpack the structure and meaning of complex sentences) and Conversation Cues (see the following section).

Protocols and Conversation Cues Promote Student Thinking, Collaboration, and Respect

Between the childhood attachment to home and family and the self-definition that comes in one’s twenties lies a period where young people form their identities in relation to their peers. This means they want to spend time with one another, and this interaction is of service to their development. Because adolescents take one another’s opinions seriously and act accordingly, collaborative conversation—frequent, focused, exploratory—is a key tool for deep learning. Clear and simple protocols make collaborative conversation rich and purposeful. Through collaborative conversation, students deepen their learning and come to appreciate the value of one another as individuals with diverse perspectives. Conversation Cues (questions that teachers can ask, such as “Can you say more about that?” or “Can you figure out why?”) encourage productive and equitable conversation. These simple cues help students extend their thinking.

Students Own Their Learning

Early adolescents develop through cycles of action and reflection. As they become more independent, form their identities in relation to peers, and solidify the mindsets that shape their approach to the world, they need rich experiences around which to exercise these new capacities. They also need support to reflect on what happened and what they learned in order to integrate that learning. Students using EL Education’s curriculum learn to see themselves as active learners with agency in their own education. With teachers’ guidance, they articulate specific learning targets (“I can . . .”) for every lesson. They learn to set goals, assess their own learning, and use feedback from peers, themselves, and their teachers to make progress.

Families and Guardians Are Partners

EL Education’s curriculum welcomes students’ families and guardians as partners in education. Students learn best when families have the opportunity to be part of the educational journey. The curriculum includes sample letters teachers can send home that describe what students will learn during a given module, how guardians can support that learning, and specific homework assignments. Students are encouraged to share what they are learning with their family and, sometimes, to interview family members about their expertise and experiences.

Curriculum as Powerful Professional Development

This curriculum helps teachers build on their existing expertise and continue to improve their ability to make strong instructional decisions during planning and while teaching. Teachers are provided rich resources and opportunities to make sound and specific instructional decisions based on their students’ needs.

How Does EL Education’s Curriculum Address College and Career Standards for Literacy?

Research shows that the deeper the *content knowledge* a student has, the more she is able to understand what she reads and the more she is able to speak and write clearly about that content. In fact, remarkably, research shows that she is even more able to successfully read about and understand *new content*.*

When we talk about daily lessons, we often use the organizing principle of the read-think-talk-write cycle, which gives students an opportunity to synthesize evidence, play with ideas, develop arguments, and practice various forms of communication during lessons (or sequences of lessons). EL Education’s Grades 6–8 Language Arts curriculum has been created with substantive content understanding—science and social studies—at its heart. Students deepen their understanding of that content, and they simultaneously acquire all the key literacy skills of reading, writing, speaking and listening, and language required by the standards, which are carefully embedded within the content. The following tables show how the Read-Think-Talk-Write Framework in EL Education’s curriculum aligns with aspects of the standards.



*Recht, D.R., & Leslie, L. (1988). “Effect of prior knowledge on good and poor readers’ memory of text.” *Journal of Educational Psychology*, 80(1), 16–20.

Aspects of Reading in EL Education's Curriculum	
Text complexity	Frequent use of grade-appropriate complex text at all grade levels for all students; scaffolds so all students are successful
Vocabulary	Intentional vocabulary building from content-based text aligned to Language standards
Close reading	Teacher-led close reading of content-based texts; carefully developed text-dependent questions; multiple reads for deepening comprehension
Volume of reading	Accountable independent reading at individual students' level; reading to deepen and expand content knowledge and vocabulary
Research	Frequent research projects aligned to the Writing standards result in high-quality writing; accountable independent reading on the topic; gathering evidence to build knowledge before writing

Aspects of Writing in EL Education's Curriculum	
Writing reflects content understanding	All writing explores specific content knowledge and synthesizes knowledge of the topic.
Specific instruction in aspects of writing	Writing skills (e.g., use of introductions, transitions) and approaches (e.g., gathering evidence to support a statement) scaffolded specifically for particular writing types in each module
Writing fluency, ease with writing	Frequent short writing tasks as well as developed pieces
Writing process (plan, draft, revise, edit)	Instruction and scaffolding in each aspect of writing process

Aspects of Speaking and Listening in EL Education's Curriculum	
Participation in discussion, building on others' ideas	Collaborative protocols; small group discussion; Socratic seminars; frequent opportunities for students to orally rehearse ideas and thinking before writing, including structured conversations and Language Dives
Presentation of ideas in a style appropriate to audience	Presentation of students' work, both formally and informally, to an audience of their peers

Aspects of Language in EL Education's Curriculum	
Standard grammar and usage	Short and fully developed writing; Language Dives; embedded grammar and usage instruction within tasks
Standard writing conventions, including spelling	Short and fully developed writing; Language Dives
Academic and domain-specific vocabulary	Multiple reads of complex text; short and fully developed writing; Language Dives

Grade 7 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
Description	Students launch the year developing their ability to analyze narratives about the Lost Children of Sudan. Students conduct research and develop first their informative writing skills by comparing a fictional to a historical account. Then, students develop their narrative writing skills to create their own stories about a Lost Child of Sudan and the lessons revealed through their journeys.	Students read to develop background knowledge about epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students research and develop a podcast about an epidemic that concerns them or their community, sharing the dynamic podcast complete with sound effects and music with others beyond the classroom.	Students explore drama, poetry, song, art, stories, and dance to understand and appreciate this cultural renewal. Students read articles and short biographies to build knowledge about the collaboration among writers, musicians, and artists; the social and political context of the 1900s for black Americans; and the legacy of the Harlem Renaissance. Students write literary argument essays about themes across several works from the Harlem Renaissance. Then, they develop a Harlem Renaissance exhibit of several works connected by theme and including one contemporary work that students choose or create themselves to demonstrate the legacy of the Harlem Renaissance.	Students close the year by reading about and researching plastic pollution in informational film, text, articles, and online resources. Through these texts, students explore solutions for plastic pollution at different points in the life cycle of plastic. Students write an argument essay about which point in the plastic life cycle is most effective for solving plastic pollution. Then, students develop an action plan they can enact through research, advocacy, or personal commitment. They conclude the module and year by creating a documentary film clip that conveys their argument, action plan, and conclusions about plastic pollution that they can share with their community and even the world beyond.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold)¹	<ul style="list-style-type: none"> • <i>A Long Walk to Water</i>, Linda Sue Park (RL 720L; one per student) • “The Lost Boys of the Sudan,” <i>The State of the World’s Children</i> 1996. (RI; included in the module materials) • <i>God Grew Tired of Us</i>, Dir. Christopher Quinn (RI film; one per classroom) • <i>Nasreen’s Secret School: A True Story of Afghanistan</i>, Jeanette Winter (RI ebook AD630L; one per classroom) • <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>, Mary Williams (RL 610L; one per classroom) • “The ‘Lost Girls’ of Sudan,” Ishbel Matheson. <i>BBC News</i>. (RI; included in the module materials) • “One Day I Had to Run,” John Deng Langbany (RI; included in the module materials) • <i>A Long Walk to Water</i>, Brilliance Audio (RL audiobook; one per classroom) • “The Need,” <i>Water for South Sudan</i> (RI; included in the module materials) 	<ul style="list-style-type: none"> • <i>Patient Zero</i>, Marilee Peters (RI 1010L; one per student) • “Kindness Contagion,” Jamil Zaki. <i>Scientific American</i>. (RI; included in the module materials) • “Social Contagion: Conflicting Ideas,” <i>The Economist Magazine</i> (RI; included in the module materials) • “Are Social Epidemics Real?” EL Education (RI 960L; included in the module materials) • “Disease Detective,” Marylou Tousignant. <i>National Geographic Extreme Explorer</i>. (RI; included in the module materials) 	<ul style="list-style-type: none"> • <i>One Last Word: Wisdom from the Harlem Renaissance</i>, Nikki Grimes (RL NP; one per student) • “Harlem Renaissance Packet,” EL Education (RI 940L–1070L; one per student) • <i>Shuffle Along</i>, Flournoy Miller and Aubrey Lyles (RL drama; one per student) • <i>Shuffle Along</i>, Eubie Blake (RL CD; one per classroom) • “National Hymn (Lift Every Voice and Sing),” James Johnson Weldon (RL poetry; one per student) • “I Shall Return,” Claude McKay (RL poetry; one per student) • “His Motto,” Lottie Burrell Dixon. <i>The Upward Path</i>. (RL 970L; one per student) • “The Boy and the Bayonet,” Paul Laurence Dunbar. <i>The Upward Path</i>. (RL 1110L; one per student) 	<ul style="list-style-type: none"> • <i>Trash Vortex</i>, Danielle Smith-Llera (RI 1120L; one per student) • <i>A Plastic Ocean</i>, Craig Leeson (RI film; one per classroom) • “Five Weird Materials That Could Replace Plastic,” Jessica Hullinger. <i>The Week</i>. (RI 1010L; included in the module materials) • “Five Things You Can Do to End Plastic Pollution,” Anjali Acharya. <i>World Bank</i>. (RI 1240L; included in the module materials) • “Boyan Slat: The Great Pacific Garbage Patch Kid,” Pat Betteley. <i>Faces Magazine</i>. (RI 1070L; included in the module materials)
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8 ² : 925L–1185L			
Performance Task	<p>Product: Illustrated Ebook: Lost Boys and Girls of Sudan</p> <p>Format: Illustrated ebook</p> <p>CCSS: RI.7.1, W.7.2, W.7.3, W.7.4, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10, L.7.6</p>	<p>Product: A Podcast of an Epidemic</p> <p>Format: Podcast</p> <p>CCSS: W.7.6, SL.7.4, SL.7.5, L.7.1</p>	<p>Product: Harlem Renaissance Museum Collection</p> <p>Format: Museum collection presentation</p> <p>CCSS: RL.7.2, RL.7.4, RL.7.5, W.7.1, W.7.4, W.7.5, W.7.6, W.7.10, SL.7.4, SL.7.5, SL.7.6, L.7.1, L.7.2, L.7.3</p>	<p>Product: Plastic Pollution Documentary Clip</p> <p>Format: Digital video clip</p> <p>CCSS: W.7.1, W.7.3, W.7.6, SL.7.4, SL.7.5, SL.7.6, L.7.1</p>

¹ Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p>Title: Analyze Setting, Plot, and Point of View: <i>A Long Walk to Water</i>, Chapter 6</p> <p>Format: Selected and constructed response</p> <p>CCSS: RL.7.1, RL.7.3, RL.7.4, RL.7.6, RL.7.10, L.7.4, L.7.6</p>	<p>Title: Analyze Structure: <i>Patient Zero</i>, Pages 41–44</p> <p>Format: Selected and constructed response</p> <p>CCSS: RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, L.7.6</p>	<p>Title: Compare and Contrast Versions of “Lift Every Voice and Sing”</p> <p>Format: Selected and constructed response</p> <p>CCSS: RL.7.1, RL.7.4, RL.7.7, RL.7.10, L.7.5a, L.7.6</p>	<p>Title: Analyze Techniques and Argument in a Video</p> <p>Format: Selected and constructed response</p> <p>CCSS: RI.7.7, SL.7.2, SL.7.3</p>
End of Unit 1	<p>Title: Part I: Analyze Development of Theme: <i>A Long Walk to Water</i>, Chapter 9</p> <p>Format: Selected and constructed response</p> <p>CCSS: RL.7.1, RL.7.2, RL.7.10</p> <p>Title: Part II: Text-Based Discussion: Themes: <i>A Long Walk to Water</i></p> <p>Format: Text-based discussion</p> <p>CCSS: RL.7.1, RL.7.2, SL.7.1a, SL.7.1b, SL.7.1c</p>	<p>Title: Analyze Individuals, Events, and Ideas: <i>Patient Zero</i>, Chapter 4</p> <p>Format: Selected and constructed response</p> <p>CCSS: RI.7.1, RI.7.3, RI.7.4, RI.7.10, L.7.6</p>	<p>Title: Analyze Structure, Language, and Theme: “I Shall Return”</p> <p>Format: Selected and constructed response</p> <p>CCSS: RL.7.1, RL.7.2, RL.7.4, RL.7.5, RL.7.10, L.7.5c, L.7.6</p>	<p>Title: Analyze Author’s Point of View and Purpose: <i>Trash Vortex</i></p> <p>Format: Selected and constructed response</p> <p>CCSS: RI.7.1, RI.7.2, RI.7.6, RI.7.10, L.7.4a</p>
Mid-Unit 2	<p>Title: Research to Answer a Question</p> <p>Format: Selected and constructed response</p> <p>CCSS: RI.7.1, RI.7.2, W.7.7, W.7.8, SL.7.2</p>	<p>Title: Part I: Read and Analyze Argument: “Are Social Epidemics Real?”</p> <p>Format: Note-catcher</p> <p>CCSS: RI.7.1, RI.7.8, RI.7.10, L.7.6</p> <p>Title: Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?”</p> <p>Format: Text-based discussion</p> <p>CCSS: RI.7.1, SL.7.1, L.7.6</p>	<p>Title: Analyze Story Elements and Point of View: “The Boy and the Bayonet,” Part III</p> <p>Format: Selected response</p> <p>CCSS: RL.7.1, RL.7.3, RL.7.6, RL.7.10, L.7.4a</p>	<p>Title: Analyze How Authors Present Evidence Differently</p> <p>Format: Selected response</p> <p>CCSS: RI.7.2, RI.7.4, RI.7.6, RI.7.9, RI.7.10, L.7.4a, L.7.5b</p>

	Module 1	Module 2	Module 3	Module 4
End of Unit 2	Title: Compare and Contrast <i>A Long Walk to Water</i> and “The ‘Lost Girls’ of Sudan” Format: Informative essay CCSS: RL.7.1, RL.7.9, RI.7.1, W.7.2, W.7.4, W.7.6, W.7.9, W.7.10	Title: Part I: Write an Informative Essay: Social and Medical Epidemics Format: Informative essay CCSS: RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1, L.7.2, L.7.6 Title: Part II: Tuning Protocol and Revision Format: Revisions CCSS: W.7.5	Title: Part I: Write a Literary Argument Essay Format: Literary argument essay CCSS: W.7.1, W.7.6, W.7.9a, W.7.10 Title: Part II: Revise and Edit Format: Revisions CCSS: W.7.5, L.7.1a, L.7.1b	Title: Part I: Write an Argument Essay Format: Argument essay CCSS: W.7.1, W.7.5, W.7.6, W.7.9b, W.7.10 Title: Part II: Revise an Argument Essay Format: Revisions CCSS: W.7.5, L.7.1c, L.7.2 Title: Part III: Modify Phrases and Coordinate Adjectives (optional) Format: Selected and constructed response CCSS: L.7.1c, L.7.2
Mid-Unit 3	Title: Compare Audio to Text: <i>A Long Walk to Water</i> , Chapter 1 Format: Selected and constructed response CCSS: RL.7.1, RL.7.7	Title: Research to Answer a Question Format: Selected and constructed response; online research and note-taking CCSS: RI.7.1, RI.7.3, RI.7.4, W.7.7, W.7.8, L.7.4a, L.7.6	Title: Analyze Structure, Language, and Theme: “The Sculptor” Format: Selected and constructed response CCSS: RL.7.2, RL.7.4, RL.7.5, L.7.4a	Title: Revise and Edit Documentary Script Format: Revisions CCSS: W.7.5
End of Unit 3	Title: Write a Narrative about a Lost Boy or Girl of Sudan Format: Narrative children’s book CCSS: W.7.3, W.7.4, W.7.6, W.7.10	Title: Present Podcast Script Format: Presentation CCSS: SL.7.4, SL.7.6, L.7.3, L.7.6	Title: Present Museum Exhibit Format: Presentation CCSS: SL.7.4, SL.7.5, SL.7.6	Title: Documentary Pitch Format: Presentation CCSS: SL.7.4, SL.7.5, SL.7.6

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

Epidemics

- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
 - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 “parent” standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.
 - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
RL.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓		✓	
RL.7.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	✓		✓	
RL.7.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	✓		✓	
RL.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	✓		✓	
RL.7.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning			✓	
RL.7.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	✓		✓	
RL.7.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	✓		✓	
RL.7.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	✓			
RL.7.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓		✓	

Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓
RI.7.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	✓	✓		✓
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).		✓		
RI.7.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.		✓		✓
RI.7.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.		✓		
RI.7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.				✓
RI.7.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).				✓
RI.7.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		✓		
RI.7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.				✓
RI.7.10: By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.		✓		✓

Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.7.1: Write arguments to support claims with clear reasons and relevant evidence.			✓	✓
W.7.1a: Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.			✓	✓
W.7.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.			✓	✓
W.7.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.			✓	✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.7.1d: Establish and maintain a formal style.			✓	✓
W.7.1e: Provide a concluding statement or section that follows from and supports the argument presented.			✓	✓
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.	✓	✓		
W.7.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓	✓		
W.7.2b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	✓	✓		
W.7.2c: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.	✓	✓		
W.7.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓	✓		
W.7.2e: Establish and maintain a formal style.	✓	✓		
W.7.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓	✓		
W.7.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓			
W.7.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓			
W.7.3b: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	✓			
W.7.3c: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	✓			
W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓			
W.7.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓			
W.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	✓	✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.7.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7.)		✓	✓	✓
W.7.6: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	✓	✓	✓	✓
W.7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	✓	✓		
W.7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	✓	✓		
W.7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓			
W.7.9a: Apply <i>grade 7 Reading standards</i> to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").	✓		✓	
W.7.9b: Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").	✓			✓
W.7.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓

Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.7.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.		✓		
SL.7.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	✓	✓		
SL.7.1b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	✓	✓		
SL.7.1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	✓	✓		

Epidemics

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.7.1d: Acknowledge new information expressed by others and, when warranted, modify their own views.		✓		
SL.7.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	✓			✓
SL.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.				✓
SL.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.		✓	✓	✓
SL.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.			✓	✓
SL.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.)		✓	✓	✓

Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.7.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓		
L.7.1a: Explain the function of phrases and clauses in general and their function in specific sentences.			✓	
L.7.1b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.			✓	
L.7.1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*				✓
L.7.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓		✓
L.7.2a: Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).				✓
L.7.2b: Spell correctly.				✓
L.7.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		✓		
L.7.3a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*		✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.7.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies.	✓	✓		
L.7.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
L.7.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>).	✓	✓		
L.7.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓	✓		
L.7.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓	✓		
L.7.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.				
L.7.5a: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.			✓	
L.7.5b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.				✓
L.7.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i> , <i>respectful</i> , <i>polite</i> , <i>diplomatic</i> , <i>condescending</i>).			✓	
L.7.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓	✓	

Grade 7: Module 2

Module Overview

How do epidemics begin and spread? How do human responses help or hinder during trying times? Can the way we think about medical outbreaks tell us anything about how we should think about human behavior? In this module, students explore epidemics in many forms: historical and current, medical and social. While students learn about the scientific investigation and medical intervention in these outbreaks, they also focus on the social and cultural responses to develop a model of how best to respond to challenging circumstances. Students also examine the ways that the concept of “contagion” is applied to human behavior and ultimately explore the question of why we behave the way we do.

In Unit 1, students begin exploring the history of medical epidemics and focus on people’s mindsets and contributions, and how they behaved differently from those around them. Students define what a medical or biological epidemic is, answering questions such as: what characteristics do the large-scale disease outbreaks that we refer to as epidemics have in common, and how do they spread? Exploring these foundational questions about epidemics and the people who “fought” them provides the conceptual scaffolding and some of the terminology necessary for extending the study of medical epidemics to social epidemics in Unit 2. Students read three chapters from the anchor text, *Patient Zero*, examining the wide variety of text features and structures incorporated in each chapter of *Patient Zero*, as well as how major sections contribute to the whole text and the development of ideas. Students also practice determining the meanings of words and phrases, especially technical terms associated with epidemiology. 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. Students also practice determining the impact of word choice on meaning and tone.

In Unit 2, students transfer the knowledge about how scientists think about and investigate medical epidemics to the study of social epidemics. Students are introduced to the topic of social epidemics through various articles which describe the basic terms and theories behind social and emotional contagion. They analyze the articles both for central ideas and argument in order to evaluate whether the authors of an article have provided sufficient evidence and reasoning for their claims connecting social and disease epidemics. Students respond to the broader question of how learning from social epidemics is applied to medical epidemics both in formal discussion and informative writing.

In Unit 3, students begin by listening to exemplar podcasts and reading a model podcast script about epidemics and how people responded to them. They analyze what makes these podcasts strong and build criteria for success based off of their observations. Using these models as a template, students embark on researching an epidemic of their choosing. They gather research around the epidemic stories, toolkit, character traits, and message. In triads, students plan, write, and revise a narrative nonfiction podcast script. For their end of unit assessment, students present their script, focusing on coherence and organization of information, volume, eye contact, clarity, and formal, conventional English. Next, they find sound effects, and then finally, they record and splice together the podcast. In the end, they have a podcast created with craftsmanship to publish for their classmates, school, or even the world.

Notes from the Designer

The anchor text for the module, *Patient Zero*, contains references to sensitive topics such as disease and death as well as the conditions that contribute to disease. These issues must be carefully and sensitively discussed to give students context as they read the story. Consider speaking with students and families in advance, especially those who may have sensitivity to topics discussed.

As students begin to research social epidemics, they may surface topics that are relevant but inappropriate for classroom discussion. Provide clarity and guidance about what types of topics should be included in independent research.



Guiding Questions and Big Ideas

What are epidemics? How do they develop?

- *Epidemics can be medical or social. There are similarities and differences to epidemics, depending on whether they are social or medical in nature.*
- *Social epidemics can be positive or negative.*
- *Epidemics spread through contagion as well as social networks.*

How do people respond to an epidemic?

- *People's response to epidemics affects their overall impact. When people respond with positive character traits and logic, epidemics can be contained. When people respond with fear and selfishness, epidemics often spread.*

What is the role of character and mindset in solving epidemic crises?

- *Epidemiologists can respond to epidemics with integrity, initiative, responsibility, and perseverance. Doctors or caregivers can respond to patients with compassion, respect, and empathy.*

What methods and tools help people to solve epidemics?

- *People use logic, the scientific method, and innovation to solve mysterious epidemics.*



Content Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Science and Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Next-Generation Science Standards

A. Life Science Performance Expectation

- MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

- MS-LS1-5: Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings.
- D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past.

Texts and Resources

Required Trade Books and Resources ¹	Unit 1	Unit 2	Unit 3
1. Peters, Marilee. <i>Patient Zero</i> . Annick Press, 2014.	✓	✓	✓
Additional Texts (provided in curriculum materials)	Unit 1	Unit 2	Unit 3
2. Zaki, Jamil. "Kindness Contagion." <i>Scientific American</i> , 26 July 2016. Web.		✓	✓
3. T.C. "Conflicting Ideas." <i>The Economist</i> , 3 Apr. 2012. Web.		✓	✓
4. EL Education. "Are Social Epidemics Real?" EL Education, 5 Feb. 2019.		✓	✓
5. Tousignant, Marylou. "Disease Detective." <i>National Geographic Extreme Explorer</i> . Vol. 3, No. 5. Mar. 2010, pp. 18+			✓
Recommended Texts (for volume of reading on the module topic)			
See the 6–8 Recommended Texts list for suggestions of books, articles, and videos on the module topic.			

¹ See stand-alone Required Trade Books and Resources Procurement List for procurement details, including the number of copies of each text.



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

Technology & Multimedia

Tool	Purpose in This Unit	Suggested Use in This Unit	Website URL
Online audio editing and recording tool	Sound recording and editing	• Record and edit podcasts.	http://eled.org/0166 , http://eled.org/0119 , http://eled.org/0185 , http://eled.org/0186 , http://eled.org/0187 , or http://eled.org/0188
Online illustration tool	Drawing an icon for the podcast	• Create an image for their podcasts.	http://eled.org/0146
Free stock image resource	Creating an icon for the podcast	• Create an image for their podcasts.	http://eled.org/0147 or http://eled.org/0152

Refer to each Unit Overview for more details, including information about what to prepare in advance.

Optional: Community, Experts, Fieldwork, Service, and Extensions

Community

- Consider arranging meetings either with the experts in the field listed below, or others who may have had experience with medical or social epidemics.

Experts

- The anchor text tells the story of epidemiologists and other medical professionals. Consider contacting local hospitals, universities, or physicians to arrange meetings with those who treat medical epidemics on the front lines. Likewise, as students explore ideas around social contagion, consider arranging meetings with sociologists, psychologists, and other professionals in the field.

Fieldwork

- Consider visiting sites of interest, or the organizations associated with the experts above to meet with people who research and help to solve epidemics.

Service

- Consider arranging meetings or outreach opportunities to help those affected by epidemics.

Extensions

- Throughout the module, students are provided with extension opportunities in the context of the classroom, but students eager to expand their engagement with the topic can record videos of their interviews with community members and work on “mini documentaries” or write stories of the people they interview in order to share with larger audiences.

Grade 7: Module 2

Assessment Overview

Mid-Unit 1 Assessment

Analyze Structure: *Patient Zero*, Pages 41–44

This assessment centers on CCSS ELA RI.7.1, RI.7.4, RI.7.5, RI.7.10, L.7.4, and L.7.6. Students read pages 41–44 in *Patient Zero* and answer selected response questions to determine the meanings of words and phrases and to analyze the structures of the text. Students end the assessment by writing a constructed response about how a section of *Patient Zero* contributes to the whole chapter.

End of Unit 1 Assessment

Analyze Individuals, Events, and Ideas: *Patient Zero*, Chapter 4

This assessment centers on CCSS ELA RI.7.1, RI.7.3, RI.7.4, RI.7.10, and L.7.6. Students finish reading chapter 4 of *Patient Zero*. They then answer selected response questions about the interactions among individuals, events, and ideas, and the meanings of words. Students also analyze the interactions among individuals, events, and ideas, citing evidence to answer short constructed response questions.

Mid-Unit 2 Assessment

Part I: Read and Analyze Argument: “Are Social Epidemics Real?”

This assessment centers on CCSS ELA RI.7.1, RI.7.8, RI.7.10, and L.7.6. Students read the article “Are Social Epidemics Real?” and then complete a note-catcher to analyze the argument in the article. Then students write a short constructed response in which they evaluate whether the argument is strong.

Part II: Text-Based Discussion: Analyze Argument: “Are Social Epidemics Real?”

This assessment centers on CCSS ELA RI.7.1, SL.7.1, and L.7.6. Students discuss how well the authors of “Are Social Epidemics Real?” develop their argument that social epidemics compare to disease epidemics. Students also evaluate whether their evidence is sufficient and their reasoning is sound.

End of Unit 2 Assessment

Part I: Write an Informative Essay: Social and Medical Epidemics

This assessment centers on CCSS ELA RI.7.1, RI.7.2, W.7.2, W.7.4, W.7.5, W.7.6, W.7.10, L.7.1, L.7.2, and L.7.6. Students write informative essays about how social scientists use epidemics to explain human behavior. Students examine the topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Part II: Tuning Protocol and Revision

This assessment centers on CCSS ELA W.7.5. Students work with others to revise, edit, rewrite, or try a new approach in their informative essays, focusing on purpose, audience, evidence, and elaboration.

Mid-Unit 3 Assessment

Research to Answer a Question

This assessment centers on CCSS ELA RI.7.1, RI.7.3, RI.7.4, W.7.7, W.7.8, L.7.4a, and L.7.6. Students read the article “Disease Detectives” and then answer selected response questions requiring them to determine the meanings of words and analyze the interactions among individuals, events, and ideas. Students then respond to constructed response questions, drawing on evidence from the text to support their inferences. Finally, students conduct brief online research by finding and assessing a source, taking notes, and completing a note-catcher to answer a research question.

End of Unit 3 Assessment

Present Podcast Script

This assessment centers on CCSS ELA SL.7.4, SL.7.6, L.7.3, and L.7.6. Students present their podcast scripts about an epidemic they researched, presenting claims and findings and emphasizing salient points in a focused and coherent manner. Students also focus on using adequate volume, clear pronunciation, and adapting their speech for a podcast, using formal English when appropriate.

Grade 7: Module 2

Performance Task Overview



Summary of Task

A Podcast of an Epidemic

Students turn their Unit 3 script into a podcast with sound effects, music, and other podcast features (such as a variety of voices; a charismatic, engaging tone; interviews; description, etc.).

Format

Podcast

Standards Addressed through This Task

The performance tasks at the end of every module are neither formative nor summative assessments. They are not formative since they come at the end of the module, concluding students' learning about the module topic and the literacy skills they have built over eight or nine weeks. However, they are also not summative because they are heavily scaffolded to help students create high-quality work, and so are not a strong measure of what students can do independently. For these reasons, we do not recommend analyzing performance tasks with the same lens used to analyze assessments. Consider looking at students' performance tasks through the lens of the attributes of high-quality student work (authenticity, complexity, craftsmanship):

- **Authenticity:** Does the student demonstrate interest and investment in their chosen epidemic? Does the student provide appropriate explanations of the responses and solutions offered by the people who confronted the epidemic? Do students address the real-life impact of the epidemic and solutions they researched?
- **Complexity:** Does the student demonstrate deep knowledge of their researched epidemic? Has the student effectively synthesized their research into the podcast format? Do students show an understanding of the challenges faced by those who confront epidemics?
- **Craftsmanship:** Do the audio elements in the podcast help to tell the story rather than distract from it? Is the underlying text accurate and thoughtfully crafted? Do students speak carefully, with attention to purpose and audience? Has the student successfully incorporated peer feedback on the narrative content and presentation?

The following standards are addressed, but not assessed:

- **W.7.6:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
- **SL.7.4:** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **SL.7.5:** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- **L.7.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Student-Friendly Writing Invitation/Task Description

Get your message out into the world! You (and your group) have researched an epidemic (either social or medical), and you have used the informational nonfiction articles to inform your script for your podcast. Your podcast includes these key sections:

1. A narrative lead telling the story of the epidemic
2. The social and scientific ideas of the epidemic
3. The tools, mindsets, and the character traits the people used during the epidemic
4. Your message

Now your group will share your learning with the world by turning your script into a podcast. Include sound effects, music, and other components such as interviews and other voices to make your podcast interesting. You may already have a recording of your podcast script from your end of unit assessment presentation. If not, you should practice your podcast a few times before recording. Once you have a recording, use an app or online audio editing and recording tool to splice together your recording and special sound effects. Then you're ready to send your message loud and clear out into the world!



Key Criteria for Success (Aligned with CCSS ELA)

Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with support to construct a criteria list by which their work will be critiqued and formally assessed.

Your podcast will include:

- music and/or other sound effects;
- more than one voice;
- organization of the podcast with different sections and chapter or act titles;
- your podcast script, which includes:
 - A narrative lead telling the story of the epidemic
 - The social and scientific ideas of the epidemic
 - The tools, mindsets, and the character traits the people used during the epidemic
 - Your message

Options for Students

- Extension: Listen to other podcasts. Create a list of characteristics that they would like to try in their own podcast.
- Students may work in a group to record their podcast. Or each student can record a portion of the speech, including sound effects and music. Then they can put pieces together using online audio editing and recording tools, or other platforms that allow them to assemble the audio pieces of their podcast.

Options for Teachers

- Students can record the pieces of their group podcasts individually (even just using the recording options on most cell phones) and then work with the classroom teacher or a technology teacher to put the pieces together with music and sound effects.
- If recording equipment is not available, encourage students to present their podcasts to the class, another class, or the community by orally presenting and making sound effects if possible.

Grade 7: Module 2

Appendix

Grades 6–8 Curriculum Plan

Grade 6				
	Module 1: Reading, Writing, and Speaking Grounded in Evidence	Module 2: Researching to Build and Present Knowledge (Science)	Module 3: Analyzing, Interpreting, and Evaluating Text	Module 4: Researching to Write and Present Arguments
Topic	6M1: Greek Mythology	6M2: Critical Problems and Design Solutions	6M3: American Indian Boarding Schools	6M4: Remarkable Accomplishments in Space Science
Standards Assessed	RL: RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6, RL.6.7, RL.6.9, RL.6.10 RI: RI.6.1, RI.6.2, RI.6.4, RI.6.10 W: W.6.2, W.6.3, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10 SL: SL.6.1a, SL.6.1b L: L.6.4, L.6.4a, L.6.4c, L.6.4d, L.6.5, L.6.6	RI: RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.7, RI.6.10 W: W.6.2, W.6.4, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10 SL: SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6 L: L.6.4a, L.6.5a, L.6.5c, L.6.6	RL: RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.6, RL.6.10 RI: RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.7, RI.6.10 W: W.6.1, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10 SL: SL.6.2, SL.6.6 L: L.6.1, L.6.2, L.6.3, L.6.3a, L.6.5a, L.6.5c, L.6.6	RI: RI.6.1, RI.6.3, RI.6.4, RI.6.6, RI.6.8, RI.6.9, RI.6.10 W: W.6.1, W.6.1b, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10 SL: SL.6.1d, SL.6.3, SL.6.4, SL.6.5, SL.6.6 L: L.6.2, L.6.3, L.6.6
Required Trade Books and Resources ¹	<ul style="list-style-type: none"> • <i>The Lightning Thief</i>, Rick Riordan (680L). ISBN: 9780786838653 • <i>Percy Jackson & The Olympians: The Lightning Thief</i> (DVD), Chris Columbus (director). UPC: 024543668824 	<ul style="list-style-type: none"> • <i>The Boy Who Harnessed the Wind</i> (Young Readers Edition), William Kamkwamba and Bryan Mealer (850L). ISBN: 9780147510426 	<ul style="list-style-type: none"> • <i>Two Roads</i>, Joseph Bruchac (740L). ISBN: 9780735228870 	<ul style="list-style-type: none"> • <i>Hidden Figures</i> (Young Readers' Edition), Margot Lee Shetterly (1120L). ISBN: 9780062662378 • <i>Hidden Figures: The True Story of Four Black Women and the Space Race</i> (Picture Book), Margot Lee Shetterly (980L). ISBN: 9780062742469 (six per classroom)

¹ This plan shows all trade books and resources used in each module. See Second Edition Grades 6–8 Language Arts Curriculum Required Trade Books and Resources Procurement List for specific number of each material needed to purchase (e.g., one per classroom or one per student).

Grade 7				
	Module 1: Reading, Writing, and Speaking Grounded in Evidence	Module 2: Researching to Build and Present Knowledge (Science)	Module 3: Analyzing, Interpreting, and Evaluating Text	Module 4: Researching to Write and Present Arguments
Topic	7M1: The Lost Children of Sudan	7M2: Epidemics	7M3: The Harlem Renaissance	7M4: Plastic Pollution
Standards Assessed	RL: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.6, RL.7.7, RL.7.9, RL.7.10 RI: RI.7.1, RI.7.2 W: W.7.2, W.7.3, W.7.4, W.7.6, W.7.7, W.7.8, W.7.9, W.7.10 SL: SL.7.1a, SL.7.1b, SL.7.1c, SL.7.2 L: L.7.4, L.7.6	RI: RI.7.1, RI.7.2, RI.7.3, RI.7.4, RI.7.5, RI.7.8, RI.7.10 W: W.7.2, W.7.4, W.7.5, W.7.6, W.7.7, W.7.8, W.7.10 SL: SL.7.1, SL.7.4, SL.7.6 L: L.7.1, L.7.2, L.7.3, L.7.4, L.7.6	RL: RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.5, RL.7.6, RL.7.7, RL.7.10 W: W.7.1, W.7.5, W.7.6, W.7.9a, W.7.10 SL: SL.7.4, SL.7.5, SL.7.6 L: L.7.1, L.7.1a, L.7.1b, L.7.4a, L.7.5a, L.7.5c, L.7.6	RI: RI.7.1, RI.7.2, RI.7.4, RI.7.6, RI.7.7, RI.7.9, RI.7.10 W: W.7.1, W.7.5, W.7.6, W.7.9, W.7.9b, W.7.10 SL: SL.7.2, SL.7.3, SL.7.4, SL.7.5, SL.7.6 L: L.7.1, L.7.1c, L.7.2, L.7.4, L.7.5, L.7.5b
Required Trade Books and Resources ¹	<ul style="list-style-type: none"> • <i>A Long Walk to Water</i>, Linda Sue Park (720L). ISBN: 9780547577319 • <i>A Long Walk to Water</i> (Audiobook), Linda Sue Park. ISBN: 9780547532844 • <i>Brothers in Hope: The Story of the Lost Boys of Sudan</i>, Mary Williams (610L). ISBN: 9781584302322 • <i>God Grew Tired of Us</i> (DVD), Christopher Dillon Quinn (director). UPC: 0043396198999 • <i>Nasreen's Secret School: A True Story from Afghanistan</i> (Ebook), Jeanette Winter (AD630L). ISBN: 9781442441217 	<ul style="list-style-type: none"> • <i>Patient Zero</i>, Marilee Peters (1010L). ISBN: 9781554516704 	<ul style="list-style-type: none"> • <i>One Last Word: Wisdom from the Harlem Renaissance</i>, Nikki Grimes (NP). ISBN: 9781619635548 • <i>Shuffle Along</i> (CD), Eubie Blake. UPC: 632433320426 	<ul style="list-style-type: none"> • <i>Trash Vortex: How Plastic Pollution Is Choking the World's Oceans</i>, Danielle Smith-Llera (1120L). ISBN: 9780756557492 • <i>A Plastic Ocean</i> (DVD), Craig Leeson. UPC: 602573215302

¹ This plan shows all trade books and resources used in each module. See Second Edition Grades 6–8 Language Arts Curriculum Required Trade Books and Resources Procurement List for specific number of each material needed to purchase (e.g., one per classroom or one per student).

	Grade 8			
	Module 1: Reading, Writing, and Speaking Grounded in Evidence	Module 2: Researching to Build and Present Knowledge (Science)	Module 3: Analyzing, Interpreting, and Evaluating Text	Module 4: Researching to Write and Present Arguments
Topic	8M1: Folklore of Latin America	8M2: Food Choices	8M3: Voices of the Holocaust	8M4: Lessons from Japanese American Internment
Standards Assessed	RL: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.6, RL.8.9, RL.8.10 RI: RI.8.1, RI.8.2, RI.8.4, RI.8.10 W: W.8.2, W.8.3, W.8.4, W.8.6, W.8.9a, W.8.10 L: L.8.4, L.8.5a, L.8.6	RI: RI.8.1, RI.8.5, RI.8.6, RI.8.7, RI.8.8, RI.8.9, RI.8.10 W: W.8.1, W.8.4, W.8.6, W.8.7, W.8.8, W.8.9, W.8.10 SL: SL.8.2, SL.8.3, SL.8.4, SL.8.5 L: L.8.1, L.8.2, L.8.4a, L.8.4b, L.8.5b, L.8.5c, L.8.6	RL: RL.8.1, RL.8.2, RL.8.3, RL.8.4, RL.8.5, RL.8.10 W: W.8.3, W.8.4, W.8.6, W.8.10 L: L.8.1, L.8.2, L.8.2a, L.8.2b, L.8.3, L.8.5a	RL: RL.8.1, RL.8.7 RI: RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10 W: W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10 SL: SL.8.1a, SL.8.1b, SL.8.1c, SL.8.1d, SL.8.5, SL.8.6 L: L.8.2c, L.8.4a, L.8.4b, L.8.5a, L.8.5c, L.8.6 (L.8.1 and L.8.3 optional)
Required Trade Books and Resources ¹	<ul style="list-style-type: none"> • <i>Summer of the Mariposas</i>, Guadalupe Garcia McCall (840L). ISBN: 9781620140109 	<ul style="list-style-type: none"> • <i>The Omnivore's Dilemma</i> (Young Readers Edition), Michael Pollan (930L). ISBN: 9781101993835 • <i>Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food</i> (DVD), NourishLife. UPC: 850075002290 	<ul style="list-style-type: none"> • <i>Maus I: A Survivor's Tale: My Father Bleeds History</i>, Art Spiegelman (RL NP). ISBN: 9780394747231 	<ul style="list-style-type: none"> • <i>Farewell to Manzanar</i>, Jeanne Wakatsuki Houston and James D. Houston (1040L). ISBN: 9781328742117 • <i>Farewell to Manzanar</i> (DVD), John Korty (director). UPC: 0000000230021

¹ This plan shows all trade books and resources used in each module. See Second Edition Grades 6–8 Language Arts Curriculum Required Trade Books and Resources Procurement List for specific number of each material needed to purchase (e.g., one per classroom or one per student).

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