ELA/ Literacy Unit Map Epidemics

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| **Title of Unit** | Epidemics and Pandemics: How the Past Affects the Future  (multi-disciplinary unit) |
| **Grade Level** | 7 |
| **Time** | 4-6 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | *Science:* Compare/contrast constructed response on bacteria and viruses. Prompt will also include question about evolution and what we can conclude about the future.  *Social Studies:* Essay to analyze how a major epidemic changed the course of history or affected the way people live  *ELA:* Use technology to develop a visual performance assessment to demonstrate knowledge of topic  *Math:* Research and create graphs to compare percentages of  fatalities to populations. "How Threatened Are We?" |
| **Targeted ELA/ Literacy CCSS** | 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.  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).  WHST.7.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | SS: 7.6.7 Map the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe and describe its impact on global population.  Science: Cell Biology: *Students know* cells function similarly in all living organisms. Genetics: A typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences. Evolution: Biological evolution accounts for the diversity of species developed through gradual processes over many generations. Both genetic variation and environmental factors are causes of evolution and diversity of organisms.  Math: 7.RP - Ratios and Proportional Relationships: Analyze proportional relationships and use them to solve real-world and mathematical problems. |
| **Targeted ELD Standards** | Grade 7 Part I  B.6a Reading/viewing closely  C.10a Writing |
| **Big Ideas** | People learn from the past to adapt to and change the future.  Epidemics/pandemics have had a profound effect on history and how we live today. |
| **Essential Questions** | How have epidemics /pandemics influenced history (economically, politically, culturally, socially)?  How do epidemics /pandemics of the past compare /contrast to epidemics/pandemics today?  How has science and technology changed to deal with epidemics/pandemics?  How can we protect ourselves from future epidemics/pandemics (personally, community, country, world) |
| **Content** | ELA:  main ideas  evidence  topic sentences  thesis statement  various modern plagues  SS: bubonic plague  effects of bubonic plague on medieval society  Science:  Cell development/replication  Evolution  Kingdoms of living things  Math: Ratios/Proportions  Interpreting graphs |
| **Skills** | ELA:  Identify the main idea of an article  Write a topic sentence  Write a thesis statement  Support ideas with evidence  Present claims and findings  Include multimedia and visual displays  SS:  identify cause and effect  analyze importance/relevance  Understand and identify cause and effect  Science:  Understand and identify process to compare/contrast  Annotate science-related text  Taking notes from a video  Math:  Understand ratios and proportions  Interpret data |
| **Vocabulary**  **(Academic and Content)** | Academic: cause/effect, compare/contrast, analyze, generalize, synthesize, paraphrase, evaluate  Content: pandemic, epidemic, mitosis, bacteria, virus, eradicate, evolve, contagious, sterilize, sanitation |
| **Activities** | * Students will engage in teacher-led mini lessons on various technology options. Lessons available on (insert Curriki Link) * Mind maps/graphic organizers on causes and effects * Close reading, guided questions and note-taking on articles * Peer review of writing * Students will produce two distinct pieces of writing in the content areas of social studies and science |
| **Formative Assessments** | * pre-test on bubonic plague * rough draft check |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_\_\_ Communication  \_\_\_\_\_ Collaboration  \_\_\_\_\_ Creativity  \_\_T\_\_\_ Critical Thinking  \_\_T\_\_ Research  \_\_T\_\_\_ Technology  \_\_\_\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** | BBK:  YouTube video: <http://www.youtube.com/watch?v=3xRttWuf3wQ>  Science:  YouTube: <http://www.youtube.com/watch?v=s-HThHRV4uo>  Social Studies:  10 Worst Epidemics <http://dsc.discovery.com/tv-shows/curiosity/topics/10-worst-epidemics.htm>  ELA:  *Fever 1793* by Laurie Halse Anderson  Math:  Information in student science textbooks on mitosis, bacteria, viruses  Information in student social studies textbooks on bubonic plague  Various informational articles on epidemics both past and modern-day  Various trade books on epidemics, bacteria, viruses  YouTube video: Bacteria and Viruses |