The Hot Zone
A Sophomore Experience

Donna Harvey, Social Studies
Bari Boisvert, English
Elizabeth Richardson, Science
What is The Sophomore Experience?

Sophomores are grouped into “pods” of integrated teams where English, Social Studies, and Science curricula are blended into interdisciplinary units throughout the year. Within this small learning community model, teachers have complete autonomy over the daily teaching schedule and instructional groupings of students. This autonomy provides opportunities for teachers and students to be grouped flexibly, according to daily learning and teaching needs. Because the small learning community shares a large amount of common time, the flexibility to address daily learning and teaching needs may take many forms, including, but not limited to, periods for sustained silent reading (SSR), advisory, honors instruction, enrichment opportunities, academic intervention, and community-building activities.
Core Courses (4 Credits)

Each Sophomore Experience student has the potential to earn credits for:

Social Studies (Your Government, Your Money) 1 Credit
Sophomore English 1 Credit
Science (Biology) 1 Credit

Sophomore Seminar –
Reteach and Enrich
1 Credit
Advisory .25 Cred
Essential Questions

*Social Studies:* How does our government respond to large scale emergencies? What is the economic impact of large scale emergencies? (Honors)

*English:* Where is there a place for science in literature? How does the voice of a piece of literature make it accessible to all readers?

*Biology:* How do pathogens evolve? What can be done to limit the impact of disease on a population?
Competencies

**Social Studies:**

1. **Civics & Government:** Demonstrate knowledge of the nature, role and fundamental ideals of government.

2. **Economics:** (Honors only) Demonstrate knowledge of the individual’s role in the economy, how decisions they make affect the economy, and how the economy affects them on both a domestic and global front.

3. **Application of Social Studies Skills:** Demonstrate the ability to analyze and synthesize primary and secondary sources to develop ideas, make logical inferences and support arguments with evidence. Demonstrate the ability to create written products that are appropriate to task, purpose and audience.
Competencies

*English:*

1. **Reading and Word Knowledge:** Use a variety of strategies to unlock meanings of unfamiliar words in context, use words appropriately, and acquire vocabulary appropriate to grade level.
2. **Reading Comprehension:** Demonstrate understanding of literary and informational texts through the use of critical thinking, knowledge of literary terms and connections.
3. **Writing:** Use the revision process to write for a variety of purposes and audience with appropriate form, voices and mechanics.
4. **Oral Communication:** Use a variety of strategies and digital media to communicate ideas appropriate to the speaker’s purpose, audience, and make connections.
Competencies

*Biology:*

1. **Cause and Effect:** Demonstrate the ability to investigate, explain and evaluate potential causal relationships by using evidence to support claims and predictions about the mechanisms that drive those relationships.

2. **Nature of Science:** Demonstrate the ability to work collaboratively and individually to generate testable questions or define problems, plan and conduct investigations using a variety of research methods in various settings, analyze and interpret data, reason with evidence to construct explanations in light of existing theory and previous research, and effectively communicate the research process and conclusions.
21st Century Learning Expectations

1. *Creatively Solve Problems:* Demonstrate a proficiency in problem solving and critical thinking skills

2. *Respectibly Use Information:* Demonstrate a proficiency to effectively and ethically find and use information

3. *Self-Manage Learning:* Demonstrate responsibility, intelligent risk-taking, effort, and initiation for one’s own learning
1. The Hot Zone by Richard Preston


   127 min - Action|Drama|Horror - March 1995 (USA)
Hook and Entry Activities

The Hot Zone Book Trailer  [https://www.youtube.com/watch?v=wNzoAozE6lE](https://www.youtube.com/watch?v=wNzoAozE6lE)


Swapping Fluids Lab

Ebola Today

Reston Presentation

Numb3rs Episode: Season 1 Episode 3 “Vector”

Government Agencies Introduction
Formative Tasks

Challenge Letter

Task Definition:
What do you know?
What question will drive your research?
What do you need to know?

Contagion Symptoms

The Spread of Pathogens POGIL
Summative Tasks

Emergency Response Plan (individual)

Presentation (group)
### Rubric: Sample

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Basic Proficiency</th>
<th>Limited Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze how organizations work together for the health and safety of the public</td>
<td>Explain the roles that various government organization would play</td>
<td>Include specific organizations that would be involved in the government's response</td>
<td>Describes the government's response in an emergency</td>
</tr>
</tbody>
</table>

1. Demonstrate knowledge of the nature, role and fundamental ideals of government.
Extensions

Current Events Analysis

Dialectic Journal

Science Videos
Additional Resources

Ebola - The Plague Fighters (NOVA-PBS)

We Heard the Bells: The Influenza of 1918

Influenza of 1918 in NH:
  Exeter Historical Society in New Hampshire
  New Hampshire The Great Pandemic The United States in 1918-1919
  New Hampshire in 1918: The Spanish Influenza Epidemic Cow Hampshire
Contact Information

Donna Harvey-Moseley
dharvey@sau17.org

Bari Boisvert
bboisvert@sau17.org