Objectives

• SWBAT- Interpret fact from fiction pertaining to diseases and epidemics.
• SWBAT- Describe the development and spread of diseases.
• SWBAT- Discuss the impact of diseases and epidemics in populations.
Process

• Crystal (Biology)- I searched for resources that would serve to clarify information that will be covered during class time.

• Rhonda (Literature): I tried to pick sources that explored the material through different forms, such as the graphic novel and the animation. I also chose my sources to offer my students background information which will enhance their learning.

• Alexis (Writing)- Chose the sites based on models that students can use in order to focus their own writing. The resources should help them understand what is required of a “How to” or preparation guide so that students know where to begin and what information might be important.
Resource Bank - Biology

- The Five second rule
  - http://www.scientificamerican.com/article/fact-or-fiction-the-5-second-rule-for-dropped-food/

- Viruses

- CDC- Rabies
  - http://www.cdc.gov/rabies/

- CDC- Ebola
  - http://www.cdc.gov/vhf/ebola/

- Chain of Infection
  - http://www.austincc.edu/adnmob/rnsg1140/asepsis/chain.htm
Resource Bank-
Literature

• History of the ‘Black Death’
  http://www.history.com/topics/black-death

• Edgar Allan Poe’s Death

• The Masque of the Red Death Animation
  https://www.youtube.com/watch?v=E_-zILF-bbc

• Glossary of Literary Terms
  https://andromeda.rutgers.edu/~jlynch/Terms/index.html

• “Preparedness 101: Zombie Pandemic” Graphic Novel
Resource Bank - Writing

- How to Write Guides
  http://jerz.setonhill.edu/writing/technical-writing/instructions-how-to-write-for-busy-grouchy-people/
- CDC’s Preparedness 101
- Tips on Surviving the Zombie Apocalypse
  https://www.youtube.com/watch?t=75&v=9vNz9RQRt9k
- Red-Cross Preparedness Plans and Emergency Topics
  http://www.redcross.org/prepare
- Preparing a Community Writing
- Understanding Quarantine and Isolation
  http://www.emergency.cdc.gov/preparedness/quarantine/index.asp
Student Use

Sources will:

• **Activate** student background knowledge.
• **Clarify** terms and information presented in each unit plan.
• **Extend** understanding of information and learning.
• **Model** applications of content.
Interdisciplinary Connectedness

• We chose the topic due to universal fear of death and disease.
• Each day we share a focus reflected in our individual objectives.
  – Day 1-3:
    • Activate background knowledge (Science)
    • Promote comprehension through literature (Reading)
    • Applying knowledge to writing (Composition)
Benefits

• Greater opportunities for authentic learning.
• Clarification of misunderstandings fueled by culture/media.
• Will cater to different learning styles (differentiated instruction).
• Creating relevance across the curriculum.
• Reinforces learning between each discipline.
Technology

• Serves as a resource for information.
• Motivates students to perform research through a comfortable medium.
• Reinforces what is learned in the classroom.
• Gives students greater access to additional models/examples.