

## Stage 1: Desired Results

**Teacher(s)/Teacher Librarian:** R. May/Lita Brown

**Health**

**Time Frame:** 1 week

**Theme: Focusing on Process Instead of Project  
Health Research Unit**

**Big Idea(s):** Extend Health and Research Skills learning through technology.

**Established Goals (Targeted standards):** [GPS](#)    [Information Literacy Standards \(ILS\)](#)    [Technology Standards \(TS\)](#)

GPS – HE H.S.3, HE H.S.4

ILS – 1.1.3, 1.1.4, 1.1.5, 1.1.7, 1.2, 1.2.3, 1.2.6, 1.3.1, 1.3.3, 1.3.5, 2.1.2, 2.4.1, 3.1.1, 3.1.3, 3.1.6, 3.2.1, 4.1.8, 4.1.2, 4.2.2

NETS – NETS1, NETS3, NETS4, NETS5

### Enduring Understandings:

The students will understand that quality resources yield quality assignments.

The students will understand the importance of teamwork, netiquette and leadership.

### Essential Question(s):

**What is copyright?**

**How do you cite a source?**

**Why is this important to me?**

### Knowledge:

*The student will know that...:*

Teamwork, leadership and netiquette are integral to creating a quality group project.

### Skill:

*The student will be able to...*

*\*All criteria for backward design planning should be included.*

Access information efficiently and effectively/ Record important ideas, concepts, and direct quotations from significant information sources, and paraphrases and summarizes all perspectives on the topic, as appropriate. Determine strategies for finding content and contextual meaning for unfamiliar words or concepts.

Evaluate information critically and competently/ Evaluates the merits of texts/ Examines the author's purpose in writing.

Use information accurately and creatively/ use technology resources that demonstrate and communicate curriculum concepts to audiences

Practice ethical behavior in regard to information and information technology/ Documents resources (bibliography, footnotes, endnotes, etc.)/ Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.

Locate desired information from a variety of sources/ Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.

Read for information and pleasure/ Pursue information related to personal interests.

## **Stage 2: Assessment Evidence**

### **Performance Tasks, Projects**

1. Reserve time with librarian to introduce copyright and Citation Machine, then conduct preliminary research.
2. Students are divided into small groups of 3 and given time to assign tasks within the group.
3. Working with librarian, research is extended using reference books, the Center for Disease Control and the National Institute of Health/GALILEO/Destiny.
4. Working with librarian, begin PowerPoint, ensuring that sources are copy/pasted onto bibliography slide.
5. Rough draft of group presentation, including task list is submitted to librarian for citation errors and returned via email.
6. Students submit group presentation to assignment dropbox as well as to a group forum (alternately, students can create their presentation in VoiceThread)

### **Quizzes, Tests, Academic Prompts**

- 1) rubric
- 2) teacher observation

### Stage 3: Learning Plan

*It is only after we have determined what we want students to know, understand, and be able to do and how we want them to demonstrate that knowledge, understanding, or skill that we design how we will help our students achieve the desired results.*

Day	Element(s)	<b>Learning Activities and Resources</b> <i>Using any and all resources available, plan the daily lessons and activities for your guided reading groups, independent reading, writing, phonics, spelling,, read-aloud, and literacy activities that help support the standards, enduring understandings and essential questions</i>
1		Teacher assigns groups. Librarian teaches a mini-lesson on copyright and using Citation Machine Students conduct preliminary research, entering information into Citation Machine and pasting the results into the appropriate slides
2		Students conduct research individually or in groups, librarian remediates as needed on locating quality information sources online and copyright.
3-4		Rough draft of presentation is submitted to librarian for copyright/citation errors and returned to students.
5		Using graded rough draft, students polish presentation as needed.
6		Presentation is submitted by group leader into group discussion forum (all students submit presentation individually to assignment drop box)

## Multimedia Project Rubric

**Assignment:** Communicate complete information on \_\_\_\_\_ topic with \_\_\_\_ slides, \_\_\_\_ imported graphics, \_\_\_\_\_ original graphics, \_\_\_\_\_ animations, \_\_\_\_\_ video clips or advanced features.

	<b>Beginner: 1 point</b>	<b>Novice: 2 Points</b>	<b>Intermediate: 3 points</b>	<b>Expert: 4 points</b>	<b>Self Evaluation</b>	<b>Teacher Evaluation</b>
<b>Topic/Content</b>	Includes little essential information and one or two facts	Includes some essential information with few citations and few facts.	Includes essential information with most sources properly cited. Includes enough elaboration to give readers an understanding of the topic.	Covers topic completely and in depth. Includes properly cited sources and complete information. Encourages readers to know more.		
<b>Technical Requirements (To be filled in by teacher)</b>	Includes ____ slides or less, few graphics from outside sources, few animations and advanced features.	Includes ____ slides or less, fewer than 3 graphics from outside sources, fewer than 3 animations and few advanced features, such as video, 3-D, or sound.	Includes at least ____ slides, at least 3 graphics from outside sources, at least 3 animations and some advanced features, such as video.	Includes at least ____ slides, 5 or more graphics from outside sources, 5 or more animations and several advanced features, such as video.		
<b>Mechanics</b>	Includes more than 5 grammatical errors, misspellings, punctuation errors, etc.	Includes 3-4 grammatical errors, misspellings, punctuation errors, etc.	Includes 2-3 grammatical errors, misspellings, punctuation errors, etc.	Grammar, spelling, punctuation, capitalization are correct. No errors in the text.		
<b>Cooperative Group Work</b>	Cannot work with others in most situations. Cannot share decisions or responsibilities.	Works with others, but has difficulty sharing decisions and responsibilities.	Works well with others. Takes part in most decisions and contributes fair share to group.	Works well with others. Assumes a clear role and related responsibilities. Motivates others to do their best.		
<b>Oral Presentation Skills</b>	Great difficulty communicating ideas. Poor voice projection. Little preparation or incomplete work.	Some difficulty communicating ideas, due to voice projection, lack of preparation, or incomplete work	Communicates ideas with proper voice projection. Adequate preparation and delivery.	Communicates ideas with enthusiasm, proper voice projection, appropriate language, and clear delivery.		
<b>Scale: 18 - 20=Expert</b> <b>15 - 17=Intermediate</b> <b>10 - 14=Novice</b> <b>6 - 9=Beginner</b>				<b>Total Points</b>		

# Student Project Evaluation

<u>Student's Name</u>		<u>Title of project</u>	<u>Date</u>
<b><u>Process</u></b>			
<b>Used CDC/National Institute of Health</b>		<b>5</b>	
<b><u>Research Elements</u></b>			
Images are cited on each slide		10	
Used print and online resources		10	
Provided one interesting fact		5	
Bibliographic information presented in correct format		10	
<b><u>Presentation Elements</u></b>			
Used PowerPoint, Voice Thread or other electronic publication tool		10	
Information presented accurately and developed effectively		10	
Presentation flowed logically		5	
<b><u>Teamwork</u></b>			
Task list for each group member is provided		5	
Presentation shows equal contributions by all members		10	
Presentation was posted on time to librarian		10	
Presentation was posted on time to instructor and forum		10	
<b><u>Points</u></b>	<b><u>Grade</u></b>	<b>Grand total _____</b>	
<b>100</b>	<b>A</b>		
<b>99-90</b>	<b>B</b>		
<b>89-80</b>	<b>C</b>		
<b>79-70</b>	<b>D</b>		
<b>below 70</b>	<b>F</b>		

### **Assignment 4-3: Gallery of Pathogens**

The objective of this lesson is to investigate various pathogens that cause common diseases and to consider how these diseases may be prevented. You will need to search on the web for information and pictures. The Center for Disease Control and the National Institute of Health are good sources. Prepare a Powerpoint presentation that includes the following:

Slide 1: Title and each student's name

Slide 2: Definition of pathogen.

Slides 3-5: 3 different bacteria.

Slides 6-8: 3 different viruses.

Slides 9-11: 3 different fungi.

Slides 12-15: 3 different protozoa.

Slide 16+: Bibliography/Resources in (APA, MLA, Turabian) format.

For each of the pathogens in slides 3-15, include the following:

name of disease caused by pathogen

picture of pathogen

How is the disease transmitted from one person to another?

How is the disease treated?

How can this disease be prevented?

Citations on each slide

**Instructions:** Enter or paste your written work and/or click "Attachments" to upload your files.