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7th Grade Expeditions

Expedition 1: American Stories
Guiding Question(s): Why do we tell stories?

Kick Off:

Throughout this expedition we explored the power of narrative across our curriculum and encouraged students to think about the question of "Why do we tell stories?" We kicked off our expedition exploring this question virtually through all of our classes. In ELA, Students brought in objects from the pandemic that told a story and wrote from their perspective. In math, students explored the American story by examining diversity statistics and how they have changed over time. In Science, students looked at how ancient coastlines impact voting patterns today. In history class, students discussed the difference between stories and history. They analyzed artifacts to infer how objects tell stories.

Presentation of Learning

Their learning culminated by exploring how a playwright used one family's story - the Youngers from Lorraine Hansberry's *A Raisin in the Sun* - to tell a uniquely American story of housing discrimination. They studied informational texts (written, visual, auditory) about housing discrimination and compared it to the Youngers' story. Finally, students created documentaries linking the topics from the historical story of housing discrimination (covenant laws, redlining, white flight, the Chicago Freedom Movement, and gentrification) with the story of *A Raisin in the Sun.*
Teachers chose five documentaries to present to an audience of seventh grade families through Zoom. Student film-makers answered questions from a prepared list of questions. Prior to the full-group presentations, each student group presented their documentaries to a circulating audience.

Expedition Assessment of Learning

As students read *A Raisin in the Sun,* they researched and drew connections between the issues in the play and the real historical issues related to housing discrimination in the past and present day. Each class created five

documentaries on the topics of "White Flight," "Gentrification," "Housing Covenants," "Redlining," and "The Chicago Freedom Movement."

Modifications for remote learning

Math- Taught through a flipped classroom model where students view video lessons prior to attending live class the next day and use live class time to ask clarifying questions and collaborate with peers in differentiated break out rooms.

Science- Without the ability to share lab materials labs will be virtualized using high quality images, videos, demonstrations, and simulations to the greatest extent possible.

ELA/History- Whole class instruction and group work is done through zoom breakout rooms. Google Docs are used to peer edit and provide feedback.

English Language Arts
Case Study 1: My Story
Long Term Learning Target(s):
      I can write creative, organized narratives to engage the reader.
      I can establish clear problems that need to be solved by narrators and/or characters.
      I can demonstrate command of the mechanics of English.
      I can determine the perspectives of authors and characters.
Guiding Question: Where is the power in my story?
Assessment of Learning:

1. Write a narrative about a powerful experience during 2020 that changed you/your perspective
   a. Your writing must include the elements of a personal narrative: Exposition, Rising Action, Climax, Resolution, Dialogue and Figurative Language
   b. It must also include an internal and/or external conflict and at least one engaging character who responds to the conflict
   c. It must reveal a powerful theme
2. Participate in in-class writing conferences to help develop your ideas and words
3. It should be at least two pages, double spaced, times new roman font 12

Case Study 2: A Raisin in the Sun
Long Term Learning Target(s):
      A. I can write an informational text with a clear central idea.
      B. I can support my claim with relevant evidence and analysis.
      C. I can use details from a text to determine its theme or central idea.
      D. I can determine the perspectives of authors and characters.
Guiding Question(s): How does the Youngers' story echo an American story of housing? How

do I organize my writing to make thoughtful comparisons?

Assessment of Learning: Write two or three informational paragraphs analyzing how housing discrimination may have impacted the Younger family

Social Studies

Case Study 1: This American Land

Long Term Learning Target(s): I can evaluate how stories symbolize civilizations.

Assessment of Learning: Students wrote a RAFT (Role Audience Format Topic) in which two American Indians from different geographic regions interacted with one another. They used their own research as well as their classwork to complete this RAFT.

> We examined the complex civilizations across North America before European intervention. Focusing around the long term learning target "I can evaluate how stories symbolize civilizations," we started the year with a study of one of the most complex societies in the history of North America, the Haudenosaunee, or Iroquois people. Examining the rich depth of Haudenosaunee oral narratives and mythology, students discovered how the symbols present in those stories represent the values and experiences of the civilizations that came before.

Case Study 2: The Myths that Made America

Long Term Learning Target(s): I can evaluate the Myths that Made America

Assessment of Learning: Students created an interactive whole-class google map where they each dropped a point at a settlement or colony they were assigned to research. They wrote 3 paragraphs of informational text about their settlement or colony, evaluating how that colony was founded or the founding "myth" of that colony.

> As we moved into our second case study, the Myths That Made America, we began to examine the stories we tell about the founding of our country, and where there is truth and fiction in those stories.

Science

Case Study 1: The Grand Canyon

Long Term Learning Target(s): I can analyze evidence to determine the geologic story of a place.

Guiding Question(s): How do scientists use evidence to tell the story of a place?

Assessment of Learning: Presentations on the Geologic History of various places across the United States.

> *In Science we will be exploring the theme of stories through the lens of Earth's history. We will explore how scientists have pieced together observations about ongoing processes and the marks they have left over vast expanses of geologic time to answer the question "What is the story of Earth?"*
>
> *Students will be reframing how they think about geology by examining how rocks tell the stories of our environment. In our case study on the Grand Canyon, students will combine their knowledge of how sedimentary rocks form with their understanding of fossils. By doing this complex application of multiple scientific skills, students have been able to uncover how geologists use rocks to construct a historic and geologic narrative of our ever changing world.*
>
> *As we move forward we begin looking toward more diverse forms of rock creation such as volcanic and metamorphic rock, and how these point to earth not as a static entity, but a dynamic and often violent force of nature.*

Math

Case Study 1: Integers and Rational Numbers

Long Term Learning Target(s): 1) I can apply the properties of addition and subtraction to rational numbers. 2) I can apply the properties of multiplication and division to rational numbers. 3) I can solve real-world problems involving rational numbers. 4) I can construct viable arguments. 5) I can use appropriate tools strategically. 6) I can attend to precision.

Case Study 2: Ratios and Proportional Relationships

Long Term Learning Target(s): 1) I can use proportional relationships to solve multi-step ratio problems. 2) I can compute unit rates, including those associated with fractions. 3) I can determine if two quantities are proportional using equations, tables, and graphs. 4) I can identify and interpret the meaning of a point on the graph of a proportional relationship. 5) I can represent proportional relationships using equations. 6) I can construct viable arguments. 7) I can model with mathematics. 8) I can attend to precision.

Case Study 3: Percents - Part 1

Long Term Learning Target(s): 1) I can use proportional relationships to solve multi-step ratio problems. 2) I can represent proportional relationships using equations. 3) I can use percentages to solve real world problems. 4) I can represent percent situations using expressions. 5) I can construct viable arguments. 6) I can attend to precision. 7) I can look for and make use of structure.

Expedition 2: Change is in the Air
Guiding Question(s): How do we affect change? How does change affect us?

Kick Off:

In a cross-curricular interdisciplinary experience, students thought about climate change from multiple perspectives, first examining how scientific truth has always struggled to be accepted, then how we study change through juxtaposition, and finally how we use political cartoons to galvanize people to action. The day culminated with the documentary "Before the Flood," which was an emotionally moving experience for many students.

Presentation of Learning

While students studied the effects of Climate Change in science, they have written short stories about a Climate Change-stricken future in ELA. Meanwhile in Social Studies and Art, they have been studying how acts of speech, such as political cartoons, galvanize people to action.
Students developed their own research questions and projects on the effects of everyday activities on our climate.

The winners of our symposium, chosen by a panel of experts, will have the opportunity
to present at the NYC Climate Summit with students from all across the city!
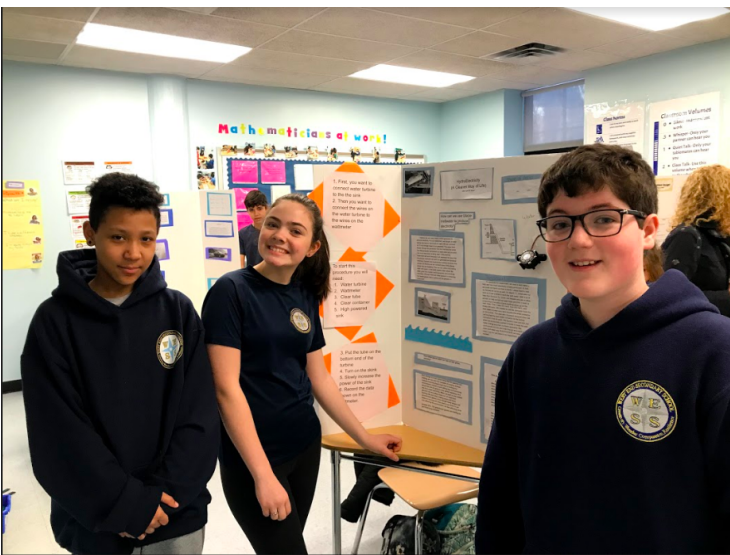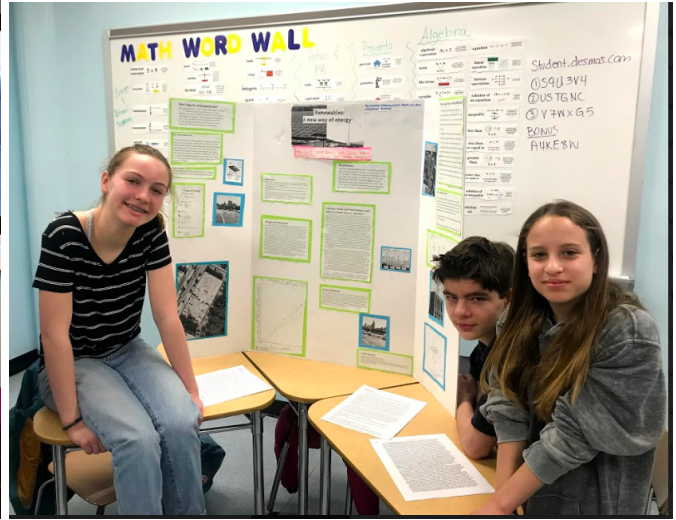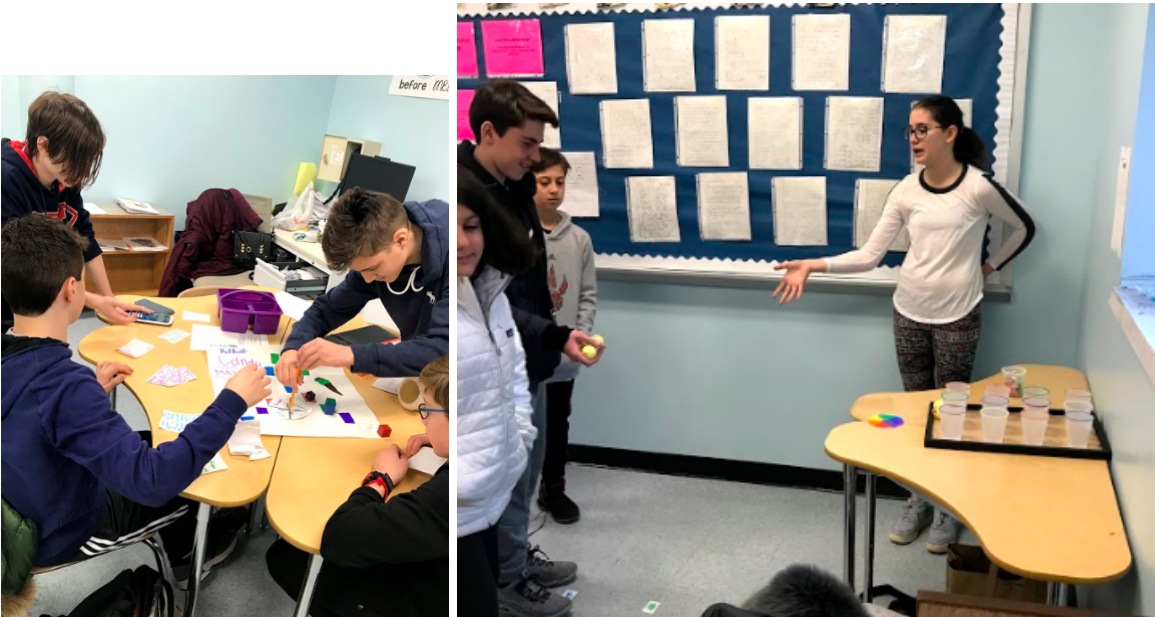
English Language Arts
Case Study 1: Age of Miracles
Long Term Learning Target(s):

I can craft well supported arguments.

    A. I can write a clear, relevant claim.

    B. I can support my claim with relevant evidence and analysis.

    C. I can organize my writing so that my purpose is clear to the reader.

    D. I can develop my writing by planning, revising, or trying a new approach.

I can determine the perspectives of authors and characters.

Guiding Question(s): How does the slowing affect individual psychology? How does the slowing affect group group psychology? How did the slowing cause your character to change?

Assessment of Learning: Students wrote a 4-5 paragraph essay arguing how the slowing (an event

from the novel) changed their character and their character's psychology.

> *The Age of Miracles* is a novel that imagines how a typical suburban family would be affected by a dramatic change to their climate, the slowing of the earth's rotation

Case Study 2: Climate Change Short Stories
Long Term Learning Target(s):

    I can write creative, organized narratives to engage the reader.

    I can create a coherent plot.

    I can use precise language and sensory details to convey a vivid picture of events.

I can analyze textual evidence from fiction and accurate, credible sources.

Assessment of Learning: Create a two-scene short story inspired by what you have learned about climate change and its effect on people of various communities. Your first scene will take place before climate change has begun to affect your location and community.

Your second scene will take place today, once climate change has begun to affect the community *instead, you can opt in to your first scene being today and your second scene being 15 years from now

    The setting should be based on the real environment of the location and community that you studied. As your flash fiction moves through time, the setting should change based on the effects of climate change.

    Your believable character and narrator is a member of the community that you studied. Imagine how he/she/they would feel about and react to the changes to their environment. What's going through their head or happening in their conversations? How have their daily activities changed as a result of changes to their environments?

> Students chose one of three different locations to study the effects of climate change on that population and community. They then created a fictional, dystopian story with the same setting

Social Studies
Case Study 1: The Pen and the Sword
Long Term Learning Target(s): I can evaluate how the 13 Colonies became the United States.

Guiding Question(s): Which was more impactful, the pen or the sword, in the creation of the United States?

Assessment of Learning: Students studied the taxes, acts, people, and events that led to the 13 Colonies becoming the United States. They sorted these into acts of persuasion (the pen) or acts of violence (the sword) and then wrote a 5 paragraph thematic essay deciding which had more influence on the founding of the United States.

> Students explored the causes and justifications of the American Revolution. Starting with our study of the French & Indian War, students examined primary and secondary sources to determine how the French & Indian War led to the Revolution. From there, students studied the taxes and acts that sparked the Revolution. Then students triumphed in a Socratic Seminar where they took on the roles of patriots and loyalists and discussed whether the American Colonists were justified in declaring war on Great Britain. Finally, they studied the events of the war and wrote a 5-paragraph essay.

Case Study 2: A More Perfect Union

Long Term Learning Target(s): I can evaluate how America formed a More Perfect Union.

Guiding Question(s): Was the Constitution a successful document?

Assessment of Learning: Students were assigned a side (either Federalist or Anti-Federalist) and had to argue in a Socratic Seminar whether they thought the Constitution should be ratified. They prepared claims, evidence, analysis, and questions in advance.

> Building off of their work in their first case study, students examined the Constitution in an in-depth station rotation. Looking at not just the outcomes in the Constitution, but also at the fundamental issues that led to our Constitution being written the way it was, they put themselves in the mindset of newly minted Americans deciding on what their new government would be, and participated in a Socratic Seminar where they considered whether or not they would ratify the Constitution.

SCIENCE

Case Study 1: The Nature of Climate

Long Term Learning Target(s): What are the natural factors that affect a region's climate.

Guiding Question(s): What causes climate to differ across the planet?

Assessment of Learning: Analyzing Climate Systems: STudents examine 4 cities in the US and analyze what causes them to have the climates that they do.

> We begin our look into Earth's natural climate by investigating how the shape of Earth contributes to the uneven heating between the Equator and the poles, crafting an experiment that revealed that it is the angle of sunlight at hitting various points that is at the root of this phenomenon. Students then perform a series of experiments to see how the uneven heating of earth contributes to air and water currents, which interact with each other in complex ways to cause climates to differ from what would be predicted by solar heating alone. Students followed this investigation of temperature with experiments that looked at how precipitation could be affected by the temperature of bodies of water, the movement and mixing of air masses, and the topography of the land it passes over. This examination of natural climate will end in a project in which they look at precipitation and temperature data for four American cities, and explain the differences between them in terms of the climate systems we have studied.

Case Study 2: The Human Factor

Long Term Learning Target(s): I can propose and evaluate solutions to climate change.

Assessment of Learning: PoL Presentation - Students generate possible solutions, evaluate their effectiveness and feasibility, then present their findings.

> In Science, students investigate the causes of climate change, and what can be done about it. Students first introduction to this subject occurred upon viewing the film "Before the Flood", a critical look at how our modern lifestyles, fueled by dependence on fossil energy, have caused extensive damage to the planet, with few easy solutions. Armed with our better understanding of the complexities of climate from our first case study we will begin to explore the causes and effects of global climate change, and engineer solutions. Students will have to answer for themselves; can the worst effects of climate change be avoided by action against its primary causes, or is change inevitable and human ingenuity is best directed at engineering a way through anything the planet throws at us?

MATH

Case Study 1: Percents - Part 2

Long Term Learning Target(s): 1) I can apply the properties of addition and subtraction to rational numbers. 2) I can apply the properties of multiplication and division to rational numbers. 3) I can solve real world problems involving rational numbers. 4) I can use proportional relationships to solve multi-step ratio problems. 5) I can calculate unit rates, including those associated with fractions. 6) I can determine if two quantities are proportional using equations, tables and graphs. 7) I can explain the meaning of a point on the graph of a proportional relationship. 8) I can identify and interpret the constant of proportionality. 9) I can represent proportional relationships using equations. 10) I can use percentages to solve real-world problems. 11) I can represent percent situations using expressions. 12) I can attend to precision.

Case Study 2: Algebra

Long Term Learning Target(s): 1) I can apply the properties of addition and subtraction to rational numbers. 2) I can apply the properties of multiplication and division to rational numbers. 3) I can solve real world problems using rational numbers. 4) I can use proportional relationships to solve multi-step ratio problems. 5) I can compute unit rates, including those associated with fractions. 6) I can determine if two quantities are proportional using tables, graphs and equations. 7) I can explain the meaning of a point on the graph of a proportional relationship. 8) I can identify the constant of proportionality in equations, tables and graphs. 9) I can represent proportional relationships using equations. 10) I can use percentages to solve real world problems. 11) I can represent percent situations using expressions. 12) I can apply the properties of operations to generate equivalent expressions. 13) I can write and solve linear equations. 14) I can write, solve and graph inequalities and their solution sets. 15) I can make sense of problems and persevere in solving them. 16) I can construct viable arguments. 17) I can attend to precision.

Case Study 3: Probability and Statistics

Long Term Learning Target(s): 1) I can use probability of chance events to solve real world problems and make predictions. 2) I can determine the probability of compound events. 3) I can choose valid sampling methods. 4) I can use statistical measures to compare two populations and draw conclusions. 5) I can construct viable arguments. 6) I can model with mathematics. 7) I can attend to precision.

Case Studies

English Language Arts

Case Study: The Great Video Games Debate

Long Term Learning Target(s):
I can engage in a number of collaborative discussions and presentations.
1. I can analyze textual evidence from fiction and accurate, credible sources.

Guiding Question(s): What role do video games play in our lives?

Assessment of Learning: After reading a few articles about the effects of video games on society, students asked their own debate questions about video games. We narrowed it down to three topics per class to debate upon. Students further researched, prepared, rehearsed, and carried out their

own debates on the following topics:

Video games are anti-feminist
Video games should be used in schools
Video games have a negative effect on brain activity and development
The Government should place stricter age restrictions on video game purchasing.
Video games have a harmful effect on (physical and mental) health.

SOCIAL STUDIES
Case Study: The Open Frontier
Long Term Learning Target(s): I can evaluate multiple perspectives on the Open Frontier.
Guiding Question(s): What were "American Values?" Was the Open Frontier truly open to all?
Assessment of Learning: Students wrote and recorded podcasts that responded to the guiding questions. They conducted independent research and used classwork documents to write a script. They then acted as interviewers and represented two diverse perspectives on Westward Expansion.

In this case study, students explored Westward Expansion. They looked at primary sources and became experts on one of 8 topics around Westward Expansion, crafting group presentations to share with their classes. After this they were assigned a different topic and group and explored a different region of Westward Expansion in their podcast projects.

EXPEDITION 3: FORCES OF JUSTICE
GUIDING QUESTION(S): WHAT HAPPENS WHEN FORCES OPPOSE EACH OTHER?
WHAT IS JUSTICE?

KICK OFF:

Students completed cross-curricular interdisciplinary work around our guiding question, starting with a study of what scientific forces are and how they interact. We then went into an exploration of moral case studies, and concluded with a modern story of street injustice. We culminated the day by watching *The Hate U Give* which was an evocative and moving experience for our students.

PRESENTATION OF LEARNING

Student leaders developed their own PoL! They held a mock trial trying the same case in four different time periods for a jury panel of legal experts. The mock trial illuminated how the justice system has developed over time and how definitions of justice are always a matter of perspective

English Language Arts

Case Study 1: Stand in his Shoes

Long Term Learning Target(s):

1. I can determine the perspectives of authors and characters.

I can use precise language and sensory details to convey a vivid picture of events.

I can engage in a number of collaborative discussions and presentations.

I can demonstrate command of the mechanics of English.

Guiding Question(s): What is justice?

Assessment of Learning: Rewrite the scene from the point of view of a narrator other than Scout (this character must be present in that scene)

We read To Kill a Mockingbird and discussed themes of justice in small, student-led literature circles.

Social Studies

Case Study 1: A House Divided

Long Term Learning Target(s): I can evaluate the deep divides that caused the Civil War.

Assessment of Learning: In preparation for their 8th grade U.S. History Regents level class, students completed a multiple choice and short answer test, in which they were asked to justify why they gave each response.

> In The Open Frontier, students began to study the condition of America during the 1800s, and how Westward Expansion was motivated by the desire to expand slavery. Continuing that thread into A House Divided, students looked more closely at the policies and practices of 19th Century America and how sectionalism deeply divided the nation to the point where it reached a Civil War.

Case Study 2: Reconstruction

Long Term Learning Target(s): I can evaluate whether Reconstruction was just.
Guiding Question(s): Was Reconstruction just?
Assessment of Learning: Students examined the events of Reconstruction and held a Socratic Seminar in which they critically discussed the guiding question.

> Beginning with an experience in which students took on the role of newly freed Black Americans visiting DC to set priorities for upcoming Reconstruction, students proactively examined how Reconstruction worked and didn't work to heal the deep divides of the Civil War. Examining not just the racist resistance to Reconstruction, but also the triumphs of Black America, students examined whether they thought Reconstruction was just.

SCIENCE

Case Study 1: Forces and Energy

Long Term Learning Target(s): I can use the principles of physics to inform an engineering project.
Guiding Question(s): How can we understand how and why objects move?
Assessment of Learning: Students engineer rockets tailored for 3 different missions and a protective device to protect an egg during a collision.

> *Students study kinetic and potential energy, along with Newton's laws of motion. They use these principles to inform their designs according to given criteria and constraints.*

MATH

Case Study 1: Statistics and Geometry

Long Term Learning Target(s): 1) I can choose valid sampling methods. 2) I can use statistical measures to compare two populations and draw conclusions. 3) I can solve real world problems involving area and circumference. 4) I can solve real world problems involving scale factor. 5) I can make sense of problems and persevere in solving them. 6) I can construct viable arguments. 7) I can use appropriate tools strategically. 8) I can attend to precision.

Case Study 2: Test Prep

Long Term Learning Target(s): 1) I can solve real-world problems involving rational numbers. 2) I can use proportional relationships to solve multi-step ratio problems. 3) I can compute unit rates, including those associated with fractions. 4) I can represent proportional relationships using equations. 5) I can use percentages to solve real world problems. 6) I can represent percent

situations using expressions. 7) I can apply the properties of operations to generate equivalent expressions. 8) I can write and solve linear equations. 9) I can write, solve and graph inequalities and their solution sets. 10) I can use probability to solve real world problems and make predictions. 11) I can determine the probability of compound events. 12) I can choose valid sampling methods. 13) I can use statistical measures to compare two populations and draw conclusions. 14) I can solve real world problems involving area and circumference. 15) I can solve real world problems using scale factor. 16) I can make sense of problems and persevere in solving them. 17) I can construct viable arguments. 18) I can attend to precision.

Case Study 3: Geometry Part 2
Long Term Learning Target(s): 1)
Assessment of Learning: Final Project - Students create and analyze the connections between two data sets using measures of center, spread, and shape. The students use variables that apply to their everyday lives.