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| **Lesson Title**: Infection | | | **Level of Lesson: NRS 5-6** |
| **Content Area(s)** | **Targeted** [**IL ABE/ASE Content Standards**](http://www.excellenceinadulted.com/resources/abease-curriculum-project/) | | |
| **ELP 1** Construct meaning from oral presentations and literary and  informational text through level-appropriate listening, reading, and  viewing. | HI.1.1 - determine a central idea or theme in oral presentations and spoken and written texts.  HI.1.2 - retell key details.  HI.1.4 - explain how the theme is developed by specific details in texts.  AE.1.1 - determine a central idea or theme in oral presentations and spoken and written texts.  AE.1.2 - analyze the development of the themes/idea.  AE.1.3 - cite specific details and evidence from texts to support the analysis. | | |
| **ELP 2** Participate in level-appropriate oral and written exchanges of  information, ideas, and analyses, in various social and academic  contexts, responding to peer, audience, or reader comments and  questions. | HI.2.1 - participate in conversations, discussions, and written exchanges about familiar topics, texts, and  issues.  HI.2.5 - add relevant information and evidence.  HI.2.6 - follow rules for discussion.  AE.2.1 - participate in conversations, discussions, and written exchanges about a range of topics, texts,  and issues.  AE.2.4 - clearly support points with specific and relevant evidence. | | |
| **ELP 3** Speak and write about level-appropriate complex literary and  informational texts and topics. | HI.3.1 - deliver short oral presentations about familiar texts, topics, or events.  HI.3.2 - compose written informational texts about familiar texts, topics, or events.  HI.3.3 - develop the topic with a few details about familiar texts, topics, or events.  AE.3.1 - deliver oral presentations about a variety of texts, topics, or events.  AE.3.2 - compose written informational texts about a variety of texts, topics, or events.  AE.3.3 - develop the topic with some relevant details, concepts, examples, and information about a  variety of texts, topics, or events.  AE.3.4 - integrate graphics or multimedia when useful about a variety of texts, topics, or events. | | |
| **ELP 4** Construct level-appropriate oral and written claims and support  them with reasoning and evidence. | HI.4.1 - construct a claim about familiar topics.  HI.4.3 - provide sufficient reasons or facts to support the claim.  AE.4.1 - construct a claim about a variety of topics.  AE.4.3 - provide logically ordered reasons or facts that effectively support the claim. | | |
| **ELP 5** Conduct research and evaluate and communicate findings to answer questions or solve problems. | HI.5.1 - carry out short research projects to answer a question.  HI.5.3 - paraphrase key information in a short written or oral report.  AE.5.1 - carry out both short and more sustained research projects to answer a question.  AE.5.4 - use search terms effectively  AE.5.6 - integrate information into an organized oral or written report  AE.5.7 - include illustrations, diagrams, or other graphics as appropriate | | |
| **ELP 6** analyze and critique the arguments of others orally and in writing. | HI.6.2 - identify one or two reasons an author or a speaker gives to support the main point.  AE.6.1 - analyze the reasoning in persuasive spoken and written texts.  AE.6.2 - determine whether the evidence is sufficient to support the claim. | | |
| **ELP 7** adapt language choices to purpose, task, and audience when  speaking and writing. | HI.7.1 - adapt language choices and style according to purpose, task, and audience with developing ease  in various social and academic contexts.  AE.7.1 - adapt language choices and style according to purpose, task, and audience in various social and  academic contexts.  AE.7.2 - use a wider range of complex general academic and content- specific words and phrases. | | |
| **ELP 8** An ELL can determine the meaning of words and phrases in oral presentations and literary and  informational text. | HI.8.1 - determine the meaning of general academic and content-specific words and phrases and  frequently occurring expressions in spoken and written texts about familiar topics, experiences, or  events.  AE.8.1 - determine the meaning of general academic and content-specific words and phrases,  figurative and connotative language, and a growing number of idiomatic expressions in spoken and  written texts about a variety of topics, experiences, or events. | | |
| **ELP 9** create clear and coherent level-appropriate speech and text. | HI.9.2 - introduce and develop an informational topic with facts and details.  AE.9.2 - introduce and develop an informational topic with facts, details, and evidence. | | |
| **ELP 10** Demonstrate command of the conventions of standard  English to communicate in level-appropriate speech and  writing. | HI.10.3 - produce and expand simple, compound, and a few complex sentences.  AE.10.3 - produce and expand simple, compound, and complex sentences. | | |
| **Integrated** [**Essential Employability Skills**](https://www.illinoisworknet.com/DownloadPrint/ILEssentialEmployabilitySkills-Handout.pdf) | | | |
| ☒ Personal Ethic *(Integrity, Respect, Perseverance, Positive Attitude)* | | ☒ Teamwork *(Critical Thinking, Effective & Cooperative Work)* | |
| ☒ Work Ethic *(Dependability, Professionalism)* | | ☒ Communication *(Active Listening, Clear Communication)* | |
| **Lesson Objectives *(Students will be able to)****:*   * Identify common causes of infections; * Explain how infections spread and how they can be prevented; * Read a glass thermometer accurately; * Use first conditional constructions effectively when speaking and writing about infections; * Organize main ideas and supporting details effectively to write an informative article about an infectious disease; * Utilize factual information to persuade others on how to prevent the spread of an infectious disease. | | | |
| **Engagement is not “one size fits all.” How are you providing multiple ways to engage all learners? Click on** [**Multiple Means of Engagement**](https://udlguidelines.cast.org/engagement) **to learn more about providing options for learners and explain how you are including this below:**   * The topic of infection is a high-interest and relevant topic for adults, especially considering the ongoing COVID pandemic. * Learners engage with authentic informational texts on infectious diseases. * Many of the key lesson plan activities provide options to suit different learners and interests:   + Students may choose to write or draw during the introduction activity.   + Students may select which infectious disease they want to research. * For most of the practice activities, the learner can choose to work individually or with a partner or small group. * The infographic and PSA group activities foster collaboration and positive communication. * The use of pictures and clean material layouts help keep learners motivated; * The day-by-day sequence as well as individual infection topics are well-scaffolded to minimize learner frustration. * Fly-ins are used in slide presentations to limit the amount of information that is shown to the student at one time. * The PSA activity allows the learner to make choices on how they want to demonstrate their mastery of the unit. * At the end of the unit, learners reflect on the new information that was learned. | | | |
| **Key Vocabulary**:   * Pathogen * Infection * Bacteria * Virus * Fungi/fungus * Contact * Droplets * Airborne * Vaccine * Immune system | | | |
| **Instructional Materials:**  Introduction Materials   * [Drawing](https://docs.google.com/document/d/1tpfwR3I2kQwEKWY8LxItFCxRWO18rNhe/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Journaling](https://docs.google.com/document/d/1EuHZN7V5G3Fo3q-rUJB0x8mPAnBtP5lS/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Vocabulary Materials   * [Infection Vocabulary Presentation](https://docs.google.com/presentation/d/1F1NU8XxX6RlBfJ_JGLk5eDV2XPkb_jvB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Infection Vocabulary List](https://docs.google.com/document/d/1jap3TUWU4UnBvJe2RNqPbfmRfC61fqw5/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - Word document * [Infection Vocabulary Practice](https://docs.google.com/presentation/d/1umWIJiMepuPx17K82h19WytvUUI1MvMf/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Vocabulary Matching Worksheet](https://docs.google.com/document/d/1X-nYMoyRQGTvqNvanTFtkm1H9c27ZNLD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Text Materials   * [Infection Reading Presentation](https://docs.google.com/presentation/d/1vhNTA2qADHeTa-CQH64r8_Hi4-XotP1S/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Infection Text](https://docs.google.com/document/d/1n98fWMx2CYq-I4MXT9THBDtLW0RDOvIa/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - Word document   Content Practice Materials   * [True/False Infection Statements](https://docs.google.com/document/d/1mj6I3VuWSmPXLk2Fy4UEmYKV0Ni1-tbB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Infection Type Research](https://docs.google.com/document/d/1Fk5hAMbFLpkYTHZIgsasMIANvqqMiRvJ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Reading a Thermometer Materials   * [How to Read a Thermometer Presentation](https://docs.google.com/presentation/d/1PjEqCunjBKEuH8KIvKXvWIgCndmKASMp/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint * [Is This a Fever? Worksheet](https://docs.google.com/document/d/1NUod6KdGgTXjhPhckxWC8y2jwFKI8XU5/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Reading a Thermometer Practice](https://docs.google.com/document/d/1CJtWmDK5Mki1NwR4LYN6NwkMHKtqbTIY/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Contextualized Grammar Materials   * 1st Conditionals   + [1st Conditionals Presentation](https://docs.google.com/presentation/d/1_3O9Mats9ynF20PMwe6O2xGcFhwLuSAi/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - PowerPoint   + [1st Conditionals Practice](https://docs.google.com/document/d/1Gem7B6jlCKmXrq3RMY1VUT1I-Nqk3JxH/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   + May Clinic Articles     - [E. coli article](https://www.mayoclinic.org/diseases-conditions/e-coli/symptoms-causes/syc-20372058) – website     - [Influenza article](https://www.mayoclinic.org/diseases-conditions/flu/symptoms-causes/syc-20351719) – website     - [Tuberculosis article](https://www.mayoclinic.org/diseases-conditions/tuberculosis/symptoms-causes/syc-20351250) – Website     - [Whooping cough article](https://www.mayoclinic.org/diseases-conditions/whooping-cough/symptoms-causes/syc-20378973) – website     - [Ringworm article](https://www.mayoclinic.org/diseases-conditions/ringworm-body/symptoms-causes/syc-20353780) - website   Reading an Infographic Materials   * Infographics   + [Covid infographic](https://drive.google.com/file/d/1Dkm0qoYb3Wz6K-qEuSuNCDn78ap6Qd_E/view?usp=sharing) – PDF document   + [Flu infographic](https://drive.google.com/file/d/1KnxUWt56sXlWlgtQvkFNg4rvKfuyp4yW/view?usp=sharing) – PDF document   + [Whooping cough infographic](https://drive.google.com/file/d/1cEsK-aYpQ1jdD35ifMXYkj7HElNAugho/view?usp=sharing) – PDF document   + [Shigella infographic](https://drive.google.com/file/d/1QUkaY-uIqBWbnknNn6PVOOJ0MeJVU5lp/view?usp=sharing) – PDF document   + [E. coli infographic](https://drive.google.com/file/d/1HaNH9UhXE64OWNh_SjUnYAZzfSzlCQE-/view?usp=sharing) – PDF document   + [Conjunctivitis infographic](https://drive.google.com/file/d/1Ge9y5i43pY5iL19NiSo9Wuc5qe9rqqLW/view?usp=sharing) – PDF document * Discussion Questions   + [Infographic Discussion Questions](https://docs.google.com/document/d/1UE7Eava6Bn5HVu0M_fq_nK2T_xkGhpTU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * Presentation   + [How to Create a Brainstorming Web](https://docs.google.com/presentation/d/19miRGF3WgPMQNFStYMRCAKLtht9SqGtC/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) - PowerPoint   Infection Web Activity Materials   * [Infection Web Activity](https://docs.google.com/document/d/1OuBeZjIX0OuQcXZKl0ylyxJW-0ibsM6U/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document * [Random Number Generator](https://www.calculator.net/random-number-generator.html) - website   Writing an Informative Article Materials   * [How to Write an Informative Article](https://docs.google.com/presentation/d/1WRALwckx2iB3KJ85eyngt8jxOLJPbzdg/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – PowerPoint   Public Service Announcement Materials   * [PSA Example1(professional)](https://www.youtube.com/watch?v=HlS2kC2he_o) – YouTube video * [PSA Example 2 (student-created)](https://www.youtube.com/watch?v=FJ3aohm-6_Y) – YouTube Video * [Public Service Announcement Directions](https://docs.google.com/document/d/1jNOYqAE2h-CkDlKXK-j5r4B6jDDrggNq/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document   Evaluation/Reflection Materials   * [Infection Web Map and Reflection](https://docs.google.com/document/d/1i4skLBaz5qBo_5i6uFbZEgw7Y8No8IgD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true) – Word document | | | |
| **Lesson Activities:**  Day 1   * Introduction   + Students explore the concept of infection through their own personal experiences and observations through either journaling ([Journaling](https://docs.google.com/document/d/1EuHZN7V5G3Fo3q-rUJB0x8mPAnBtP5lS/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))or drawing ([Drawing](https://docs.google.com/document/d/1tpfwR3I2kQwEKWY8LxItFCxRWO18rNhe/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). These activities encourage students to write about or illustrate an instance when they were sick and also consider disease prevention in terms of COVID. Once students have completed these reflections, the students can share their experiences and observations with the class. The instructor should highlight connections and patterns in students’ responses. * Key Vocabulary Presentation   + Vocabulary presentation     - Instructor shows PowerPoint of key vocabulary ([Infection Vocabulary Presentation](https://docs.google.com/presentation/d/1F1NU8XxX6RlBfJ_JGLk5eDV2XPkb_jvB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students can receive their own copy of the vocabulary list ([Infection Vocabulary List](https://docs.google.com/document/d/1jap3TUWU4UnBvJe2RNqPbfmRfC61fqw5/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Vocabulary practice     - Students complete matching worksheet ([Vocabulary Matching Worksheet](https://docs.google.com/document/d/1X-nYMoyRQGTvqNvanTFtkm1H9c27ZNLD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))     - Instructor formatively assesses students as a whole group on vocabulary knowledge using vocabulary practice PowerPoint as “flash cards”([Infection Vocabulary Practice](https://docs.google.com/presentation/d/1umWIJiMepuPx17K82h19WytvUUI1MvMf/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); inaccuracies and misconceptions are clarified by the instructor * Reading Presentation   + Group presentation     - Students read a reading passage on infection via PowerPoint presentation together as a group ([Infection Reading Presentation](https://docs.google.com/presentation/d/1vhNTA2qADHeTa-CQH64r8_Hi4-XotP1S/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true))   + Reading Practice     - Students are assigned partners, and practice reading the text, alternating sentences. ([Infection Text](https://docs.google.com/document/d/1n98fWMx2CYq-I4MXT9THBDtLW0RDOvIa/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Reading Content Practice   + Students are to complete a true/false activity on the infection text ([True/False Infection Statements](https://docs.google.com/document/d/1mj6I3VuWSmPXLk2Fy4UEmYKV0Ni1-tbB/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students are to read each statement and decide whether the statement is true or false. Then they are to quote a line from the text that supports their claim. The instructor should model the example and perhaps the first one or two statements. Then students can complete the rest of the statements individually or in partners.   + Students are to complete an internet research activity ([Infection Type Research](https://docs.google.com/document/d/1Fk5hAMbFLpkYTHZIgsasMIANvqqMiRvJ/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) on classifying different types of infections. The students can be divided into groups of three or four students to complete this activity. The students must look up the listed infections online and determine which of the nine boxes the infection should go in. To make this selection, students must determine the type of pathogen that causes the infection and how it spreads. The instructor should model one or two examples with the class before letting the students work on it on their own.     - Note: A given infection may be placed in more than one box. For example, recent evidence suggests that COVID-19 may be spread by both droplets and the air. The goal of this assignment is not that the students get each infection 100% correct, but rather that it fosters the spirit of inquiry and encourages students to be self-efficacious in finding out information for themselves.   Day 2   * Review   + Go over vocabulary flashcards ([Infection Vocabulary Practice](https://docs.google.com/presentation/d/1umWIJiMepuPx17K82h19WytvUUI1MvMf/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) with students as a group to assess vocabulary retention from previous day * Reading a Thermometer   + Instructor shows the students a presentation on how to read a thermometer ([How to Read a Thermometer Presentation](https://docs.google.com/presentation/d/1PjEqCunjBKEuH8KIvKXvWIgCndmKASMp/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)).   + Students complete the “Is This a Fever?” worksheet ([Is This a Fever? Worksheet](https://docs.google.com/document/d/1NUod6KdGgTXjhPhckxWC8y2jwFKI8XU5/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). For this activity, students must classify each temperature reading as normal, slightly above normal, or a fever. Students may complete this activity individually or in partners.   + Students practice reading thermometers ([Reading a Thermometer Practice](https://docs.google.com/document/d/1CJtWmDK5Mki1NwR4LYN6NwkMHKtqbTIY/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) individually or in partners. * Contextualized Grammar   + Instructor shows the students a presentation on first conditionals ([1st Conditionals Presentation](https://docs.google.com/presentation/d/1_3O9Mats9ynF20PMwe6O2xGcFhwLuSAi/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)).   + Students complete a first conditional practice activity ([1st Conditionals Practice](https://docs.google.com/document/d/1Gem7B6jlCKmXrq3RMY1VUT1I-Nqk3JxH/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) in which students have to complete the sentences by either providing the missing result or condition.   + Students are to select one of five internet articles to read about an infectious disease ([E. coli article](https://www.mayoclinic.org/diseases-conditions/e-coli/symptoms-causes/syc-20372058), [Influenza article](https://www.mayoclinic.org/diseases-conditions/flu/symptoms-causes/syc-20351719), [Tuberculosis article](https://www.mayoclinic.org/diseases-conditions/tuberculosis/symptoms-causes/syc-20351250), [Whooping cough article](https://www.mayoclinic.org/diseases-conditions/whooping-cough/symptoms-causes/syc-20378973), or [Ringworm article](https://www.mayoclinic.org/diseases-conditions/ringworm-body/symptoms-causes/syc-20353780)). Then the students are to write five *accurate* first conditional sentences based on what they read. Students may complete this activity individually, in partners, or in small groups.     - It is important for the instructor to provide feedback not only on the form of the first conditional sentences, but also on the factual meaning of them. Students may come up with sentences such as “If you don’t wear a mask, you will get COVID” or “If you eat healthy foods, you will not get sick”. These sentences are correct in form, but are not factually correct. However, they provide great “teachable moments” on clarifying what these sentences mean, and they also provide an opportunity for the instructor (or other classmates) to provide suggestions to make these sentences more accurate. * Infographic Webs   + In preparation for an infographic discussion students will take part in, the instructor first will model the activity. The instructor will lead a discussion on a COVID infographic ([Covid infographic](https://drive.google.com/file/d/1Dkm0qoYb3Wz6K-qEuSuNCDn78ap6Qd_E/view?usp=sharing)), using these discussion questions as a guide ([Infographic Discussion Questions](https://docs.google.com/document/d/1UE7Eava6Bn5HVu0M_fq_nK2T_xkGhpTU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)).   + The students will then be divided into groups of 3-4. Each group will be assigned a different infographic ([Flu infographic](https://drive.google.com/file/d/1KnxUWt56sXlWlgtQvkFNg4rvKfuyp4yW/view?usp=sharing), [Whooping cough infographic](https://drive.google.com/file/d/1cEsK-aYpQ1jdD35ifMXYkj7HElNAugho/view?usp=sharing), [Shigella infographic](https://drive.google.com/file/d/1QUkaY-uIqBWbnknNn6PVOOJ0MeJVU5lp/view?usp=sharing), [E. coli infographic](https://drive.google.com/file/d/1HaNH9UhXE64OWNh_SjUnYAZzfSzlCQE-/view?usp=sharing), or [Conjunctivitis infographic](https://drive.google.com/file/d/1Ge9y5i43pY5iL19NiSo9Wuc5qe9rqqLW/view?usp=sharing)). Students will facilitate their own discussion using the discussion questions ([Infographic Discussion Questions](https://docs.google.com/document/d/1UE7Eava6Bn5HVu0M_fq_nK2T_xkGhpTU/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). The instructor can assign (or students can decide) different roles for the group members: one student asks the questions, one student records the answers, one student make sure everyone participates in the discussion, and one person keeps the group on task or manages the time, etc.   + The instructor demonstrates how to turn the information from the infographic into a brainstorming web ([How to Create a Brainstorming Web](https://docs.google.com/presentation/d/19miRGF3WgPMQNFStYMRCAKLtht9SqGtC/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Students then will create their own brainstorming web based on their group’s infographic. Students may work with their groups or complete this task individually. A template for the web has intentionally not been provided because different infographics may lend themselves to different organization structures. Also, students are free to create the webs on paper or make them digitally (there are some free mind map makers available online).     - Note: This activity helps students to internalize how topics, main ideas and details are organized. This activity is also a setup for a writing activity in Day 3.   Day 3   * Review   + Students read the text in partners to refresh and reinforce the content ([Infection Text](https://docs.google.com/document/d/1n98fWMx2CYq-I4MXT9THBDtLW0RDOvIa/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)) * Infection Web Activity   + Students are to model how infection spreads through this activity (this activity only works well with a class size ideally of at least 12-15 students). Each student is to be assigned a number (one through the total number of students in the class). The instructor will use a random number generator to select a number ([Random Number Generator](https://www.calculator.net/random-number-generator.html)), but the instructor will NOT reveal which number was generated to the students. The number generated will indicate which student is the source of an imaginary infection (in other words, this student has an infection, and all the other students do not). Then the instructor will orchestrate a series of interactions among the students. Students will be instructed to “meet” with another student in the class. For everyone’s safety, this meeting should consist of a wave, bow, or conversation (not actual contact through shaking hands). For students meeting virtually, this meeting could be through a breakout room (which symbolizes an actual face to face meeting). Students are to record the number assigned to the student they meet with on a worksheet ([Infection Web Activity](https://docs.google.com/document/d/1OuBeZjIX0OuQcXZKl0ylyxJW-0ibsM6U/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). Then each student is to “meet” with a different student; the students are to record not only the number assigned to the student they are meeting with, but also the numbers assigned to the students whom the partner met previously. Continue this process for 4-5 interactions. (Smaller classes may have only 3-4 interactions). Once all the interactions are complete, the instructor reveals the number of the student who is the source of the imaginary infection. Students then look at their recording paper to see if that student’s number is on their paper. If it is, they have been infected. The instructor can ask students to raise their hand if they have been infected so that a count can be taken of how many students in the class have been infected. Students can then complete the reflection questions on the back of the worksheet.     - Note: Clear communication is key to the success of this activity. It is important for the instructor to explain the instructions very clearly or else students may be confused. Also, the instructor needs to utilize sensitivity in explaining the purpose of this activity – that the intent of this activity is to create a model and that the student who is identified as the source of the infection is not actually sick. It may be helpful to make up a whimsical, imaginary illness instead of using a real one which may have a stigma or strong feelings attached to it (unless the instructor is prepared to open that door and have those discussions). Also, if the instructor fears that students may be uncomfortable being named as the source of an infection (though imaginary), the instructor can participate in the activity and assign themselves as the source, but just not tell students beforehand so it will be a surprise.     - Note: This model is very simplistic and does not capture the full nuances of reality. For example, for most illnesses, not everyone exposed to a person who is sick will get sick. This may be a discussion instructors want to have with more advanced students. The instructor can also lead a discussion about other hypotheticals in the model. For example, if certain students assigned certain numbers had utilized some protective measures against the illness (e.g., vaccination, masking, social distancing), how would that affect the number of students in the class who got infected? * Infographic Writing Activity   + This activity is a follow-up activity to the infographic brainstorming web from Day 2. The instructor will demonstrate how to use the brainstorming web from Day 2 to create an informational article on an infectious disease ([How to Write an Informative Article](https://docs.google.com/presentation/d/1WRALwckx2iB3KJ85eyngt8jxOLJPbzdg/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)).   + Students will then utilize their brainstorming webs from Day 2 to create their own informative article about an infectious disease.     - Note: Infographics were selected as the original source material for this writing assignment because often when students do research, they may be inclined to copy who sentences verbatim (whether intentional or not). Because the infographic presents information in short phrases (and if not, the students have to put the information into short phrases in the brainstorming webs), students are compelled to fill in the blanks with their own original grammar constructions to complete the writing assignment. Thus, this activity is a scaffolding exercise for future writing assignments that involve synthesizing information from full texts and multiple sources. * Public Service Announcement   + Students are to work in their infographic discussion groups to create a public service announcement (PSA) about the infectious disease on their infographic. The PSA must meet all the guidelines in the instructions ([Public Service Announcement Directions](https://docs.google.com/document/d/1jNOYqAE2h-CkDlKXK-j5r4B6jDDrggNq/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)). It may be helpful to share with students these examples of PSAs ([PSA Example1(professional)](https://www.youtube.com/watch?v=HlS2kC2he_o) and [PSA Example 2 (student-created)](https://www.youtube.com/watch?v=FJ3aohm-6_Y)). Encourage students to assign their own roles to individuals in the group. Once the students have completed their PSA, they can present it to the class. Encourage the audience members to provide feedback on the PSAs presented with regards to which aspects of the PSA were the most effective. * Evaluation/Reflection   + Students complete the infection web map([Infection Web Map and Reflection](https://docs.google.com/document/d/1i4skLBaz5qBo_5i6uFbZEgw7Y8No8IgD/edit?usp=sharing&ouid=109937762497069049407&rtpof=true&sd=true)); students complete the reflection questions on the second page. Afterwards, students can share their maps and responses with the class in the manner of their choosing. | | | |
| **Learners vary in the way that they react to and grasp information that is presented to them. Click on** [**Multiple Means of Representation**](https://udlguidelines.cast.org/representation) **to explore ways that you can provide options for representing content and explain how you are including this below:**   * Alternatives for auditory information are frequently provided in the form of written text and pictures. * Written texts are intended to be read allowed for auditory processing. * Key vocabulary is pre-taught. * Written concepts are explained visually in the texts through the reading presentations. * Fly-ins are used in slide presentations to direct the learners’ attention to specifically-ordered stimulus. * Students are given explicit instruction on grammar constructions that are relevant to the topic at hand. * The variety of activities and topics on the theme of infection allows for extensive repetition of major concepts and vocabulary in different ways. * For performance tasks that are presented to the class, students can have the option of doing a live presentation or a recorded presentation. Students can also utilize different technologies (Google docs/slides, videos etc.) to share their work with the class. * Specifically for the PSA activity, in addition to students being able to decide if they want to present the PSA live or recorded, they can also choose how they want to integrate different modalities into the presentation. | | | |
| **Performance Tasks:**   * Performing internet research on the sources of infections and how infections spread * Reading a glass thermometer * Working in groups effectively to facilitate a discussion * Creating a model on how infectious diseases spread * Writing an informative article about an infectious disease * Creating a public service announcement about an infectious disease * Completing numerous scaffolding practice worksheets and activities | | | |
| **Learners best express what they know in different ways. Click on** [**Multiple Means of Action & Expression**](https://udlguidelines.cast.org/action-expression) **to explore ways to offer options for learners and explain how you are doing this below:**   * The infection web activity gets students out of their seats and interacting with other students to create a model for understanding how infections spread. * The PSA activity allows students to use creativity to demonstrate their knowledge of infections. It also lets students show an example to demonstrate their knowledge as opposed to having to state definitions or provide other closed-ended information. * Learners can use heavily scaffolded materials or not. * Students are given options to learn concepts as a whole class, small groups, partners, or individually, with each option providing different levels of support. | | | |
| **Notes:**   * This infection unit utilizes a Concept-Based Instruction methodology; as such, content objectives and language objectives are equally stressed and reinforce one another. * Scaffolding is key for this unit to work. The goal of Day 1 is to establish and expand upon the student’s schema of the concept of infection; the instructor elicits what the student already knows about the topic, and the student reads a non-authentic text specifically designed for ELLs in order to further develop the student’s schema in a non-threatening way. Day 2 and 3 then present applications for this schema, culminating in the PSA activity, in which the student gets the opportunity to synthesize information from throughout the unit and demonstrate topic mastery. * *Students (and instructors) may have strong feelings about vaccination, especially with regards to COVID vaccination. However, the goal of this unit is not to persuade students to think one way or another, but instead it is to present factual information to the students and give the students the tools they need to find factual information on the subject and to understand what they are reading so that they are empowered to make their own decisions. Instructors and students are certainly free to express personal viewpoints, but a classroom culture should be fostered such that viewpoints are not expressed in an antagonizing or domineering manner.* | | | |