Columbus City Schools
English Language Arts Curriculum
Writing

Course/Grade Writing Grade 10	Text Type Informational/Explanatory (19 days)

Writing: Text types, responding to reading, and research The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the reading-writing connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document. (CCSS, Introduction, 8)
Informational/Explanatory Informational/explanatory writing conveys information accurately. This kind of writing serves one or more closely related purposes: to increase readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept. Informational/explanatory writing addresses matters such as types (*What are the different types of poetry?*) and components (*What are the parts of a motor?*); size, function, or behavior (*How big is the United States? What is an X-ray used for? How do penguins find food?*); how things work (*How does the legislative branch of government function?*); and why things happen (*Why do some authors blend genres?*). (CCSS, Appendix A, 23)
Expectations for Learning Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout the Common Core State Standards document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research. To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section. (CCSS, Introduction, 4)

Strands/Topics
Standard Statements
 	
Reading Informational Text/Key Ideas and Details
  1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined

by specific details; provide an objective summary of the text.

Reading Informational Text/Craft and Structure

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Reading Informational Text/Integration of Knowledge and Ideas

7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Reading Literature/Key Ideas and Details

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Reading Literature/Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Writing/Types and Purposes

2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    a. Introduce a topic: organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Writing/Production and Distribution of Writing

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's

capacity to link to other information and to display information flexibly and dynamically.

Writing/Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard form t for citation.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   b. Apply grades *9-10 Reading standards* to literary nonfiction (e.g., Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.)

Speaking and Listening/Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. Propel conversations by posing and responding to question that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Speaking and Listening/Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language Standards 1 and 3 for specific expectations.)

Language/Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
   b. Uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Language/Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and

> to comprehend more fully when reading or listening.
> a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.

Instructional Strategies

Note to Teachers *The lessons in this curriculum are designed to assist in teaching research writing. At the conclusion of these lessons, the students will submit a completed research paper and multimedia presentation. Moreover, it is left to the discretion of the classroom teacher to include additional days of instruction as needed to better reinforce the skills embedded in the suggested lessons.*

Day 1: In Progress Skills: Pre-writing; gaining understanding of the broad research topic

Begin by having the students do a Sides Debate using the following prompts: 1) The U.S. government should regulate the consumption of fast food for people under the age of 18. 2) The U.S. government should contribute more money to international health issues, such as combating HIV/AIDS, malaria, and malnutrition. (For instructions on conducting a Sides Debate, see p.11.)

Days 2 and 3: In Progress Skills: cause/effect; paraphrasing

Analyzing nonfiction text to gain perspective about the research topic; identifying author's purpose;

Ask the students to read "Making History with Vitamin C" in Prentice Hall's *Literature* (168-176). Instruct the students to scan each paragraph for one main idea, and have them paraphrase the main ideas in their own words. Using the students' paraphrased writings, engage them in a discussion of the text. Encourage additional in depth discussion by asking students to consider the following: How does the theme of this essay connect with the idea of global health (a human welfare issue)? What is the authors' main purpose for writing this essay? Why was scurvy such a problem during the Age of Discovery? Explain the effect Captain Cook's shipboard dietary policies had on his voyages in the 1770s.

Day 4: In Progress Skills: Brainstorming ideas for research; speaking and listening; using discussion (Socratic Seminar) as brainstorming and prewriting

Partners for Health activity:
1. Walk around the room and have each student randomly pick a Global Health Issue Card. (See pp. 12 - 14.)
2. Explain to the students that each card has either a fact about the scope of a global health issue or a solution to that global health issue.
3. After everyone has picked a card, have each student read his/her card aloud, in random order.
4. Have students walk around the room and find their "partner" (the person who has the accompanying scope or solution to their global health issue).
5. Distribute the handout *Partners for Health Questions* (p. 15) and instruct the pairs of students to brainstorm answers to the questions for a few

minutes. Have them write their answers on a sheet of paper.
6. After the students have completed the discussion questions, call on each pair to read their health issue fact and solution aloud (together) to the class.
7. Bring the class back together and prepare the students to participate in a Socratic Seminar. Guidelines and instructions for conducting a Socratic Seminar can be found here: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html. Explain the basic rules of the discussion; allow students to establish other discussion norms for the seminar. For their seminar prompt, have students answer this question: What common trends emerged from your responses to the *Partners for Health Questions* that highlight the connection between health and other global human welfare issues (poverty, population, education, governance, environmental damage, etc.)? Encourage students to conduct cursory research using the websites found at www.infohio.org or other credible internet sources.

Days 5 and 6: In Progress Skills: Identifying symbolism and allegory; drawing conclusions; gaining understanding of theme

Have the students read "The Mask of the Red Death" in Prentice Hall's *Literature* (372 – 380). Utilize the suggested activities and instructional strategies as presented in the Teacher's edition of the textbook. Include a discussion that connects the text to a global health problem.

Day 7: In Progress Skills: Beginning research (choosing a topic; narrowing research focus)

Use the *Writing and Grammar* text (Chapter 12, 244-245) to explain and discuss research writing. Explain to students that the type of research they will be conducting will be a documented (or expository) essay that will require them to utilize and cite multiple sources for the information they will be presenting and explaining. Refer to pp. 270-271 of the text to review the general format for a documented essay.

Introduce students to the prompt.

> **Prompt: After researching informational texts on health crises, select a contemporary health issue and write an essay that explains the nature and extent of the issue and the various proposed and/or actual solutions to the problem. What conclusions can you draw about the success of the efforts to address this health crisis? Cite at least three sources, pointing out key elements from each source. L2 In your discussion, address the credibility and origin of sources in view of your research topic. L3 Identify any gaps or unanswered questions. Include an annotated bibliography and a works cited page.**

To provide additional help for students, the teacher (using the theme of human welfare) may use the brainstorming activities outlined in "Strategies or Generating Topics" (Chapter 12, 250) of the text. Students should have a more specific idea for their research papers by Day 7.

At this stage in the writing process, students should develop a topic for research

Day 8: In Progress Skills: Beginning research (evaluating web and print sources)

Review the students' research topics by allowing them to briefly share (either in small groups or whole group) their topics and the general information which they have begun to discover. Next, review Section 12.2 of the *Writing and Grammar* text ("Narrowing Your Topic" and "Considering Your Audience and Purpose"). Additionally, these students may be referred to the "Gathering Information" section of the *Grammar and Writing* text (Section 12.2).

Remind students that as they begin to do more research about their topics, they will discover a variety of sources; however, not every source will be a good one to use for their research essay. Thus, it imperative to review each source carefully for comprehension and to evaluate it to determine its validity. One tool to do this is the annotated bibliography. Refer to the Purdue Online Writing Lab worksheet about annotated bibliographies (found here: http://owl.english.purdue.edu/owl/resource/614/01/) as a guide for instructing students about the purpose and format. Further, provide them with an example (which may be downloaded here: http://owl.english.purdue.edu/owl/resource/614/3/). Lastly, have students use three sources to construct an annotated bibliography. This piece of writing is to be submitted as part of the Writing Portfolio at the conclusion of the 2nd grading period, and may be used by teachers as a means of evaluating students' progress in the research writing process.

For students who may need further assistance in evaluating sources for the annotated bibliography, teachers may refer them to the Evaluating Sources worksheet (found here: http://gethelp.library.upenn.edu/PORT/evaluate/worksheet.html).

> **At this stage in the writing process, students should begin conducting basic research about their topic, and use three of their sources to construct an annotated bibliography.**

Day 9: In Progress Skills: Beginning research (using MLA to cite sources and create works cited pages); taking research notes

Refer to Section 12.2 in the *Writing and Grammar* text ("Take Organized Notes") and review with students the process for creating source cards and note cards for research. To further help students with the creation of their source cards, provide them with the following web resource about MLA format: http://owl.english.purdue.edu/owl/resource/747/02/ . Lastly, remind students to keep notes of the sources cited in the research paper because they will need to be included in the Works Cited page at the end of the paper. Guidelines for creating a Works Cited page may be found here: http://owl.english.purdue.edu/owl/resource/747/02/. In either small groups or a large group, have students refer to their resources and begin creating source cards. Remind them to use the text and website resources for guidance and examples. For students who may be challenged by this stage of the writing process, the teacher may collect the note and source cards in order to provide feedback.

> **At this stage in the writing process, students should conduct more specific research about their topic and begin to organize their findings.**

Day 10: In Progress Skills: Drafting (creating an outline; creating and evaluating claim statements)

Refer to Section 12.3 in the *Writing and Grammar* text ("Drafting"). Review and discuss the various types of organizational strategies for outlines and research papers. Have students decide upon a type of organization that works best for their research topic, then discuss and explain outlining for the research paper (the "Prepare an Outline" section). To assist students in outlining, the following sample template may be used:

- **Introductory Paragraph**— Define human welfare in your own words. Explain why the concept of human welfare is important for all members of the human race. End with a claim statement.
- **Section #1**—Provide basic background information on your topic. Some questions that should be answered in the research include the following: What is the nature of this health issue? Who is affected by it?
- **Section #2**—Explain what has been done to address this health problem to date. problem?

Has there been an actual solution to solve this
- ■ **Section #3**—Focus on the results of this solution (remember that it may not be resolved). Evaluate whether the solution has been successful. Identify and explain what work is still left to be done.
- ■ **Concluding Paragraph**—Examine the universality of the topic researched. What is the impact on the world community?

Explain to the students that due to the nature of this assignment, it could be extended beyond the normal five paragraph essay format (i.e. each section may consist of more than one body paragraph).   Use the *Writing and Grammar* text (Section 3.3 "Paragraphs in Essays and Other Compositions") to help students better understand the outline structure and how to compose a claim statement (referred to in the text as a thesis statement). Review the sample claim statements, and ask the students to construct a claim statement based upon their research topic. For students who may need more instruction about writing a claim (also called a thesis) statement, the Purdue OWL site may be used as an additional resource. The site can be accessed here: http://owl.english.purdue.edu/owl/resource/545/01/. Encourage students to begin their research writing by focusing on creating a good outline and claim statement. If necessary, to check student progress or assist students who are especially challenged by the process, the teacher may collect, review, and provide feedback on the outlines and claim statements.

   At this stage in the writing process, students should begin using the results of their research to develop an outline and begin drafting the essay.

Days 11 - 12: **In Progress Skills: Establishing a writer's seminar for feedback; drafting—avoiding plagiarism (integrating direct and indirect quotes into body paragraphs); sentence variety, comma usage**

Prepare the students for small grou writers' seminars by explaining that this activity allows them to utilize peer feedback to help them better analyze and improve their own writing. As they review their peers' writing, they should focus on giving praise, asking relevant questions, and providing suggestions for polishing or improving each other's writing. Have students practice a writers' seminar by reviewing the sample research paper found in Section 12.7 of the *Writing and Grammar* text. As students read the sample paper, have them assess it using the Rubric for Self-Assessment (found in Section 12.6 of the text).   fter students have had an opportunity to assess a sample essay, discuss their responses. The teacher may also, during the discussion, highlight the manner in which the sample essay provides elaboration through summary, paraphrasing, and the use of direct quotations. Encourage students to refer to this example as a guide as they begin work on the first draft of their essay.

To further assist students to becom Proofreading" 264) for guidance. A more adept at peer editing, the teacher may refer to *Writing and Grammar* (Section 12.5: "Editing and ditionally, the teacher may use specific sections of the text [e.g. Sections 21.2 ("Sentence Combining"), 21.3 ("Varying Sentences"), 21.4 ("Avoiding Sentence Problems"), and 28.2 ("Commas")] to reinforce grammar skills and to help students recognize common mistakes in writing.

At the conclusion of the writers' seminar, refer to the *Writing and Grammar* text (Section 12.3 "Providing Elaboration") to discuss how to summarize, paraphrase, or use direct quotations in research writing in order to avoid plagiarism. Remind students of the importance of citing their sources in an MLA works cited page. If needed, Section 3.1 in the text ("Writing Effective Paragraphs") may be used to assist students needing reinforcement in constructing the body paragraphs of their research paper

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> **At this stage in the writing process, students should continue developing a first draft.**
>
> <u>Day 13:</u> **In Progress Skills: How to present knowledge and ideas (introduction of the multimedia phase of research)**
>
> Explain to students that the final portion of this assignment involves an oral, multimedia presentation of their research. Moreover, explain that the presentation is not simply a retelling or reading of their research essay, but it should be a brief (3 to 5 minute), informative, and emotionally appealing Public Service Announcement (PSA) that highlights only the most important aspects of their research. Introduce students to the concept of PSAs by reviewing and discussing Section 8 ("Persuasion: Advertisement") and section 8.3 ("Drafting") in the *Writing and Grammar* text. In a whole group, have students brainstorm about some PSAs they have seen on television or heard on the radio. Lead students in a brief discussion about the topics advertised in these PSAs and the techniques which made them effective. If needed, to further assist students prepare for the multimedia presentation, the teacher may refer to p. 273 of the *Writing and Grammar* text: "Media and Technology Skills."
>
> Distribute and review the Public Service Announcement (PSA) Scripting Template. Explain to students that they should use this to brainstorm and organize ideas for their PSAs.
>
> **At this stage in the writing process, students should continue developing a first draft.**
>
> <u>Day 14:</u> **In Progress Skills: [Writers' seminar] Revising a draft (the 3'C's—clarity, coherence, and citations)**
>
> Have students get into writers' seminar groups and use the "Rubric for Self-Assessment" (found in Section 12.6 of the text) to peer review each other's research drafts. Remind students to make use of the feedback they have been given and to utilize the self-assessment rubric in revising their final draft (due on Day 19, along with a copy of their first draft).
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> **At this stage in the writing process, students should use peer feedback to revise their first drafts and begin developing a final draft.**
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> <u>Days 15 - 16:</u> **In Progress Skills: Speaking and Listening (presenting research), developing a final draft**
>
> Students will work on their PSA presentations and/or the final drafts of their papers.
>
> **At this stage in the writing process, students should continue revising their final draft.**
>
> <u>Day 17:</u> **In Progress Skills: Speaking and Listening (presenting research)**
>
> Students will begin their PSA presentations. Encourage students to be attentive audience members, and allow for a brief question and answer

session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Teachers may use the PSA Multimedia Project Assessment Rubric to grade the student presentations.

At this stage in the writing process, students should continue revising their final draft.

Day 18: In Progress Skills: Speaking and Listening (presenting research)

Students will continue their PSA presentations. Encourage students to be attentive audience members, and allow for a brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Teachers may use the PSA Multimedia Project Assessment Rubric to grade the student presentations.

Day 19: In Progress Skills: Speaking and Listening (presenting research)

Students will conclude their PSA presentations. Encourage students to be attentive audience members, and allow for a brief question and answer session at the end of each presentation as needed to clarify any concerns not addressed in the presentation. Students will also submit both the first and final drafts of their research essay.

Instructional Resources
- Conducting a Socratic Seminar: http://www.ehow.com/how_7671255_conduct-socratic-seminar-classroom.html
- The Purdue Online Writing Lab (OWL): http://owl.english.purdue.edu/
- The Purdue Online Writing Lab (Annotated Bibliographies): http://owl.english.purdue.edu/owl/resource/614/01/
- Evaluating Sources Template: http://libguides.calvin.edu/content.php?pid=97256&sid=1470633
- Evaluating Sources Guide: http://gethelp.library.upenn.edu/PORT/evaluate/worksheet.html
- Prezi online Presentation software: www.prezi.com
- "Spotting websites you just can't trust" (guidelines for evaluating internet sources): http://files.solution-tree.com/pdfs/Reproducibles_TTiG/spottingwebsites.pdf
- "PSA Scripting Template": http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_scriptingtemplate.pdf
- "Assembling Your PSA": http://files.solution-tree.com/pdfs/Reproducibles_TTiG/Online_Only/assemblingyourpublicserviceannouncement.pdf
- PSA Video scoring rubric: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_videoscoring.pdf
- PSA Power Point Slide scoring rubric: http://files.solution-tree.com/pdfs/Reproducibles_TTiG/publicserviceannouncement_powerpoint.pdf

Integration of Knowledge and Ideas (Strategies for Diverse Learners)

- Introduction to Research Writing: Writers in Action video (*Writing and Grammar* online text)
- Pre-writing Topic Generators (*Writing and Grammar* online text)
- Resources: Internet Research Handbook (*Writing and Grammar* online text)
- Resources: Citing Sources/Preparing a Manusc ipt (*Writing and Grammar* online text)
- Essay: Essay Builder (*Writing and Grammar* online text)
- Revision Checkers (*Writing and Grammar* online text)
- Presentation Alternative: Animoto Education Video Slide shows: http://animoto.com/education

Professional Articles
- "Writing to Think Critically: The Seeds of Social Action" by Randy Boomer-- http://www.learner.org/workshops/middlewriting/images/pdf/W2ReadWriting.pdf
- "Death to High School English" by Kim Brooks— http://www.salon.com/2011/05/11/death_to_high_school_english/

Erglish Language Arts Connecti ns

Reading	Language	Speaking and Listening
Incorporate Reading (Literary or Informational Texts) standards as students complete research to build and present knowledge. http://www.corestandards.org	Incorporate Language standards as students construct writing in terms of writing conventions, knowledge of language, and acquisition and use of vocabulary. http://www.corestandards.org	Incorporate Speaking and Listening standards as students integrate and evaluate information presented in diverse media and formats. http://www.corestandards.org

Sides Debate

1. Post two 8.5" x 11" pieces of paper with "Agree" written on one of them and "Disagree" written on the other one on opposite sides of the room.
2. Show the class the statement that is to be debated.
3. Tell the students they will debate the statement standing by the "Agree" sign if they agree with the statement or by the "Disagree" sign if they disagree with the statement.
   a. Everyone must take a side.

The following rules apply:
   a. Everyone should be prepared to state his/her reason for agreeing or disagreeing with the statement.
   b. Anyone can switch sides if they are convinced by the opposing side.
   c. No one can speak a second time until everyone else has spoken once.
   d. Be convincing but respectful of others when making your arguments.
4. Have the students stand up and take a side.

If everyone takes the same side, ask a few students to try taking
   the other side and demonstrate how one might argue for that side.)
5. Going back and forth from side-to-side, have students state their reasons for agreeing or disagreeing with the statement.
6. After everyone has spoken once (and/or the debate has been exhausted) and students have finished switching sides, bring the class back to their seats for either a reflection discussion or to begin a lesson related to that statement.

Global Health Issue Cards

In 2004, about 42 million people were living with HIV/AIDS worldwide and over 3 million people died from AIDS. www.unaids.org	Treating tuberculosis with antibiotics costs about $10 per patient. www.who.int	Each year, 3 to 4 million people are diagnosed with Type 2 Diabetes. www.cdc.gov
Providing condoms at 3 cents each and educating about sexual health can reduce the spread of HIV/AIDS. www.unaids.org	Three to four million people are infected with Hepatitis C each year, which severely damages the liver and can cause death. www.who.int	Healthier eating and increased exercise can reduce the risk of Type 2 Diabetes by up to 60%. www.cdc.gov
About 2 million people die worldwide every year from tuberculosis, a curable respiratory illness spread by coughing and sneezing. www.who.int	Clean needles cost 5 cents each and can prevent millions of Hepatitis C infections. www.who.int	A child in sub-Saharan Africa dies every 30 seconds from malaria, an infection carried by mosquitos. http://mosquito.who.int

Global Health Issue Cards

Mosquito netting with anti-Malaria insecticide costs around $3 and can reduce deaths in children by up to 20%. www.who.int	Malnutrition contributes to more than 50% of all childhood deaths worldwide. www.who.int	Immunizing a child against measles costs less than $1 per child. www.who.int
17% of deaths in children 5 years or younger worldwide are caused by preventable diarrhea. www.who.int	It costs 50 cents to help prevent malnutrition in a child through vitamin A supplements, which can save about 250,000 lives a year. www.jsi.com	In 2005, an estimated 6 million people worldwide suffered from trachoma, the world's leading cause of preventable blindness. www.trachoma.org
A village well can provide clean water for 1,200 people at a cost of 12 cents per person each year, preventing children from dying of diarrhea. www.chrf.org	More than 500,000 people worldwide, mostly children, died of measles in 2003. www.who.int	Basic surgery to prevent blindness by trachoma costs less than $10 per patient. www.sightsavers.org

Global Health Issue Cards

Over 2 million women and girls in developing countries suffer from fistula, a painful, preventable condition that occurs during childbirth. www.endfistula.org	Anti-hookworm medicine costs as little as 3 cents per dose. www.unicef.org	Every five seconds a child dies because he or she is hungry. www.wfp.org
Providing family planning services to women could reduce birth related injuries such as fistula by at least 20%. www.endfistula.org	Indoor air pollution from cooking stoves c uses 1.5 million deaths in children under 5 in the developing world every year. www.who.int	19 cents a day can feed a hungry child through a school lunch program. www.wfp.org
Hookworm infects an estimated 1 billion people globally, causing severe dehydration and stunting children's growth. www.cdc.gov	Cleaner and more efficient stoves, which significantly reduce indoor air pollution from cooking, can be produced for as little as $2 per stove. www.care.ca	Each year, over 17 million babies born to adolescent girls face almost twice the risk of dying during their first year of life than do babies born to adult women. www.who.int

Global Health Issue Cards

Education of girls and keeping them in school is a key solution to reducing adolescent pregnancy. www.unicef.org	Half of those who smoke today – about 650 million people – will eventually die from tobacco. www.who.int	Increasing taxes on cigarettes and preventing youth from smoking can significantly reduce deaths from tobacco. www.who.int

Partners for Health
Questions

Directions: Discuss these questions with your partner and then write your answers on a piece of paper.

1. What might accelerate progress of this health solution?

2. What else do I know or want to know about this issue?

3. How is this health issue connected to other global issues?