

East EPO Course Overview

English 7

East English 6 - 12 Transfer Goals:

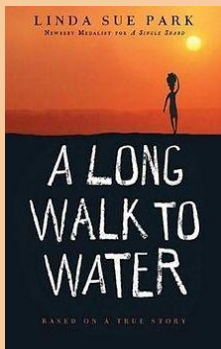
- Unit 1 (ELA 6-8): Engage purposefully with texts in order to achieve learning goals and make connections to the larger world. They will use strategies in order to understand the author's purpose, choices, and the impact of those choices.
- Unit 2 (ELA 6-8): Argue from an evidence-based perspective, using effective persuasive techniques in order to challenge the status quo.
- Unit 3 (ELA 6-8): Engage in research by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through critical analysis of print and non-print texts.
- Unit 3 (ELA 6-8): Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.
- Unit 4 (ELA 6-8): Plan and compose written pieces for a variety of purposes and audiences, making intentional and effective choices about structure, language, style, and/or mode of presentation.

English 7 Year-Long Pacing Guide

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
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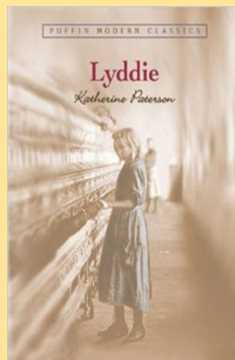
Unit 1

How Individuals Survive
Challenging Environments &
A Long Walk to Water by
Linda Sue Park



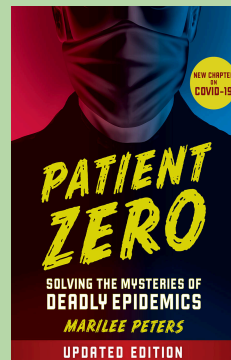
Unit 2

Working Conditions & *Lyddie* by
Katherine Paterson



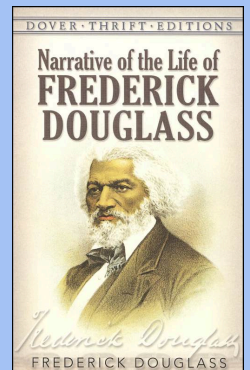
Unit 3

Researching Medical & Social
Epidemics & Patient Zero by
Marilee Peters

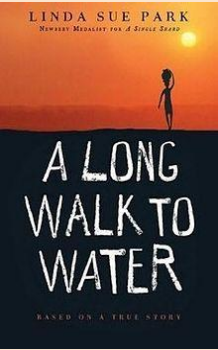


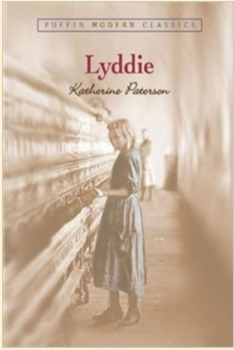
Unit 4

The Enduring Power
of Storytelling & *The
Narrative of the Life of
Frederick Douglass* by
Himself



English 7 Course Overview Units 1 - 4

Unit 1	Enduring Understandings:	Essential Questions:
<p>How Individuals Survive Challenging Environments & <i>A Long Walk to Water</i> by Linda Sue Park</p> 	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • U1: Individual survival in challenging environments requires both physical and emotional resources. • U2: Authors manipulate story elements (plot, character, and setting), and use informational writing about real-world historical periods, to communicate ideas about life, values, and/or human nature in fictional works. • U3: Social, political, and cultural influences impact the development of personal identity. Personal identity is shaped by an individual's interactions with their particular environments, and their responses to critical incidents." 	<p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> • How do individuals survive in challenging environments? • How do culture, time, and place influence the development of identity? • How do the choices authors make about their characters, the plot, and the setting of their stories impact the message readers receive from them?
<p>ELA Transfer Goal: <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p>Primary ELA Transfer Goal: Engage purposefully with texts, using strategies in order to understand the author's purpose, choices, and impact, achieve learning goals, and connect to self to the larger world.</p> <p>Secondary ELA Transfer Goal: Plan and compose written pieces for a variety of purposes, making intentional and effective choices about structure, language, style, and mode of presentation to engage your intended audience.</p>		
<p>Performance Task (PT):</p> <p>Performance Task: Body Biography Project</p> <p>In this project, students will use their annotations and understanding of Salva and Nya's character from ALWTW to complete a visual Body Biography for EITHER Salva or Nya. Based on selected and cited evidence (3 quotes), students will need to infer Salva or Nya's: Physical Traits/Description; values/beliefs; flaws; most Loved Things/People; thoughts about themselves (Self-perception); things they want to control in their lives; ultimate goals; challenges; accomplishments; and whether or not they are dynamic or static characters (Did they change or stay the same?)</p> <p>Students will then also complete a self-reflective Body Biography for themselves to juxtapose against Salva/Nya, which will rely on their lived experiences and will focus on answering the following: Describe 3 physical traits that make you unique; what are 3 core values that you think have helped you be successful in life so far? What are 3 bad habits you'd like to improve on this year? What are 3 of your most loved things/people? Write one academic goal and one personal goal you have for this year.</p> <p>What are some challenges you faced last year? How did facing those challenges affect you as a person (or, how did you grow from them)? Compare your Body Biography to what you made for Salva/Nya. What is one thing about Salva/Nya and/or his/her experience that you both have in common?</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Reading: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. • Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Speaking & Listening: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning of style, and to comprehend more fully when reading or listening. 		

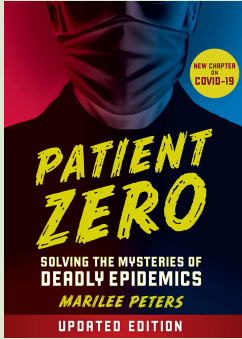
Unit 2	Enduring Understandings:	Essential Questions:
<p>Working Conditions & <i>Lyddie</i> by Katherine Paterson</p> 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● U1: Working conditions include multiple factors and have significant impacts on the lives of workers. ● U2: Workers, the government, businesses, and consumers can all bring about change in working conditions. ● U3: Closely reading and discussing excerpts of a longer text helps to deepen your understanding of the text as a whole. ● U4: Immigrant workers, low-wages earners, and women organized unions and political institutions to fight for safe and fair working conditions. 	<p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> ● What are working conditions, and why do they matter? ● How do workers, the government, business, and consumers bring about change in working conditions? ● How does reading one section of a text closely help me understand it better? ● What tools are available to workers to help advocate for better working conditions? What are the benefits and drawbacks of fighting for better working conditions?
<p>ELA Transfer Goal: <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p>Primary ELA Transfer Goal: Argue from an evidence-based perspective, using effective persuasive techniques in order to challenge the status quo.</p> <p>Secondary ELA Transfer Goal: Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.</p>		
<p>Performance Task (PT): Throughout the unit, students will collect evidence from both <i>Lyddie</i> and preselected, supplemental articles related to poor working conditions at modern-day companies (Amazon, Shein, etc.) in preparation for answering the following prompt: Is unionizing the best solution to poor working conditions? Using evidence from <i>Lyddie</i> and additional class texts, write an extended response defending your argument.</p> <p>At the end of the unit, students will analyze the evidence gathered over the course of the unit, to determine their stance for or against unions. In their response, they will support their argument against or for unionization with at least two thoughtfully selected pieces of evidence (one piece of evidence from <i>Lyddie</i>, and one piece of evidence from other informational texts. The structure of their essay is as follows: Paragraph 1 - Introduction: Contains a “hook” (an opening, topically-relevant quote from a renowned person; a topically relevant opening question and response), their clear and concise claim with a supporting reason for their choice, and related context to provide background to the reader. Paragraph 2 - Claim, transition (background on <i>Lyddie</i> novel), evidence from <i>Lyddie</i> and analysis that connects evidence to claim; Background on topic/article of choice, evidence and analysis from article of choice, concluding statement that discusses realistic action for the future.</p> <p>ELA Writing Rubric</p>		

Unit 3

Understandings:

Essential Questions:

Researching Medical & Social Epidemics
& Patient Zero by Marilee Peters



Students will understand that...

- **U1:** An individual's response to critical incidents can reveal their character and influence their ability to survive future challenges.
- **U2:** Large scale critical incidents (like an epidemic or pandemic) can reveal the collective "character" and values of whole communities.
- **U3:** In order to effectively address and contain a social or medical epidemic, individuals must learn from history and collaborate with each other towards common goals that are of benefit to the majority or the whole, as opposed to just oneself.

Students will consider such questions as...

- What is the role of character and mindset in solving major crises, such as a medical epidemic?
- What is a "social epidemic"? How have communities most impacted by these social epidemics responded to them (either positively or negatively)?
- What actions can individuals take to meet the needs of the larger community in the face of medical or social epidemics?

Transfer Goal:

At the end of this unit, students will use what they have learned to independently...

Primary ELA Transfer Goal: Engage in rich, critical discussions about texts and topics in order to push their own thinking and the thinking of others toward a bigger idea.

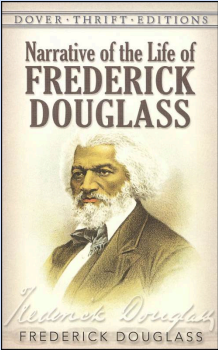
Secondary ELA Transfer Goal: Engage in research by asking meaningful questions, identifying and accessing appropriate resources, and seeking answers through critical analysis of print and non-print texts.

Curriculum-Embedded Performance Task (CEPT):

Throughout the Unit, students will have analyzed various epidemics/pandemics from the past that were presented in Patient Zero to determine how people (epidemiologists or otherwise) (P) responded to these widespread critical incidents (E), and how the solutions to these challenges influenced the prevailing ideologies of their respective communities (I). For this CEPT, students will analyze the interaction of an existing medical pandemic (Covid-19) with an existing social problem/"social epidemic" of their choosing within their own community of Rochester. Students will choose to research from a curated set of resources how Covid impacted or further aggravated one of four social problems: mental health; social connectedness& community well-being; academic gaps; poverty & economic inequalities. As students conduct their research, they will attempt to answer the following prompts through an informative pamphlet or digital "PSA" through Adobe Spark: How has the covid pandemic influenced (my chosen lens)? What tools, mindsets, or character traits do we still need to meet these challenges? How can we take action to meet the needs of our community? In answering the last prompt, students will be using their research to inform a "call to action" which aims at improving conditions related to their chosen lens in the Rochester community, especially as Covid continues to be a problem which further exposes and widens social inequalities. After generating their pamphlets/PSAs, students will present their findings and explain why addressing these issues is important to an audience of their peers. Students will present a claim, reasons, and compelling evidence for their argument for the food supply chain that Students will inform and persuade people that access to high quality food must be a priority, and that there are many considerations that need to be taken in order to arrive at an informed decision.

Criteria for Success:

In multiple options live audience presentation format, students will be able to: Use of credible information from authoritative sources; provide a persuasive claim based on evidence; organize evidence in final project presentation; respond to counterclaims effectively; annotate texts, organize and manage notes in preparation for final presentation; determine and use effective visuals in final presentation; take ownership of their claim and materials; and demonstrate thorough research and understanding of selected topic related to epidemics/pandemics.

Unit 4	Understandings:	Essential Questions:
<p>The Enduring Power of Storytelling & <i>The Narrative of the Life of Frederick Douglass</i> by Himself</p> 	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • U1: Analysis of text focusing on Douglass' purpose and how he tells his story in order to accomplish his purpose of convincing people slavery should be abolished. • U2: Reading informational texts and analyzing images can build their understanding of slavery, the life of Douglass, and the debate over slavery. • U3: Stories and poems have enduring power and have themes that help readers understand the world. • U4: Douglass uses specific words, phrases, and figurative language purposefully in order to accomplish his overall purpose. 	<p><i>Students will consider such questions as...</i></p> <ul style="list-style-type: none"> • What gives stories and poems their enduring power? • How did Douglass' purpose and audience shape how he told his story? • How is the institution of slavery terrible for enslaved people and how does it corrupt slaveholders? • How does informational texts build my understanding about slavery? • How do themes help readers understand the world and empower people? • How does an author use powerful language, powerful imagery, and text structure to convince the reader of something?
<p>Transfer Goal: <i>At the end of this unit, students will use what they have learned to independently...</i></p> <p>Primary ELA Transfer Goal: Plan and compose written pieces for a variety of purposes and audiences, making intentional and effective choices about structure, language, style, and/or mode of presentation.</p> <p>Secondary ELA Transfer Goal:</p>		
<p>Performance Task (PT): In preparation to write the first draft of their story, students create a planning guide and bring that work and several questions to a focused small group discussion at which each author presents his or her work and gets feedback on key questions such as: How well does my storyboard capture the significant events of the story? I'm thinking of "zooming in" on these moments—are they critical to the story? Which events should I illustrate? What might those illustrations convey? Is my thematic statement appropriate to the story? Students revise their work based on peer commentary.</p> <p>Crafting a Powerful Story: Children's Book to Retell an Episode from Narrative Life of Frederick Douglass (with author's note) Students write and illustrate a children's book based on an episode from Douglass's life, selecting the episode from the excerpts of Narrative of the Life of Frederick Douglass they read closely in Unit 2. First they revisit Frederick Douglass: The Last Day of Slavery, which serves as the mentor text. After closely examining the model, students plan their children's book. Before they begin writing, they present and critique their plans in small groups. Then the class transitions into workshop mode and the students use class time to draft their pages on storyboards. Students have several days to write. Within these workshop lessons, the teacher presents focused instruction on narrative writing techniques. The students also peer edit and revise portions of their storyboards. Toward the end of the workshop lessons, students evaluate their first drafts against the rubric and revise accordingly. They turn in the second draft of their storyboards for the End of Unit 3 assessment. While they wait for feedback from the teacher, the students begin working on their illustrations using some basic artistic techniques. Finally, based on the feedback they receive from the teacher, the students write a final draft of the text, which they add to the illustrated pages of their books.</p> <p>Criteria for Success:</p> <ul style="list-style-type: none"> • Content & Meaning Making: The author demonstrates an understanding of the characters and events in Narrative of the Life of Frederick Douglass. The story is appropriate for children aged 8-10. The illustrations are appropriate for the narrative. • Narrative Techniques: The author uses narrative tools (such as strong verbs, show-not-tell details, precise word choice, dialogue, etc.) thoughtfully and deliberately to make an engaging story where the meaning is clear to the reader. The story follows the narrative arc, including establishing setting, following a logical sequence of events, and providing a conclusion. The story contains a thoughtful and engaging thematic statement. • Conventions & Revisions: The story follows the written conventions appropriate for seventh grade with special attention to sentence structure, spelling, and comma use. The author used feedback from others and the writing process to make meaningful revisions. 		