

Teacher Instructions for *Communicable Disease*

Teacher Instructions

This classroom activity is designed to provide background knowledge for students who will later complete a performance task. The words that are in bold font following the prompt “**SAY**” should be read aloud to students by the teacher. Words that are not bold font are actions or objectives the teacher should accomplish throughout the lesson. In order for all students to acquire the necessary background knowledge to complete a performance task, the teacher should guide students to the suggested key ideas that are provided.

To prepare for this lesson the teacher should have:

- Chart paper, whiteboard, or chalkboard
- Copies of the table provided, “Common Types of Pathogens” (1 per student)

Directions for Beginning

SAY: Today, in preparation for your performance task, we are going to have a discussion on what causes many diseases and how those diseases spread.

Write the word *pathogen* on the board. Invite students to offer a definition. Students may be familiar with the term from science courses. When ready, give the following definition and write it on the board: *a very tiny organism, called a microorganism, which can cause a disease.*

SAY: Pathogens are commonly known as “germs.”

Next, draw lines branching from the word *pathogen*, and at the end of each line write the following words on the board: *bacteria, virus, fungus, and parasite.*

SAY: Parasite, fungi, bacteria, and virus are four types of pathogens.

Class Discussion

Pass out the handout titled “Common Types of Pathogens.” Give students 3–4 minutes to read the chart

SAY: What are some of the key similarities and differences between the types of pathogens?

Have students discuss for 4–5 minutes in small groups, and then elicit responses from the class as a whole. Responses might include that they all cause disease; some are one-celled and others are multi-cellular; others (viruses) aren’t cells at all; some can be treated; and others, like viruses, can’t be killed but can be prevented via vaccination.

SAY: What do you do or notice others do to prevent the spread of pathogens at school?

Facilitate a short discussion on techniques for the prevention of diseases caused by pathogens: for example, covering mouths and noses when coughing or sneezing, washing hands, staying home from school when sick, using hand sanitizer, disinfecting surfaces when cleaning, etc.

Ask students to suggest ways to prevent the spread of each specific type of pathogen. You can chime in and add the following preventative measures as appropriate:

- Bacteria: antibacterial soaps and hand sanitizers can kill some bacteria

- Viruses: for the most part, they can't be killed (unlike bacteria), but they can be washed off your hands. Highlight that colds and flus are caused by viruses. They are the primary thing we try to prevent by covering mouths and noses when coughing or sneezing.
- Fungi: spread can be prevented by wearing flip-flops or shoes in places like showers and restrooms, being sure not to share personal items like shoes
- Parasites: can be prevented by maintaining proper food hygiene and not sharing personal items, as well as preventative sprays

Conclusion

SAY: In the performance task that you will be taking, you will learn more about preventing *communicable disease*.

Write the words *communicable disease* on the board.

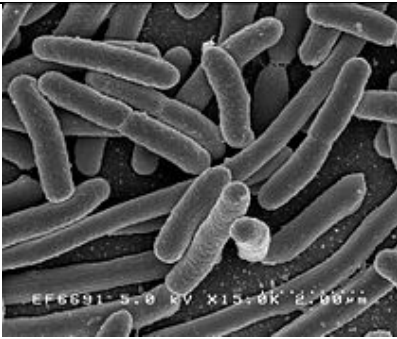
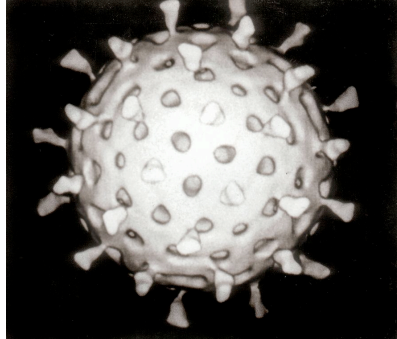
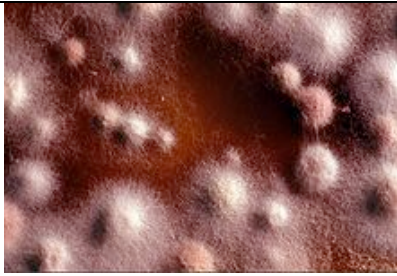
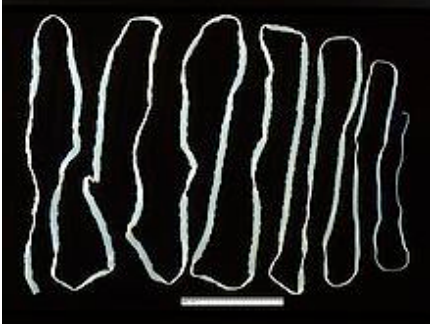
SAY: A communicable disease is a disease *caused by pathogens which can be spread from one person to another*. Please note that "disease" can sound more serious than it sometimes is. Colds and flus, for example, are communicable diseases.

SAY: Today's discussion should help prepare you for the research and writing you will be doing in the performance task.

Note: Make sure students arrive at the common understanding that:

- Pathogens are microorganisms which can cause disease.
- There are different kinds of pathogens.
- The spread of communicable diseases is caused by the spread of pathogens.

Common Types of Pathogens

Pathogen Type	Image	Description	Examples/Diseases
Bacteria		Small one-celled organisms. Can be found in the soil, air, water, food, and in humans. May be killed by antibiotics unless they are <i>resistant</i> .	<ul style="list-style-type: none"> • E. Coli • Salmonella • MRSA (methicillin resistant Staphylococcus aureus)
Virus		Genetic material wrapped in a thin coat of protein. Not a cell, but can reproduce in other organisms' cells. No cure, but vaccination can prevent some viral diseases.	<ul style="list-style-type: none"> • Cold • Flu, such as H1N1 • Chickenpox
Fungus		Single and multicellular organisms with a cell wall. Can be treated with some anti-fungal drugs.	<ul style="list-style-type: none"> • Athlete's foot
Parasite		Multicellular organisms that require a host organism to live in or on. Treatment may involve trying to kill the parasite or treat the symptoms. Not all parasites can be treated.	<ul style="list-style-type: none"> • Fleas • Ticks • Tapeworms

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- Image 1: http://en.wikipedia.org/wiki/File:EscherichiaColi_NIAID.jpg
- Image 2: http://en.wikipedia.org/wiki/File:Rotavirus_Reconstruction.jpg
- Image 3: http://en.wikipedia.org/wiki/File:Athlete%27s_Foot_Fungus_microscope.jpg
- Image 4: http://en.wikipedia.org/wiki/File:Taenia_saginata_adult_5260_lores.jpg

SBAC Performance Task – Grade 11 Explanatory

Preventing Illness at School

Student Directions

“Preventing Illness at School” Explanatory Performance Task

Task:

You are in the “Future Healthcare Professionals of America” (FHPA) group at your school. Your group is concerned about an outbreak of illness at the school. Your club sponsor, a teacher, explains that there have been a particularly high number of absences, and the school is asking the FHPA for help creating some materials on prevention of disease. Your sponsor asks you to do some quick research to see what you can find out.

As part of your initial research, you have uncovered five sources.

After you have reviewed these sources, you will answer some questions about them. Briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information you will need to answer the questions and finalize your research.

In Part 2, you will write an explanatory article on a topic related to the sources.

Directions for beginning:

You will now examine several sources. You can re-examine any of the sources as often as you like.

Research Questions:

After examining the research sources, use the remaining time in Part 1 to answer three questions about them. Your answers to these questions will be scored. Also, your answers will help you think about the research sources you have read and viewed, which should help you write your article.

You may click on the NOTES button above the sources to look at your notes when you think it would be helpful. Answer the questions in the spaces provided below them.

Part 1

Sources for Performance Task

Source #1

The Centers for Disease Control, or CDC, is a government organization that tracks and tries to prevent the spread of disease. You find the following article on the CDC's website at <http://www.cdc.gov/healthyyouth/infectious/>

Infectious Diseases at School

Infectious diseases account for millions of school days lost each year for kindergarten through 12th-grade public school students in the United States:

- 40% of children aged 5–17 years missed 3 or more school days in the past year because of illness or injury.
- Nearly 22 million school days are lost each year due to colds alone.
- 38 million school days are lost each year due to the influenza virus.

Important Infectious Diseases

Foodborne Illness

Foodborne illness is caused by consuming contaminated foods or beverages. Many different disease-causing microbes, or pathogens, can contaminate foods, leading to many different foodborne illnesses. Educating students, families, and school staff on simple but effective food safety measures can help prevent the approximately 76 million cases of foodborne illness reported in the United States annually, which result in an average of 325,000 hospitalizations and 5,000 deaths.

Food safety remains a concern in schools, as children can come into contact with contaminated foods on school property.

Influenza

On average, each year 5%–20% of the U.S. population acquires seasonal influenza (flu) [and] more than 200,000 people are hospitalized as a result of flu. Young children are among the populations at greatest risk for serious flu complications.

Flu viruses are spread mainly from person to person through coughing or sneezing by people with influenza. Sometimes a person can become infected by touching something — such as a surface or object — with flu viruses on it and then touching their mouth or nose. The best ways to

prevent seasonal flu is to get a seasonal flu vaccination each year and follow proper . . . hand hygiene etiquette.

MRSA (Methicillin-Resistant *Staphylococcus aureus*)

MRSA is methicillin-resistant *Staphylococcus aureus*, a type of . . . bacteria that is resistant to certain antibiotics and may cause skin and other infections. Serious MRSA infections occur in approximately 94,000 people each year . . . most frequently among persons in hospitals and health care facilities who have weakened immune systems. MRSA can also infect otherwise healthy people in the community at large.

Source #2

The audio recording in the following link is a podcast, published by the Centers for Disease Control (CDC):

<http://www2c.cdc.gov/podcasts/player.asp?f=8626037>

Podcast Transcript

A CUP OF HEALTH WITH CDC

Clean Hands, Healthy Body Global Handwashing Day — October 15, 2012

Recorded: October 23, 2012; posted: October 25, 2012

[Announcer] This program is presented by the Centers for Disease Control and Prevention.

[Dr. Gaynes] Welcome to *A Cup of Health with CDC*, a weekly feature of the *MMWR*, the **Morbidity**¹ and Mortality Weekly Report. I'm your host, Dr. Robert Gaynes.

Eating well, exercising regularly, and getting checkups are all important for staying healthy, but forgetting the simple daily task of washing your hands with soap and water can result in severe illness.

Dr. Anna Bowen is a researcher with CDC's National Center for Emerging and **Zoonotic**² Infectious Diseases. She's joining us today to discuss the importance of regular hand washing. Welcome to the show, Anna.

[Dr. Bowen] Thank you for having me.

[Dr. Gaynes] Anna, what illnesses can be associated with not washing our hands properly or regularly?

[Dr. Bowen] Hands are really good at transmitting germs, but thankfully, washing hands can prevent diarrheal illnesses and respiratory illnesses, including colds and pneumonia. Hand washing can also prevent certain types of skin infections.

[Dr. Gaynes] Is hand washing any more important when children are involved?

[Dr. Bowen] Yes, for two reasons. Number one, children are often more vulnerable to infectious diseases, and two, they are also better at spreading infectious diseases to others. So it's important for children to wash their own hands, ideally with the help of an adult, and for people caring for children to wash their hands carefully.

[Dr. Gaynes] When and how often should we wash our hands?

[Dr. Bowen] There's no set number of times that we recommend washing your hands each day, but rather, we prefer people think about the times and events during the day when they're more likely to transmit germs to themselves or to others. And these key times include when people are handling food – preparing meals, eating, feeding another person, such as a young child; and after toileting or changing a child's diaper. We also recommend washing hands after handling raw meats and raw vegetables and after handling pets or other animals or pet foods.

[Dr. Gaynes] Anna, what is the proper technique for hand washing?

[Dr. Bowen] We've all probably seen long lists of the proper steps, or recommend steps, for hand washing on different web sites or other documents, but I'd like to really boil it down to three key points.

Number 1 – Use soap. Washing hands with soap removes germs much better than washing hands with water alone.

Number 2 – Scrub all the surfaces of your hands, including under the fingernails where germs tend to hang out.

And Number 3 – Wash your hands for about 20 seconds, and that's about as long as it takes to sing the 'Happy Birthday' song twice.

[Dr. Gaynes] Is using hand sanitizer a good substitute for hand washing?

[Dr. Bowen] Hand sanitizers are a great addition to the hand cleansing arsenal. They're portable, they're quick, they're easy, and they've become really popular in the United States and other countries. However, they're not as good as hand washing with soap and water when hands are very soiled, and they're also not as effective against certain types of germs. Therefore, we recommend that people wash their hands with soap and water, at the key times, whenever they can, and to use hand sanitizers in addition to hand washing when soap and water or sinks are not available.

[Dr. Gaynes] Where can listeners get more information about proper hand washing?

[Dr. Bowen] Listeners can go to www.cdc.gov/handwashing, all one word.

[Dr. Gaynes] Thanks, Anna. I've been talking today with CDC's Dr. Anna Bowen about the importance of hand washing.

Remember, frequent, proper hand washing can prevent a substantial number of diarrheal and respiratory illnesses. Using soap is especially important because it removes germs better than washing your hands with plain water.

Until next time, be well. This is Dr. Robert Gaynes for *A Cup of Health with CDC*.

[Announcer] For the most accurate health information, visit www.cdc.gov or call 1-800-CDC-INFO.

¹**Morbidity** - *the study of disease*

²**Zoonotic** - *communicable diseases spread between animals and humans*

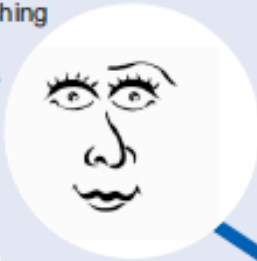
Source #3

This poster was published by the Minnesota Department Health, available at <http://www.health.state.mn.us/handhygiene/why/5ways.pdf>.

5 Common Ways Germs are Spread

Nose, mouth, or eyes to hands to others:

Germs can spread to the hands by sneezing, coughing, or rubbing the eyes and then can be transferred to other family members or friends. Simply washing your hands can help prevent such illnesses as the common cold or eye infections.



Hands to food:

Usually germs are transmitted from unclean hands to food by an infected food preparer who didn't wash his or her hands after using the toilet. The germs are then passed to those who eat the food. This is easily prevented by always washing your hands after using the toilet and before preparing food items.



Food to hands to food:

Germs are transmitted from raw foods, such as chicken, to hands while preparing a meal. The germs on the hands are then transferred to other uncooked foods, such as salad. Cooking the raw food kills the initial germs, but the salad remains contaminated.



Animals to people:
Wash your hands after petting animals or touching any surfaces they come into contact with.



Infected child to hands to other children:

Germs are passed from an child with diarrhea to the hands of the parent during diaper changing. If the parent doesn't immediately wash his or her hands, the germs that cause diarrhea are then passed to others.



Source #4

The following three slides and associated speaker notes are from a presentation that is made to healthcare workers at hospitals. It is published by the U.S. Centers for Disease Control (CDC) and available at

http://www.cdc.gov/HandHygiene/download/hand_hygiene_core.pdf

antimicrobial: kills microbes, or small organisms such as bacteria

alcohol-based handrub: hand sanitizer that uses alcohol

Hand Hygiene in Healthcare Settings



Indications for Hand Hygiene

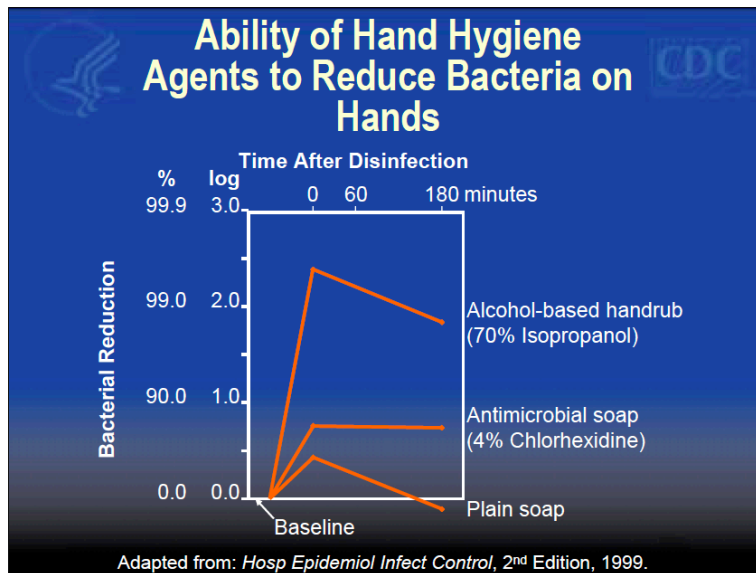
- When hands are visibly dirty, contaminated, or soiled, wash with non-antimicrobial or antimicrobial soap and water.
- If hands are not visibly soiled, use an alcohol-based handrub for routinely decontaminating hands.

Guideline for Hand Hygiene in Health-care Settings. *MMWR* 2002; vol. 51, no. RR-16.

- Healthcare workers should wash hands with soap and water when hands are visibly dirty, contaminated or soiled and use an alcohol-based handrub when hands are not visibly soiled to reduce bacterial counts.



- Plain soap is good at reducing bacterial counts but antimicrobial soap is better, and alcohol-based handrubs are the best.



- This graph shows that alcohol-based handrub is better than handwashing at killing bacteria.
- Shown across the top of this graph is the amount of time after disinfection with the hand hygiene agent.
- The left axis shows the percent reduction in bacterial counts.
- The three lines represent alcohol-based handrub, antimicrobial soap, and plain soap.

Source #5

In the course of your research, you find the following article published by the Los Angeles Times:
<http://articles.latimes.com/2004/mar/08/health/he-soap8>

Los Angeles Times

Antibacterial soaps may be overrated as germ fighters

A household study shows that plain cleansers work as well at warding off disease.

Melissa Healy | Times Staff Writer

In households with young children, they have become a standard fixture sinkside. Foamy, glittery, neon-colored or fruity, antibacterial soaps are to today's parents what a warm hat was to their parents: a guardian against illness and a visible yardstick of good parenting.

As it turns out, plain soap would do just as well.

That's the finding of a new study, which concluded that using antibacterial products -- soaps or detergents with [ingredients that kill bacteria] -- seemed to make no difference in a family's likelihood of suffering coughs, runny noses, sore throats, fever, vomiting or diarrhea.

To reach that conclusion, Columbia University nursing professor Dr. Elaine Larson and a team of researchers supplied 238 New York City households, all with at least one preschooler at home, with hand-washing soaps, laundry detergent and kitchen cleansers.

For the next 48 weeks, they checked in with the families weekly to inquire about sickness among family members. Just over half of the families were given cleaning products that contained antibacterial compounds, and the remainder used the same kinds of soap products, but without the antibacterial ingredients.

None of the families knew which kind of cleansers they had received. But when they were queried weekly about how often illness struck, what kinds of symptoms it brought and how long it lasted, the families in both groups reported roughly the same complaints at about the same rate.

Topping the list of symptoms for families in both groups were runny noses, coughs and sore throats, followed by fever and diarrhea. Skin boils and conjunctivitis were reported with the least frequency.

On average, about a third of the households in any given month reported that at least one person in the home had some symptom of infectious disease.

The reason antibacterial agents seem to bring so little added benefit, researchers said, is because in homes, most illnesses are spread by the transmission of viruses from one person to another. Washing with antibacterial soap will wash viruses off hands as well as washing with any soap will. But their additional advertised benefit is that they kill bacteria. And for most people in general good health, killing bacteria in the household setting just won't make much of a difference, researchers say.

Beyond that, antibacterial cleaning of household surfaces brings only brief protection from germs, past studies have shown.

And only bleach—not the most commonly used antibacterial agent—has been shown to kill salmonella and E. coli bacteria.

For Sandra Cortes of La Canada Flintridge, the study results brought good and bad news. The bad news was that the dish soap, the counter cleaner and the endless array of antibacterial pump bottles she's stocked up on aren't doing her family any more good than the cheaper stuff she could have bought. The good news is that when her 8-year-old son, William, reaches for the tubside bar of plain soap because it's closer and dinner's waiting, Cortes -- an admitted "germ freak" -- can stop worrying.

In nursing homes and some day-care settings, disinfection of the sort that comes with antibacterials has been found to make some difference in rates of illness. But though the benefits of antibacterials in stemming the spread of disease in households have not been demonstrated, brisk marketing and strong consumer demand have made the antibacterial label omnipresent. Three-quarters of liquid soaps and 29% of bar soaps on the U.S. market contain antibacterial ingredients.

Moreover, with antibacterial agents washing over the American landscape, the products may even pose a danger, the study's authors warned. Under a constant barrage of antibacterial agents, bacteria in our environments (some with good or neutral effects, some that are harmful) could evolve to survive, confronting humans with new strains of bacteria that could be harmful and resistant to the soaps we use.

For Cortes, acknowledged germ freak, the latest study suggests that she was, at least, on the right track all along -- even if she went further than necessary: Washing hands is a good policy, whatever the soap. But paying more for the antibacterial label is something Cortes thinks she won't be doing from now on.

Item 1

Item Attribute	
ItemResponseType_E	Matching Table
PrimaryClaim_E	4
AssessmentTarget_E	2
PrimaryContentDomain_E	
PrimaryStandard_E	11.RI-7
SecondaryContentDomain_E	
SecondaryStandard_E	RLiteracy-9 (Science/Tech)
Claim2Category_E	
RevisionSub-category_E	
PassageName-andor-ID_E	
AchievementQuintile_E	4
MinimumGrade_E	11
MaximumGrade_E	11
ScorePoints_E	0,1,2
MaximumPoints_E	2
DepthofKnowledge_E	3
AdministrationDate_E	
SpecificationsVersion_E	2013
ScoringEngine_E	Automatic with key
Content-TaskModel_E	
PresentationFormat_E	T
EvidenceStatement_E	
Acknowledgements_E	
AdditionalLanguageComplexityMeasures_E	
EnemyItems_E	
Braille_E	
InterimDesignationCode_E	
PerformanceTaskComponentItem_E	Yes
PTEnemy_E	0
PTSequence_E	1

STEM

Though all are beneficial for various reasons, each of the three cleaning products discussed in the sources has various limitations or disadvantages. For each of the statements listed in the left column, click on the boxes that identify the handcleaning product to which it applies. A limitation or disadvantage can apply to more than one product. Be sure that your answers are supported by evidence in the sources.

	Plain Soap	Anti-Bacterial Soap	Hand Sanitizer
Requires running water, which is not always available			
Does not cut through dirt, which can hide germs			
Does not kill viruses			
May promote the evolution of bacteria that are resistant to hand cleaners			

RUBRIC

	Plain Soap	Anti-Bacterial Soap	Hand Sanitizer
Requires running water, which is not always available	✓	✓	
Does not cut through dirt, which can hide germs			✓
Does not kill viruses	✓	✓	✓
May promote the evolution of bacteria that are resistant to hand cleaners		✓	✓

Score	Rationale	Exemplar
1	All 8 cells clicked correctly.	See rubric
0	Other	See rubric

Item 2

Item Attribute	
ItemResponseType_E	Short Text
PrimaryClaim_E	4
AssessmentTarget_E	2
PrimaryContentDomain_E	RS
PrimaryStandard_E	RLiteracy-8
SecondaryContentDomain_E	
SecondaryStandard_E	WLiteracy 8
Claim2Category_E	
RevisionSub-category_E	
PassageName-andor-ID_E	
AchievementQuintile_E	5
MinimumGrade_E	11
MaximumGrade_E	11
ScorePoints_E	0,1,2
MaximumPoints_E	2
DepthofKnowledge_E	4
AdministrationDate_E	
SpecificationsVersion_E	2013
ScoringEngine_E	Hand scored
Content-TaskModel_E	
PresentationFormat_E	T
EvidenceStatement_E	
Acknowledgements_E	
AdditionalLanguageComplexityMeasures_E	
EnemyItems_E	
Braille_E	
InterimDesignationCode_E	
PerformanceTaskComponentItem_E	Yes
PTEnemy_E	0
PTSequence_E	2

STEM

In the research study described in Source #5, the researchers made sure that there was at least one preschool-aged child at every one of the 238 households they studied. Based on what you've learned from other sources, explain why the presence of preschoolers was important to the study. Cite evidence from at least two of those other sources that support your explanation. Be sure to give the source title or number for each piece of evidence you cite.

RUBRIC

Score	Rationale	Exemplar
2	<p>Response provides a clear explanation with strong evidence from at least two sources AND cites sources.</p> <p>Explanation The researches want to compare households that are exposed to pathogens. Children are likely to introduce and spread germs into and within a household, and they are likely to get sick from those germs.</p> <p>Possible Evidence <i>From Source #1:</i></p> <ul style="list-style-type: none"> • Children are especially susceptible to flu. <p><i>From Source #2:</i></p> <ul style="list-style-type: none"> • Children are more likely to get infectious diseases • Kids are better at transmitting communicable disease <p><i>From Source #3:</i></p> <ul style="list-style-type: none"> • Infected children are one of the five identified ways that germs are commonly transmitted. 	<p>The researchers want to be sure that the houses they are studying are exposed to germs. Pre-school age kids spread germs and get sick easily. According to “A Cup of Health with the CDC,” kids are more likely to get infectious diseases. And according to “5 Common Ways Germs Are Spread,” children are one of the major ways that pathogens spread.</p>
1	<p>The response provides a valid explanation, but only provides one piece of strong evidence OR only provides evidence from one source OR doesn't cite sources.</p>	<p>Kids are more likely to get sick than adults. In “A Cup of Health with the CDC,” it says, “children are often more vulnerable to infectious diseases.”</p>
0	<p>The response does not provide an explanation, or provides an explanation that is not valid or is unrelated to the evidence.</p>	<p>In Source 5, it says that antibacterial soap is everywhere.</p>

Item 3

Item Attribute	
ItemResponseType_E	Short Text
PrimaryClaim_E	4
AssessmentTarget_E	4
PrimaryContentDomain_E	RS
PrimaryStandard_E	WLiteracy-8
SecondaryContentDomain_E	
SecondaryStandard_E	W-8
Claim2Category_E	
RevisionSub-category_E	
PassageName-andor-ID_E	
AchievementQuintile_E	5
MinimumGrade_E	11
MaximumGrade_E	11
ScorePoints_E	0,1,2
MaximumPoints_E	2
DepthofKnowledge_E	3
AdministrationDate_E	
SpecificationsVersion_E	2013
ScoringEngine_E	Hand scored
Content-TaskModel_E	
PresentationFormat_E	T
EvidenceStatement_E	
Acknowledgements_E	
AdditionalLanguageComplexityMeasures_E	
EnemyItems_E	
Braille_E	
InterimDesignationCode_E	
PerformanceTaskComponentItem_E	Yes
PTEnemy_E	0
PTSequence_E	3

STEM

The following is a two-part question. Answer both Part A and Part B in the text box below.

Support each of the following statements with one piece of evidence from the sources. Cite your sources using the name or number of the source.

- A. Washing your hands with antibacterial soap is effective.
- B. Washing your hands with antibacterial soap is ineffective.

RUBRIC

Score	Rationale	Exemplar
2	<p>The response provides two pieces of strong evidence, one for each statement AND cites sources.</p> <p>A. Effective</p> <ul style="list-style-type: none"> Antimicrobial soap reduces bacteria counts more than plain soap- Source 4 Use of antibacterial soap may reduce illness in nursing homes and daycares- Source 5 <p>B. Ineffective</p> <ul style="list-style-type: none"> Using soaps and other products with antibacterial ingredients doesn't seem to change a family's chance of getting sick- Source 5 Most home illnesses are caused by viruses, not bacteria - Source 5 Antibacterial cleaning agents only remove bacteria for a short while- Source 5 Benefit of using antibacterials in homes hasn't been demonstrated- Source 5 	<p>A. In the CDC's "Hand Hygiene in Healthcare Settings," the evidence shows that antibacterial soaps reduce bacteria counts more than plain soap.</p> <p>B. In "Antibacterial Soaps May be Overrated As Germ Fighters," the author states that "in homes, most illnesses are spread by the transmission of viruses," not bacteria. So these antibacterial soaps are not addressing the real problem.</p>
1	<p>The response provides evidence that only partially supports the statement OR only one piece of evidence clearly supports the statement while the other is unrelated or contradicts the statement OR the response provides valid evidence without citing source name or number.</p>	<p>A. In "Antibacterial Soaps May Be Overrated As Germ Fighters," the author says that antibacterial soaps are, "a guardian against illness and a visible yardstick of good parenting."</p> <p>B. According to "Antibacterial Soaps May Be Overrated As Germ Fighters," if you're in good health, killing bacteria doesn't make that much of a difference.</p>
0	<p>The response provides evidence that is unrelated to the claim or contradicts the claim.</p>	<p>A. According to Source 4, antibacterial soaps are something you often see in families' homes.</p> <p>B. In Source 5, the author says that antibacterial soaps are just "Foamy, glittery, neon-colored or fruity."</p>

Student Directions for Part 2

You will now review your sources, take notes, and plan, draft, revise, and edit your article. You may use your notes and refer to the sources. You may also refer to the answers you wrote to the questions in Part 1, but you cannot change those answers. Now read your assignment and the information about how your article will be scored; then begin your work.

Your assignment:

Your club, the Future Healthcare Professionals of America (FHPA), wants to provide information to the school community about reducing the spread of infectious disease. You have been asked to write an article on that topic.

Using more than one source, craft a thesis to explain how to reduce the spread of infectious disease. Once you have a thesis, select the most relevant information to support your thesis. Then, write a multi-paragraph explanatory article explaining your thesis. Clearly organize your article and elaborate on your ideas. Develop your ideas clearly and use your own words, except when quoting directly from the sources. Be sure to reference the source title or number when quoting or paraphrasing details or facts from the sources.

Explanatory Article Scoring

Your explanatory article will be scored using the following:

1. **Statement of organization/purpose:** How well did you state your thesis, and maintain your thesis with a logical progression of ideas from beginning to end? How well did you consistently use a variety of transitions? How effective was your introduction and your conclusion?
2. **Elaboration/evidence:** How well did you integrate relevant and specific information from the sources? How well did you elaborate your ideas? How well did you clearly state ideas using precise language that is appropriate for your audience and purpose?
3. **Conventions:** How well did you follow the rules of grammar usage, punctuation, capitalization, and spelling?

Now begin work on your article. Manage your time carefully so that you can:

1. plan your multi-paragraph article
2. write your multi-paragraph article
3. revise and edit the final draft of your multi-paragraph article

Word-processing tools and spell check are available to you.

For Part 2, you are being asked to write a multi-paragraph article, so please be as thorough as possible. Type your response in the space provided. The box will expand as you type.

Remember to check your notes and your prewriting/planning as you write and then revise and edit your article.