

## **SUGGESTED 9-12 CURRICULUM ACTIVITIES TO FOLLOW THE VIEWING OF THE FILM**

**These activities adhere to California State Standards in Science, Health, Visual and Performing Arts, Writing, Reading, Listening & Speaking, and for Reading for Literacy in Science and Technological Subjects.**

**Each activity below has the California State Department of Education Curriculum Standards listed, followed by the suggested activity. Following the described activities are student worksheets for use in completing the described activities. There are no evaluation procedures given. Those will be up to the individual teachers using this curriculum. A few sites for research are given on each of the activity sheets, although students will need to locate and use many others.**

**Participating schools may want to consult with administration to schedule a “Health Week” for students to display and perform results of their follow-up activities after viewing the film. Other curricular work in the Health area might be included in such a planned program.**

### **ACTIVITY 1-----ART**

#### LISTENING AND SPEAKING STANDARDS-

##### Comprehension and Collaboration

- 1.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 1.2 Integrate multiple sources of information in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.

#### VISUAL AND PERFORMING ARTS-Visual Arts Content Standards

##### 2.0 Creative Expression

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

- 2.3 Create an original work of art, using film, photography, computer graphics, or video.
- 2.6 Create a two or three-dimensional work of art that addresses a social issue.

#### COMMON CORE STANDARDS—Personal and Community Health

##### Standard 1-Essential Concepts

- 1.1P Discuss the value of actively managing personal health behavior.
- 5.2P Explain how decisions regarding health behaviors have consequences for oneself and others.

*After viewing the film on immunization, students gather further information on the topic from online sites, and then participate in small group discussions, using information acquired, including evaluations of credibility and accuracy of each source. They will include brainstorming ideas for creating a work of art with the theme being immunization, either 2-dimensional or computer-generated graphics, such as posters or other formats. Students will create a poster or computer-generated graphic on the theme of immunization, either individually or with a partner. This may be displayed on campus after gaining permission from school administration.*

## **ACTIVITY 2-----READING**

### WRITING STANDARDS-Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a 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. (Grades 9-10) Gather relevant information from multiple authoritative print and digital sources (**primary and secondary**), using advanced searches effectively; assess the usefulness of each source in answering the research question;  
(Grades 11-12) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience;

### READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS (9-12)

1. (Grades 9-10) Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  
(Grades 11-12) Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. (Grades 9-10) Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.  
(Grades 11-12) Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

### READING STANDARDS (9-12)

#### Key Ideas and Details

1. (Grades 9-10) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  
(Grades 11-12) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. (Grades 9-10) 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.

(Grades 11-12) Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

#### Craft and Structure

6. (Grades 9-10) Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric.

(Grades 11-12) Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

### COMMON CORE STANDARDS—Personal and Community Health

1.2P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.

1.4P Examine the causes and symptoms of communicable and non-communicable diseases.

8.1P Support personal or consumer health issues that promote community wellness.

*After viewing the film on immunization, students will research and read articles on the topic, to gather information. They will analyze the articles for information, and make note of the main information garnered, and how it is presented and annotated, citing specific examples. They will specifically determine the author's point of view, and will cite textual evidence, as well as inference, and uncertainties, integrating and evaluating multiple sources garnered to address a stated problem or question, and take notes on this information. These notes will then be used to write a 1-page report of information.*

## **ACTIVITY 3—HEALTH & SCIENCE**

### SCIENCE STANDARDS 9-12

#### Physiology

10.a) Students know how vaccination protects an individual from infectious diseases

#### Biology

10. Organisms have a variety of mechanisms to combat disease. As a basis for understanding the human immune response; (c) Students know how vaccination protects an individual from infectious diseases.

### HEALTH STANDARDS 9-12

#### Personal and Community Health

### Standard 1: Essential Concepts

1.2P) Evaluate the importance of regular medical and dental checkups, vaccinations,

### Standard 3: Accessing Valid Information

3.2P) Access valid information about common diseases

### Standard 5: Decision Making

5.2P) Explain how decisions regarding health behaviors have consequences for oneself and others.

5.3P) Apply a decision-making process to a community or environmental health issue

*After viewing the film, students research online articles, and/or interview a local doctor or pharmacist regarding immunization and make notes to enable them to present their findings in a 2-3 paragraph article to be submitted for publication in the school newspaper. They will need to focus on credible versus non-credible sources of information, and the unreliability of the information on the internet in that regard. They will focus on the logic, the science, the repercussions of a non-vaccinated society, and the social responsibility.*

## **ACTIVITY 4-----WRITING**

### WRITING STANDARDS 9-12

#### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - a. Introduce precise, knowledgeable claim(s), establish the significance of the claims.
  - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns, values, and possible biases.
  - c. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
  - f. Provide a concluding statement or section that follows from and supports the argument presented.
6. 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 or thesis statement; organize complex ideas, concepts, and information.

### WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-12

#### Text Types and Purposes

- 1) Write arguments focused on discipline-specific content.
  - a. Introduce precise, knowledgeable claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships

among the claim(s), counterclaims, reasons, and evidence and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence.

2 b.) (Grades 9-10) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples;

(Grades 11-12) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples.

#### Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats, and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.

8. Evaluate the hypotheses data, analysis, and conclusions in a science or technical text, verifying the data when possible, and corroborating or challenging conclusions with other sources of information.

#### Production and Distribution of Writing

6. Use technology, including the internet, to produce, publish, and update individual or shared writing projects, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

#### Research to Build and Present Knowledge

7.) b. Apply grades 9-12 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).

#### Text Types and Purposes

2f.) (Grades 9-10-) 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).

2e.) (Grades 11-12) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

#### COMMON CORE STANDARDS—Personal and community Health

8.2P Encourage societal and environmental conditions that benefit health.

*Students, after viewing the film on immunization, research the issues, using traditional research in libraries, as well as using technology. They will write a 1-2 page paper comparing 2-4 articles on immunization, following the standards listed above, including supporting claims, verifying data, and corroborating or challenging conclusions, assessing whether the reasoning is valid and the evidence is relevant and sufficient. It is possible that one or two of these papers may be published in the school newspaper.*

### ACTIVITY 5—SPEAKING

## HEALTH STANDARDS 9-12

### Essential Concepts

1.2P) Evaluate the Importance of regular medical and checkups, vaccinations

### Analyzing Influences

Discuss influences that affect positive health practices

## WRITING STANDARDS 9-12

### 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. (Grades 9-10) Gather relevant information from multiple print and digital sources (primary and secondary), 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 format for citation.

(Grades 11-12) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

## LISTENING AND SPEAKING STANDARDS 9-12)

### Comprehension and Collaboration

1. (Grades 11-12) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 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. 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

(d) (Grades 9-10) 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.

(d) (Grades 11-12) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

### Presentation of Knowledge and Ideas

4. (a) (Grades 9-10) Plan and deliver an informative/explanatory presentation that presents evidence in support of a thesis, conveys information from primary and

secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.

(a) (Grades 11-12) Plan and present an argument that supports a precise claim, provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.

*Students will research the topic of immunization thoroughly, gathering information from multiple authoritative sources, after viewing the film. They will then plan, prepare, and deliver an informative/explanatory speech on the subject of immunization that supports a precise claim, citing several references, and including any conflicting perspectives, resolving contradictions when possible.*

## **ACTIVITY 6-----DRAMATIC PRESENTATION**

### VISUAL AND PERFORMING ARTS: THEATRE CONTENT STANDARDS 9-12

#### 1.0) Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

#### Development of the Vocabulary of Theatre

1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

1.2 Comprehension and Analysis of the Elements of Theatre

1.3 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

#### 2.0) Standard 2-Creative Expression

#### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

### Development of Theatrical Skills

2.1) Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

### Creation/Invention in Theatre

2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution. 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

## HEALTH STANDARDS 9-12

### Standard 1: Essential Concepts

1.2P Re-evaluate the importance of regular medical and dental checkups, vaccinations

### Standard 2: Analyzing Influences

2.1P Discuss influences that affect positive health practices

### Standard 5: Decision Making

5.2P Explain how decisions regarding health behaviors have consequences for oneself and others.

### Standard 8: Health Promotion

8.1P Support personal or consumer health issues that promote community wellness.

## LISTENING AND SPEAKING STANDARDS 9-12

### Presentation of Knowledge and Ideas

4. (a) (Grades 9-10) Plan and deliver an informative/explanatory presentation that presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points.

(a) (Grades 11-12) Plan and present an argument that supports a precise claim, provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.

***As a group, students discuss the video applying theater terms to its critique. They will conduct research on the topic of immunization and then plan, prepare, and perform a short skit, showing the fears of immunization and citing scientific evidence of the facts about the benefits, and how the decision affects oneself and others.***

## **STUDENT WORKSHEET FOR: ACTIVITY 1—ART**

You've seen the film on immunization. Do further research on the topic, using a number of possible reference items, including websites. A few websites are listed below, but you will want to find more.

Engage in small group discussions, using the information you've found, including evaluations of credibility and accuracy of each source. Brainstorm ideas for creating a poster or computer-generated graphic on the theme of immunization. Then create your work of art.

If possible, get permission from a school administrator to display the your creation on campus.

Possible websites:

- Wired Magazine, Nov. 2009—an Oct. 19, 2009 article by Amy Wallace
- N.Y. Times, Thurs., March 7, 2013 showing a Thurs., Aug. 23, 2012 article in their Health Guide section: "Autism"
- Department of Health and Human Services, Center for Disease Control and Prevention—Vaccines & Immunization

## **STUDENT WORKSHEET FOR: ACTIVITY 2—READING**

You've seen the film on immunization. Do further research on the topic, including websites, and in libraries, both school and community. A few websites are listed below, but you will want to find more.

Analyze the articles for information, and make note of the main information garnered, and how it is presented and annotated, citing specific examples. Determine the author's point of view, and cite textual evidence as well as

inference, and uncertainties, integrating and evaluating multiple sources gathered.

Use these notes to write a 1-page report of information.

Possible websites:

- Wired Magazine, Nov. 2009—an Oct. 19, 2009 article by Amy Wallace
- N.Y. Times, Thurs., March 7, 2013 showing a Thurs., Aug. 23, 2012 article in their Health Guide section: “Autism”
- Department of Health and Human Services, Center for Disease Control and Prevention—Vaccines & Immunization

### **STUDENT WORKSHEET FOR: ACTIVITY 3---HEALTH & SCIENCE**

You’ve seen the film on immunization. Some possible research sites on the web are given below. Do further research online, and/or interview a local doctor or pharmacist regarding immunization and make notes of your findings. Be aware of credible versus non-credible sources of information, and the unreliability of the internet sites in this regard. Focus on the logic,

the science, the repercussions of a non-vaccinated society, and the social responsibility.

Use the notes you've made to present your findings in a 2-3 paragraph article, with the goal being to perhaps have it published in your school newspaper.

Possible websites:

- Wired Magazine, Nov. 2009—an Oct. 19, 2009 article by Amy Wallace
- N.Y. Times, Thurs., March 7, 2013 showing a Thurs., Aug. 23, 2012 article in their Health Guide section: "Autism"
- Department of Health and Human Services, Center for Disease Control and Prevention—Vaccines & Immunization

### **STUDENT WORKSHEET FOR: ACTIVITY 4—WRITING**

You've seen the film on immunization. Do further research on the topic, including both library information, and website information. A few sites are listed below, but you will want to find others.

Write a 1-2 page explanatory paper, including supporting claims, verifying data, and corroborating or challenging conclusions, assessing whether the

reasoning is valid, and that the evidence cited is relevant and sufficient. Provide a conclusion that follows from and supports the information or explanation presented.

You may want to publish this in your school newsletter.

Possible websites:

- Wired Magazine, Nov. 2009—an Oct. 19, 2009 article by Amy Wallace
- N.Y. Times, Thurs., March 7, 2013 showing a Thurs., Aug. 23, 2012 article in their Health Guide section: “Autism”
- Department of Health and Human Services, Center for Disease Control and Prevention—Vaccines & Immunization

## **STUDENT WORKSHEET FOR: ACTIVITY 5—SPEAKING**

You’ve seen the film on immunization. Gather more information by researching this on internet websites, and from print sources. A few suggestions are listed below, but you will need to find more, from a variety of authoritative sources.

Use this information to engage in partner, small group, or total class discussions.

Then, plan, prepare, and deliver an informative/explanatory speech on the subject of immunization that supports a precise claim, citing several references, and including any conflicting perspectives, resolving contradictions when possible.

Possible websites:

- Wired Magazine, Nov. 2009—an Oct. 19, 2009 article by Amy Wallace
- N.Y. Times, Thurs., March 7, 2013 showing a Thurs., Aug. 23, 2012 article in their Health Guide section: “Autism”
- Department of Health and Human Services, Center for Disease Control and Prevention—Vaccines & Immunization

## **STUDENT WORKSHEET FOR: ACTIVITY 6—DRAMATIC PRESENTATION**

You have seen the film on immunization. As a group, discuss the video, applying theater terms to critique it. Then, research further on the topic of immunization, using both print and digital means. A few websites are listed below, but you will want to use more. Then, plan and prepare a short skit,

showing the fears of immunization and citing scientific evidence of the facts about the benefits, and how the decision affects oneself and others.

Decide what is an appropriate audience for this skit, and perform it for them.

Possible websites:

- Wired Magazine, Nov. 2009—an Oct. 19, 2009 article by Amy Wallace
- N.Y. Times, Thurs., March 7, 2013 showing a Thurs., Aug. 23, 2012 article in their Health Guide section: “Autism”
- Department of Health and Human Services, Center for Disease Control and Prevention—Vaccines & Immunization