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Lesson Title:

Disease Digest

Subject Area:

All

Grade Level:

7-8

Lesson Summary:

Students will create a newspaper / web page researching a selected disease caused by a virus or bacteria. Students will research the project using the Internet and focusing on finding a scientist or a specialist with whom they can establish contact. The completed projects will be uploaded onto the school's website.

Objective/Content Standard/Benchmark:

1) Students will organize the project following The Research Cycle which includes: questioning, planning, gathering, sorting, synthesizing, and evaluating. 2) Student writings will be evaluated using the Oregon six trait writing rubric. 3) Student publications will be evaluated using the publication rubric. 4) Student publications will be uploaded to the school's website.

Approximate Time Needed:

2-3 Weeks

Prerequisite Skills:


1) Students have a working knowledge of basic research skills. 2) Students have a working knowledge of word processing skills. 3) Students have a working knowledge of accessing Internet Explorer. 4) Students have a working knowledge of Publisher 98. 5) Students have an understanding of expectations required of the six trait writing rubric

Materials and Resources Required:

Technology:

1) Computer lab consisting of 30-40 computers. 2) Access to the following software programs: Internet Explorer, MS Encarta, and MS Publisher. 3) LCD Panel (Liquid Crystal Display Panel) 4) Suggested Websites: Investigating the Research Cycle (<http://www.bham.wednet.edu/mod5.htm>) Six Trait Scoring Guide (<http://www.nwrel.org/eval/toolkit/traits/#begin>) General Disease Sites (http://www.yahoo.com/Health/Disease_and_Conditions/) (<http://www.edc.gov/ncidod/EID/upcoming.htm>) (http://www.yahoo.com/Health/Children_s_Health/)

Printed Materials:



Reference Materials: 1) Encyclopedias Book Sources: 1) Communicable Diseases by Thomas H. Metos 2) Environmental Diseases by Madelyn Klein Anderson 3) Drug-Related Diseases by Barbara Hughes 4) Nutritional Diseases by Douglas A. Eagles 5) Hereditary Diseases by Fern G. Brown 6) Health and Disease (Life Science Library) Handouts: 1) Publishing Rubric 2) Disease Digest Template 3) Lesson Evaluation 4) Self Reflection 5) Parent Reflections 6) Powerpoint tutorial 7) Publisher '98 lesson plan 8) Delving Through the Research Cycle 9) Research Reflections

Supplies:

1) Pen or pencil 2) Note cards 3) Blank Disk 4) Modified Disease Digest template 5) Class set of all handouts 6) Overhead projector 7) Student Assessment Instructions

Others:

Contact local doctors and hospitals for information on specific diseases and guest speakers. In the Phoenix area an example would be Phoenix Children's Hospital.

Procedures:

1) In science classes, students are receiving instruction/laboratory experience on viruses and bacteria. The science teacher will present an overview of the project. Students will then select a viral or bacterial disease that they have an interest in learning about. They must present the topic, and group member's names to the teacher for approval. (Teachers : Please check the appropriateness of the topic according to your school district's guidelines) 2) Upon selection of a topic, students will begin the Research Cycle, "Questioning". In English classes, the students will use these steps to organize their research. In the first step, the student clarifies what data and insights are required to shed light on the main question? What are the smaller questions, which will help, create an answer to the primary question? What is already known by the group? What does the group not know? 3) The second step, "Planning", involves both questioning and developing information-seeking strategies. The students will list possible sources of information and receive instruction in how to collect the information. 4) At this point in the process, students will begin actual researching skills in their reading classes. This step is called "Gathering" in the Research Cycle, where students skim gathered information for important facts. Students will be utilizing the "notepad" application on their PC to store information and sources. Internet access and MS Encarta will be the main resources to obtain research information. Print material will also be used as another primary source of background information. 5) Back in their English classes, students will begin the "Synthesizing" process. In this process, students will arrange and rearrange the information until a picture of their project begins to form. 6) As students complete the "Synthesizing" process, they will report to the computer lab and begin the process of creating the multi-media presentation. The science teacher serves as the lab liaison, both acting as a facilitator and instructor as needed. Students will be presented with the Student Instructions page, and will visually go through the template to determine how the project should be set up. The science teacher will also at this time, using the Publisher Lesson Plan, walk the students through using Wizard to create their projects. 7) The "Evaluation" process is ongoing until the actual project is completed. 8) Students will present their completed projects to the class for evaluation in the technological, and writing area. The projects would then be uploaded to the school's/science web-site. Another possible publication opportunity would be for the projects to be shown on the school-wide television "network".

Modifications for Differentiated Instruction:

For the special needs student:

Students receiving special education services are mainstreamed in the regular classroom. They receive modifications of assigned work in their identified areas when applicable. Modifications occur in both content and technology areas according to individual need. One such modification is a Publisher template, allowing for students with special needs to achieve success with the application and project. A Powerpoint tutorial will also be provided to guide students through a suggested list of topics. Students will have the opportunity to work individually or work in groups of 3 or less. Both models allow the student to select the working environment in which they will be the most successful. Research reflection questions are differentiated for three levels of ability. Examples of modification techniques include: extended computer use, extended time requirements for completion of assignments, use of a Publisher template, dictating information to a scribe, and individual teacher / instructional aide assistance.

For the gifted student:

The higher performing student will be challenged with complexity within applications as well as given opportunities to analyze and synthesize their learning. The student will also be called on to enlist their leadership skills in the organization and focus of the group. Special interest areas will be open to the students for exploration and extension. Such extension would include correspondence with scientist/researchers, working on planning a guest speaker, presenting a more medical approach to their presentation.

Student Assessment:

Student projects will be assessed using the Publisher rubric and the six trait writing rubric. They will synthesize their learnings, answering a series of reflective questions.

Lesson Evaluation:

Several different evaluations /reflections will be administered. Upon completion of the project, teachers and students will complete identical lesson evaluation questionnaires. Using a research reflections, students will assess their own development. The parents will complete a reflection assessment upon the viewing the finished project.



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