



Content Area: English Language Arts

Grade Level: 7th Grade

Curriculum Map/Scope & Sequence (2022)

Unit	Module 1 - Identity in the Middle Ages
Quarter	Quarter 1 (9 Weeks)
Questions	Essential Question: How does society both support and limit the development of identity? <ul style="list-style-type: none">● Focus Question #1: How does society influence identity and experience?● Focus Question #2: What do The Canterbury Tales reveal about identity and storytelling?● Focus Question #3: In The Midwife's Apprentice, how does the protagonist's identity change over time?● Focus Question #4: What elements make for an engaging historical narrative?
Student Understandings	<ul style="list-style-type: none">● The daily lives of medieval Europeans were shaped by a rigid social order, in which one's birth determined much about one's life.● Daily opportunities are influenced by social class, but it is possible to challenge the social order and construct personal identity.● Historical fiction explores how individuals may have experienced challenges created by society, offering a vivid sense of life in other times and places.● Authors purposefully use narrative elements and techniques to create strong characters, striking settings, and compelling stories.
Texts	<p>Core Texts</p> <p>Novel (Literary)</p> <ul style="list-style-type: none">● Castle Diary, Richard Platt● The Midwife's Apprentice, Karen Cushman <p>Stories (Literary)</p> <ul style="list-style-type: none">● The Canterbury Tales, Geoffrey Chaucer, retold by Geraldine McCaughrean <p>Supplementary Texts</p> <ul style="list-style-type: none">● Audiobook<ul style="list-style-type: none">○ Prologue to The Canterbury Tales, various readers● Historical Accounts<ul style="list-style-type: none">○ Western Reserve Public Media○ The Middle Ages—The Medieval Years, Western Reserve Public Media (pages 9-10)○ "Clergy," Western Reserve Public Media (page 43)○ "Knights," Western Reserve Public Media (page 42)○ "Nobles," Western Reserve Public Media (pages 40-41)○ "Peasants," Western Reserve Public Media (pages 45-46)○ "Tradesmen," Western Reserve Public Media (page 44)○ "What Is a Midwife?" Karen Carr● Music<ul style="list-style-type: none">○ "Lamento de Tristano, Anonymous● Painting<ul style="list-style-type: none">○ Joachim among the Shepherds, Giotto di Bondone○ Pilgrims Leaving Canterbury, From Lydgate's Siege of Thebes○ The Three Living and The Three Dead, Master of the Dresden Prayer Book● Poetry<ul style="list-style-type: none">○ "Identity," Julio Noboa Polanco
Learning Goals	<p>Knowledge Goals</p> <ul style="list-style-type: none">● Identify factors that influence identity (what makes us who we are?).

	<ul style="list-style-type: none"> ● Describe the varied groups that formed the medieval period’s social hierarchy and explain how one’s social class influenced daily life. ● Identify characteristics that make The Canterbury Tales an enduring classic. ● Understand narrative elements and techniques, analyzing their function in works of fiction and exploring them in the students’ own narrative writing. <p>Reading Goals</p> <ul style="list-style-type: none"> ● Determine a theme and analyze its development over the course of the text. (RL.7.2) ● Provide an objective summary of the text. (RL.7.2) ● Analyze how particular elements of a story interact, especially in regard to how the medieval setting shapes characters’ identities. (RL.7.3) ● Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. (RL.7.4) <p>Writing Goals</p> <ul style="list-style-type: none"> ● Write a medieval historical fiction narrative using effective technique, relevant descriptive details, and a well-structured event sequence with a conclusion. (W.7.3, W.7.3.e) ● Engage and orient the reader by establishing a medieval context and point of view and introducing a character from the Middle Ages. (W.7.3.a) ● Use narrative techniques, such as dialogue, pacing, and descriptive detail, and sensory language to develop experiences, events, and characters. (W.7.3.b, W.7.3.d) <p>Speaking and Listening Goals</p> <ul style="list-style-type: none"> ● Notice mood and tone in speaking and listening. ● In Socratic Seminars, collaborate by building on and responding to the thinking of others, and track goals towards progress in speaking and listening. (SL.7.1, SL.7.6) <p>Language Goals</p> <ul style="list-style-type: none"> ● Purposefully use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and help pace writing. (L.7.1.b) ● Choose language carefully, recognizing and eliminating wordiness and redundancy, in order to express ideas precisely and concisely. (L.7.3.a) ● Use context and common, grade-appropriate Greek and Latin affixes and roots to help determine or clarify the meaning of target words and phrases. (L.7.4) ● Interpret figures of speech such as similes, metaphors, imagery, personification, and allusion and apply these elements in writing to create depth and interest. (L.7.5.a)
Standards	<p>Reading Literature</p> <ul style="list-style-type: none"> ● 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. <p>Writing</p> <ul style="list-style-type: none"> ● 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.7.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.7.1.b: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <p>Language</p> <ul style="list-style-type: none"> ● L.7.1.b: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ● L.7.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
Major Assessments	<ul style="list-style-type: none"> ● Write a diary entry from the poacher’s point of view. In it, the poacher should reflect on 1) his place in the social hierarchy and 2) how his society has shaped his identity. ● List four narrative elements or techniques that exemplify what The Canterbury Tales can teach readers about storytelling. Provide textual evidence that illustrates how The Canterbury Tales models each element or technique. ● Use descriptive details to slow down the pacing and “explode” a moment in the life of Alyce, The Midwife’s Apprentice’s protagonist. ● Write an “exploded moment” narrative that demonstrates how medieval society supports or limits the protagonist’s identity.



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Curriculum Map/Scope & Sequence (2022)

Unit	Module 2 - Americans All
Quarter	Quarter 2 (9 Weeks)
Questions	<p>Essential Question: How did World War II affect individuals?</p> <ul style="list-style-type: none"> ● Focus Question #1: What does being Navajo mean to the protagonist of Code Talker? ● Focus Question #2: How does Ned’s Navajo identity provide strength during times of challenge? ● Focus Question #3: What did the Wakatsukis experience during World War II and how did it affect them? ● Focus Question #4: How did WWII affect individuals?
Student Understandings	<ul style="list-style-type: none"> ● World War II presented new opportunities and challenges for Americans. ● Navajo Americans and Japanese Americans have made indispensable contributions to American society throughout history. ● Cultural identity can be a source of strength and pride. ● Stories about individuals can help us understand the larger forces that shaped a particular era.
Texts	<p>Core Texts</p> <ul style="list-style-type: none"> ● Memoir (Informational) <ul style="list-style-type: none"> ○ Farewell to Manzanar, Jeanne Wakatsuki Houston and James D. Houston ● Novel (Literary) <ul style="list-style-type: none"> ○ Code Talker, Joseph Bruchac <p>Supplementary Texts</p> <ul style="list-style-type: none"> ● Biography <ul style="list-style-type: none"> ○ “Benjamin O. Davis, Jr.,” Alexis O’Neill ● Historical Account <ul style="list-style-type: none"> ○ “Navajo Code Talkers,” Harry Gardiner ○ “Pearl Harbor and World War II,” Brandon Marie Miller and Mark Clemens ○ “Relocation Camps,” Craig Blohm ○ “World War II Internment of Japanese Americans,” Alan Taylor ● Journalism <ul style="list-style-type: none"> ○ Pearl Harbor headlines ● Music <ul style="list-style-type: none"> ○ “A Beautiful Dawn,” Radmilla Cody ● Photography <ul style="list-style-type: none"> ○ Manzanar from Guard Tower, Ansel Adams ○ Photograph of Flag Raising on Iwo Jima, 02/23/45, Joe Rosenthal ○ Roy Takeno, outside Free Press Office, Ansel Adams ○ School Children, Ansel Adams ● Poster <ul style="list-style-type: none"> ○ “Americans All” ○ “United We Win”
Learning Goals	<p>Knowledge Goals</p> <ul style="list-style-type: none"> ● Summarize the experiences of Japanese Americans and members of the Navajo tribe—before, during, and after World War II.

	<ul style="list-style-type: none"> ● Identify the effects of cultural assimilation on Navajo individuals, as shown through the story of Code Talker’s protagonist. ● Describe the role of the Navajo code talkers in the United States’ World War II victory, and explain how the war affected Navajo individuals. ● Explain the causes of the Japanese internment, daily life at Manzanar camp, and the internment’s effects on Japanese American individuals. ● Identify the basic facts of World War II, including Pearl Harbor’s role in escalating U.S. involvement and the major theaters of the war. <p>Reading Goals</p> <ul style="list-style-type: none"> ● Analyze the central ideas of Code Talker and Farewell to Manzanar. (RL.7.2, RI.7.2) ● Analyze how discrimination, war, and citizenship influenced Jeanne Wakatsuki Houston and her family. (RI.7.3) ● Analyze how elements of Code Talker interact—particularly how the wartime setting influences Ned’s identity. (RL.7.3) <p>Writing Goals</p> <ul style="list-style-type: none"> ● Craft a well-organized informative/explanatory essay that analyzes the wartime experiences of either Jeanne Wakatsuki Houston or Ned Begay, developing the topic with relevant details and quotations. (W.7.2, W.7.2.b) ● Produce informative writing that introduces a topic clearly, uses effective transitions, and concludes ideas effectively. (W.7.2.a, W.7.2.c, W.7.2.f) ● Attend to task, purpose, and audience with intentional decisions around content and style. (W.7.2.d, W.7.2.e, W.7.4) ● Develop and strengthen writing by engaging in a process of planning, drafting, editing, revising, and publishing. (W.7.5) <p>Speaking and Listening Goals</p> <ul style="list-style-type: none"> ● Emphasize important points when speaking. (SL.7.4.) ● Overcome listening barriers. ● Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (SL.7.6) <p>Language Goals</p> <ul style="list-style-type: none"> ● Analyze the relationship between target vocabulary (synonyms, antonyms, or both) to better understand and apply each of the words. (L.7.5.b) ● Use transitional phrases and clauses to connect ideas within and between paragraphs. (L.7.1.a) ● Use precise and concise language when writing topic sentences and evidence sentences, and eliminate wordiness and repetition in writing. (L.7.3.a) ● Explore the meaning of grade-appropriate Greek or Latin affixes and roots to clarify the meaning of target vocabulary. (L.7.4.b) ● Spell correctly. (L.7.2.b)
Standards	<p>Reading Literature</p> <ul style="list-style-type: none"> ● 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). <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● 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). <p>Writing</p> <ul style="list-style-type: none"> ● 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.7.4: 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.) ● 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 here.) <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● 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.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. <p>Language</p> <ul style="list-style-type: none"> ● L.7.1.a: Explain the function of phrases and clauses in general and their function in specific sentences. ● L.7.1.c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. ● L.7.2.b: Spell correctly. ● L.7.3.a: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● L.7.4.b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● L.7.5.b: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Major Assessments	<ul style="list-style-type: none"> ● Use an evidence guide to identify important aspects of Ned Begay’s Navajo identity in Code Talker. ● Write a paragraph that analyzes how a particular aspect of Navajo culture supports Ned Begay over the course of Code Talker. ● In two paragraphs, analyze how Wakatsuki Houston develops two central ideas over the course of Farewell to Manzanar.

- Write an informative essay that analyzes World War II's effect on either Ned Begay or Jeanne Wakatsuki Houston. Revise the essay based on feedback.



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Curriculum Map/Scope & Sequence (2022)

Unit	Module 3 - Language and Power
Quarter	Quarter 3 (9 Weeks)
Questions	Essential Question: What is the power of language? <ul style="list-style-type: none">● Focus Question #1: How and why does language inspire?● Focus Question #2: How and why does language persuade?● Focus Question #3: How and why is language dangerous?● Focus Question #4: How and why does language influence thought and action?
Student Understandings	<ul style="list-style-type: none">● Words carry power to inspire, uplift, persuade, manipulate, and control.● Language is a powerful tool for those seeking power or influence.● Failing to read and think critically about political content, media messages, and advertising can be dangerous.● Writers and speakers can use many techniques to inspire, persuade, control, and argue a point.
Texts	<p>Core Texts</p> <ul style="list-style-type: none">● Novel (Literary)<ul style="list-style-type: none">○ Animal Farm, George Orwell <p>Supplementary Texts</p> <ul style="list-style-type: none">● Advertisements<ul style="list-style-type: none">○ Car Ad I○ Car Ad II○ Dessert Ad○ “Serena Williams—Rise,” Andre Stringer○ Soda Ad I○ Soda Ad II● Architecture and Sculpture<ul style="list-style-type: none">○ Photograph of Abu Simbel, Wikimedia Commons○ The Great Sphinx, Encyclopedia Britannica Online○ The Lincoln Memorial, National Park Service● Articles<ul style="list-style-type: none">○ “‘Ask Not...’: JFK’s Words Still Inspire 50 Years Later,” Nathan Rott○ “How Advertising Targets Our Children,” Perri Klass○ “Is Martin Luther King’s ‘I Have a Dream’ the Greatest Speech in History?” Emma Mason○ “Thanks to Malala: Top 3 Ways Malala Has Changed the World,” Alex Harris● Book Reviews<ul style="list-style-type: none">○ “In 1946, the New Republic Panned George Orwell’s Animal Farm,” George Soule○ Review of Animal Farm, Michael Berry○ Review of Animal Farm, Bapalapa2, student reviewer○ “Why You Should Read Animal Farm,” Kainzow, blogger● Historical Accounts<ul style="list-style-type: none">○ Excerpts from “Friedrich Engels, Revolutionary, Activist, Unionist, and Social Investigator,” Rosalie Baker○ Excerpts from “Grandeur at Abu Simbel,” Steven Snape○ Excerpts from “Let’s Tour the Temple,” Ramadan B. Hussein

	<ul style="list-style-type: none"> ● Poetry <ul style="list-style-type: none"> ○ “‘B’ (If I Should Have a Daughter),” Sarah Kay ○ “Caged Bird,” Maya Angelou ○ “Dreams,” Langston Hughes ○ “‘Hope’ is the thing with feathers-,” Emily Dickinson ○ “First They Came for the Communists,” Martin Niemoller ○ Poetry 180 --A Poem a Day for American High Schools, Library of Congress ● Posters <ul style="list-style-type: none"> ○ Images of Pro-Stalin Propaganda ● Speeches <ul style="list-style-type: none"> ○ “I Have a Dream,” Martin Luther King, Jr. ○ Inaugural Address, John F. Kennedy ○ Address to the United Nations Youth Assembly, Malala Yousafzai ● Audio and Videos <ul style="list-style-type: none"> ○ “Caged Bird,” Maya Angelou ○ “Dreams,” Langston Hughes ○ “Kinetic Poetry Hope Is the Thing with Feathers,” Nook Harquail, director ○ “I Have a Dream,” Martin Luther King Jr. ○ Address to the United Nations Youth Assembly, Malala Yousafzai ○ Mini BIO—Joseph Stalin
Learning Goals	<p>Knowledge Goals</p> <ul style="list-style-type: none"> ● Name and describe ways that language and words inspire, persuade, and control. ● Describe the structures and techniques used in poetry and political speeches, both in terms of their written expression and oral delivery. ● Analyze, contextualize, and critique George Orwell’s <i>Animal Farm</i> to identify and evaluate its themes. ● Define and classify elements and examples of propaganda, argument, and persuasion: isolate varied persuasive techniques; and recognize appeals to pathos, logos, and ethos. ● Recognize <i>Animal Farm</i> as an allegory, connecting it to the Russian Revolution and the rise of Stalin. <p>Reading Goals</p> <ul style="list-style-type: none"> ● Analyze how the form or structure of a poem, as well as its rhymes and other repetitions of sounds, impact its meaning. (RL.7.4, RL.7.5) ● Analyze how an author develops and contrasts the points of view of different characters. (RL.7.6) ● Compare and contrast a text with its audio or video presentation, analyzing each medium’s portrayal of the subject and unique techniques. (RL.7.7, RI.7.7) ● Trace and evaluate a written argument, assessing the soundness of the reasoning and relevance and sufficiency of the claim (both to evaluate written arguments for their validity and to study models of arguments as preparation for drafting their own written arguments). (RI.7.8) <p>Writing Goals</p> <ul style="list-style-type: none"> ● Formulate sound argument paragraphs to support claims with logical reasons and relevant evidence from <i>Animal Farm</i> and supplementary texts. (W.7.1) ● Develop and revise an essay presenting an argument about whether language is more powerful when used to uplift or to control, acknowledging alternate or opposing claims and providing a conclusion that supports the argument. (W.7.1) ● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.7.4) <p>Speaking and Listening Goals</p> <ul style="list-style-type: none"> ● Pose questions that elicit elaboration from others in discussions about language and power, and then listen for on- and off-topic responses. (SL.7.1.a, SL.7.1.c) ● Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. (SL.7.3) <p>Language Goals</p> <ul style="list-style-type: none"> ● Purposefully use simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas and help develop and pace argument writing. (L.7.1.b) ● Choose language carefully, recognizing and eliminating wordiness and redundancy, to express arguments precisely and concisely. (L.7.3.a) ● Determine the meaning of target vocabulary through context, by applying understanding of grade-appropriate Greek or Latin affixes and roots, and by exploring related words’ connotations and denotations. (L.7.4.a, L.7.4.b, L.7.5.c) ● Interpret figurative language, such as similes, metaphors, imagery, personification, and allusion, and use figurative language in writing in order to be precise, concise, and descriptive. (L.7.5.a)
Standards	<p>Reading Literature</p> <ul style="list-style-type: none"> ● 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.

	<ul style="list-style-type: none"> ● 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). <p>Reading Informational Text</p> <ul style="list-style-type: none"> ● 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. <p>Writing</p> <ul style="list-style-type: none"> ● W.7.1 Write arguments to support claims with clear reasons and relevant evidence. ● W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● SL.7.1.a 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.7.1.c 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. ● 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. <p>Language</p> <ul style="list-style-type: none"> ● L.7.1.b Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. ● L.7.3.a Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. ● L.7.4.a 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.7.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● L.7.5.a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. ● L.7.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<p>Major Assessments</p>	<ul style="list-style-type: none"> ● Write a paragraph about why “I Have a Dream” is inspiring, explaining both the contribution of King’s written words in the transcript and the contribution of his vocal delivery and image details in the video. ● Write an argument paragraph about which of the three animals—Squealer, Boxer, or the sheep—is most influential in helping Napoleon gain and maintain power in Animal Farm. ● Write an argument paragraph about the most important theme about the power of language that Orwell develops in Animal Farm. ● Write an argument essay about whether language is more powerful when it is used to uplift or whether it is more powerful when used to control. Develop your argument with evidence from Animal Farm and at least one other text.



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Curriculum Map/Scope & Sequence (2022)

Unit	Module 4 - Fever
Quarter	Quarter 4 (9 Weeks)
Questions	<p>Essential Question: How can times of crisis affect citizens and society?</p> <ul style="list-style-type: none">● Focus Question #1: In what context did the yellow fever epidemic of 1793 emerge?● Focus Question #2: What were the effects of the unfolding crisis on Philadelphia and its citizens?● Focus Question #3: What did the crisis reveal about Philadelphia’s citizens and society?● Focus Question #4: How did people respond to the crisis?● Focus Question #5: What is the story of the year?
Student Understandings	<ul style="list-style-type: none">● A single cause can have a wide range of effects.● There are patterns of human behavior that can emerge in the midst of a crisis, driven by factors such as fear, compassion, an impulse to understand the unknown, and the will to survive.● While each individual has the power to determine his or her own response to a crisis, social factors such as gender, race, and class can influence an individual’s experience of a crisis.● Scientific knowledge is essential to effectively addressing medical crises.● A crisis can serve as a catalyst for positive change in individuals, society, and medicine.
Texts	<p>Core Texts</p> <ul style="list-style-type: none">● Historical Account (Informational)<ul style="list-style-type: none">○ An American Plague, Jim Murphy● Novel (Literary)<ul style="list-style-type: none">○ Fever 1793, Laurie Halse Anderson● Painting<ul style="list-style-type: none">○ The Artist in His Museum, Charles Willson Peale <p>Supplementary Texts</p> <ul style="list-style-type: none">● Articles<ul style="list-style-type: none">○ “Q & A,” Jim Murphy○ “The Yellow Fever Epidemic in Philadelphia, 1793,” Harvard University Library Open Collections Program○ “Yellow Fever,” U.S. National Library of Medicine○ “Yellow Fever: Symptoms and Treatment,” Centers for Disease Control and Prevention● Film<ul style="list-style-type: none">○ Philadelphia: The Great Experiment, History Making Productions● Painting<ul style="list-style-type: none">○ The Long Room, Interior of Front Room in Peale’s Museum, Charles Willson Peale● Poetry<ul style="list-style-type: none">○ “Invictus,” William Ernest Henley● Video<ul style="list-style-type: none">○ “2014 Three Minute Thesis Winning Presentation,” Emily Johnston○ “Invictus” video reading, Morgan Freeman
Learning Goals	<p>Knowledge Goals</p> <ul style="list-style-type: none">● Describe aspects of late eighteenth-century Philadelphian life, including living conditions, political structures, and social norms. Explain how the epidemic affected and was

affected by these factors.

- Explain how eighteenth-century medical practices and lack of scientific understanding contributed to the epidemic's spread and deleterious effects, as well as how the epidemic provided an opportunity to deepen scientific understanding.
- Analyze the impact that individuals had on the development of the crisis and the reciprocal impact that the crisis had on these individuals.
- Describe the roles of race, gender, and social class in early American society, and analyze how these factors influenced individuals' experiences of the crisis.
- Understand the purposes, benefits, and process of academic research.

Reading Goals

- Analyze how Mattie's identity develops as she confronts the conflicts created by Fever 1793's crisis setting. (RL.7.2, RL.7.3)
- Compare and contrast Anderson's portrayal of the crisis with Murphy's portrayal as a means of understanding how Anderson uses history in Fever 1793. (RL.7.9)
- Analyze the impact of word choice and other devices, such as eyewitness accounts and primary documents, on establishing different perspectives on the crisis. (RI.7.4)
- Analyze how text structure can help develop ideas about yellow fever. (RI.7.5)
- Compare and contrast multiple informational texts about the crisis and determine each author's point of view. (RI.7.6, RI.7.9)

Writing Goals

- Form focused research questions and draw on several sources to answer them. (W.7.7)
- Effectively search for and select accurate and credible research sources. (W.7.8)
- Quote or paraphrase the data and conclusions of others, following a standard format for citation. (W.7.8)
- Clearly communicate research findings in an organized, appropriately detailed research essay. (W.7.2, W.7.4)
- Use technology to produce and publish writing and link to and cite sources. (W.7.6)

Speaking and Listening Goals

- Effectively communicate ideas in academic presentations and discussions about the yellow fever crisis, including multimedia components and visual displays to clarify claims and findings. (SL.7.4, SL.7.5)
- Listen to understand speakers' insights, acknowledging new information and modifying views when appropriate. (SL.7.1.d)
- Analyze the main ideas and supporting details in diverse media and formats, and explain how the ideas clarify the crisis. (SL.7.2)

Language Goals

- Identify the function and correct punctuation of coordinate adjectives, and use them accurately and purposefully in writing. (L.7.2.a)
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. (L.7.4.b)
- Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (L.7.4.c)
- Verify the preliminary determination of the meaning of a word or phrase. (L.7.4.d)
- Distinguish among the connotations (associations) of words with similar denotations. (L.7.5.c)

Standards

Reading Literature

- 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.7.9: 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.

Reading Informational Text

- 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.7.9: 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.

Writing

- 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.7.4: 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.)
- 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

Speaking and Listening

	<ul style="list-style-type: none"> ● SL.7.1.d: 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.7.4: 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. <p>Language</p> <ul style="list-style-type: none"> ● L.7.2.a: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt). ● L.7.4.b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). ● L.7.4.c: 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.7.4.d: 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.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<p>Major Assessments</p>	<ul style="list-style-type: none"> ● Complete a graphic organizer and short responses to compare and contrast Fever 1793 with An American Plague and your own research. ● Deliver a five-minute presentation explaining an effect of the crisis, using examples from one or both core texts. ● Using evidence from An American Plague, write a short essay explaining one thing that Philadelphians learned about their society or government as a result of the crisis. ● Write a research essay explaining two or three ways that members of a selected group of Philadelphians responded to the yellow fever crisis. Evaluate whether these responses were helpful, harmful, or both.