

## TGC Fellow Unit Template \*

Prepared by: Emilia Rastrick School/Location: Lingelbach Elementary, Philadelphia, PA  
 Subject: Health Grade: 8 Unit Title: Infectious disease and the world Time Needed: 3-4 weeks

**Unit Summary:**  
 Students will learn about how infectious disease is a global health issue. Their study will focus on the political, economic, and social effects of disease, looking particularly at HIV/AIDS, flu and Ebola in a global and historical context. Specifically, students will research one of the diseases with a focus on how it developed into a global health issues and how the United States and at least one other country manage the disease. They will also focus on their personal and community perceptions of the disease and of people infected with the disease with an emphasis on how they can improve attitudes and bias towards community members with diseases under study.

### Stage 1 Desired Results

<p><b>ESTABLISHED GOALS:</b></p> <p>G1 Develop knowledge of the history of the spread of infectious diseases.</p> <p>G2 Understand basic terms related to the study of global health.</p> <p>G3 Identify political, social, and economic effects of rising incidences of infectious diseases.</p> <p>G4 Identify their personal and community bias towards community members with infectious diseases.</p> <p>G5 Develop convincing arguments to help change perceptions and attitudes</p> <p><b>GLOBAL COMPETENCY:</b>          Investigate the world beyond their immediate environment          Communicate ideas effectively          Take action to improve conditions</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...(real world purpose)</i></p> <p>T1. Understand the transmission and treatment of the diseases</p> <p>T2. Understand how to help change local and global perceptions</p> <p>T3 Communicate a message to help change bias</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b>  <i>Students will understand that...</i>  <i>U1 infectious disease is a global not local issue and has been throughout history</i>  <i>U2 Bias towards community members with disease occurs both locally and globally</i></p>	<p><b>ESSENTIAL QUESTIONS</b>            E1 What enables infectious disease to be a global issue?            E2 What cause bias and prejudice towards people with disease ?            E3 How does bias differ globally?</p>
	<b>Acquisition</b>	
<p><i>Students will know... (Content)</i>  <i>K1. Why and how infectious diseases become global health problems.</i>  <i>K2. The cause, transmission, and effects of HIV/AIDS, flu, and Ebola</i>  <i>K3. Why there is prejudice towards infectious disease carries and how to help reduce bias?</i></p>	<p><i>Students will be able to... (Skills)</i>            S1. Develop a pro/con argument            S2: Analyze different perspectives            S3: Raise awareness about infectious disease and their global challenges            S4:Develop positive educational health messages for their community</p>	

## Stage 2 – Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments <b>FOR</b> Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)                      KWL chart about transmission and treatment of HIV/AIDS, Ebola, and flu                      Partner brainstorm about biases and prejudice towards different diseases and the people who have contracted the disease                      Pro &amp; Con chart addressing the arguments of 3-5 of the biases/prejudices discussed in the brainstorm session                      Partner brainstorm positive educational messages about their disease                      Draft of essay                      Draft of blog/vblog</p>	<ol style="list-style-type: none"> <li>1. Collaborative listening and discussion skills.</li> <li>2. Develop questions for further research on the assigned disease</li> <li>3. Gathering of evidence to support their arguments about the disease</li> <li>4.</li> </ol>
<p>Assessment <b>OF</b> Learning: (ex: performance task, project, final paper)                      Write a 5 paragraph informative essay focused on one infectious disease about how to help their community and the global community understand and reduce bias towards people with the disease and perceptions of the disease .                      Develop a video blog or written blog to exchange with students overseas to educate about one of the infectious diseases.</p>	<ol style="list-style-type: none"> <li>1. Content of essay addresses facts about the disease (transmission, treatment, and prevention), origins of bias and prejudice towards the disease, and ideas and suggestions to local and global communities about improving attitudes and bias.</li> <li>2. Organized, accurate, and coherent Vblog/blog that explains: the facts about the disease including transmission, treatment, and prevention; how/why there is bias/prejudice; and how to prevent bias/prejudice towards people with the disease.</li> <li>3. Authentic and creative voice.</li> </ol>

## Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*

*Week One: Origins of globalized infectious disease*

*Students will outline how diseases can be transmitted across borders and why this is a global health concern.*

*Students will gain an understanding of basic global health terminology*

*Week Two: Specific history and consequences of flu, HIV/AIDS, and Ebola*

*Students will identify the origins, causes, treatments and ramifications of flu, HIV/AIDS, and Ebola as global health issues*

*Week Three: Bias and prejudice concerning globalized infectious disease*

*Students will brainstorm and identify their biases and prejudice towards persons with the diseases.*

*Students will research how bias and prejudice presents it self in one other country that is tackling the disease.*

*Week Four: Developing arguments against bias/prejudice towards victims of globalized disease such as flu, HIV/AIDS, & Ebola*

*Students will develop positive messages to address bias and prejudice towards globalized disease.*

*Students create materials to send their positive messages to students in other countries to help educate about the diseases*

**POSSIBLE RESOURCES:**

: - Initial brainstorming of sites

1918: Flu Pandemic Begins

[http://education.nationalgeographic.com/education/thisday/mar11/flu-pandemic-begins/?ar\\_a=1](http://education.nationalgeographic.com/education/thisday/mar11/flu-pandemic-begins/?ar_a=1)

Viewpoint: The deadly disease that killed more people than WW1

<http://www.bbc.com/news/magazine-29541235>

1995: Ebola Outbreak

[http://education.nationalgeographic.com/education/thisday/may9/outbreak-ebola/?ar\\_a=1](http://education.nationalgeographic.com/education/thisday/may9/outbreak-ebola/?ar_a=1)

<http://www.pbs.org/now/classroom/globalhealth.html>

<http://www.globalization101.org/csis-expert-stephen-morrison-on-the-global-aids-crisis/>

[http://www.pbs.org/newshour/extra/lessons\\_plans/ebola-outbreak-lesson-plan/](http://www.pbs.org/newshour/extra/lessons_plans/ebola-outbreak-lesson-plan/)

<http://www.pbslearningmedia.org/resource/arct14.soc.amexinftea/influenza-1918-teachers-resources-teachers-guide/>

<http://www.bbc.com/news/health-28105531>

<http://www.globalization101.org/infectious-diseases-and-global-public-health/>

HIV/AIDS: [https://www.youtube.com/watch?v=4f\\_Q-ooOClc](https://www.youtube.com/watch?v=4f_Q-ooOClc)

## TGC FELLOWS UBD Lesson Template

Lesson Title: Why is disease a global issue?    Subject: Health    Prepared by: Emilia Rastrick

Materials Needed: Markers, large paper, laptops, internet/wifi.

Global Competency: Investigate the world beyond their immediate environment

Where is the lesson going?  
(Learning Target or SWBAT)

*Students will outline how diseases can be transmitted across borders and why this is a global health concern.  
Students will gain an understanding of basic global health terminology*

Hook:

Tailored Differentiation:

At each table groups of 4-6 students will have a large piece of paper with either Ebola, HIV/AIDS, or Flu written at the top. Students brain dump everything they know or have heard about the specific disease onto the sheet.

As a full class students share 4-5 items on their paper.

Teacher identifies a few examples of global issues concerning the diseases.

Students relook at their brain dump and identify more ideas that raise global/international issues about the disease.

Students watch/review as a group:

EBOLA: <http://www.bbc.com/news/health-28105531>

Flu:

[http://education.nationalgeographic.com/education/thisday/mar11/flu-pandemic-begins/?ar\\_a=1](http://education.nationalgeographic.com/education/thisday/mar11/flu-pandemic-begins/?ar_a=1)

HIV/AIDS: [https://www.youtube.com/watch?v=4f\\_Q-ooOClc](https://www.youtube.com/watch?v=4f_Q-ooOClc)

Students may need clues to understand information about the diseases.

Student will need a review of some geography

Outline what the basic terminology is concerning disease and transmission

Equip:

Projector, smart board, speakers, wifi/internet

<b>Rethink and revise:</b>		
<p>Students will be challenged to brainstorm and identify with a partner 5 factors that lead to the global transmission of their assigned disease, how does disease cross borders</p> <p>Students will be challenged to use the appropriate terminology for</p>		
<b>Evaluate:</b>		
<p>Share global transmission brain storm with the class and give each other feedback using a rubric</p>		
<p>Notes:</p>	<p><b>Organization:</b></p> <p>Large paper and markers at each table.          Projector, smart board,          video/websites setup          Brainstorm rubric</p>	