ELA/ Literacy Unit Map Epidemics

|  |  |
| --- | --- |
| **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 offatalities 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 IB.6a Reading/viewing closelyC.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 statementvarious modern plaguesSS: bubonic plagueeffects of bubonic plague on medieval societyScience:Cell development/replicationEvolutionKingdoms of living thingsMath: Ratios/ProportionsInterpreting graphs |
| **Skills** | ELA: Identify the main idea of an articleWrite a topic sentenceWrite a thesis statementSupport ideas with evidencePresent claims and findingsInclude multimedia and visual displaysSS:identify cause and effectanalyze importance/relevanceUnderstand and identify cause and effectScience:Understand and identify process to compare/contrastAnnotate science-related textTaking notes from a videoMath:Understand ratios and proportionsInterpret data |
| **Vocabulary** **(Academic and Content)** | Academic: cause/effect, compare/contrast, analyze, generalize, synthesize, paraphrase, evaluateContent: 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 AndersonMath:Information in student science textbooks on mitosis, bacteria, virusesInformation in student social studies textbooks on bubonic plagueVarious informational articles on epidemics both past and modern-dayVarious trade books on epidemics, bacteria, virusesYouTube video: Bacteria and Viruses |