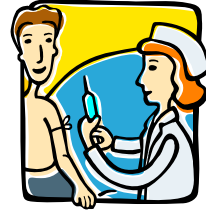




Disease Brochure Project



Create a brochure about a communicable or a non-communicable disease that educates, explains, and instructs. The brochure is not an in depth study of the topic but it should give enough information that the reader can understand the disease. The brochure will be created in Microsoft word and consist of six-panels.

1. Step 1: Topic - _____
 - Topics will be assigned / approved
2. Step 2: Research your topic.
 - Gather information needed using the textbook, materials and websites provided.
 - Information needed:
 - o Definition, description
 - o How the disease is spread / How to prevent the disease
 - o How the body reacts to the disease
 - o What is the treatment(s)?
 - o Interesting facts about the disease that makes you go “NO WAY”
3. Step 3: Brochure template.
 - Use the template provided on the units project page to input your information.
 - Save template to your H drive. **DO NOT EDIT THE ORIGINAL FILE.** Save it first to your H drive.
 - Brochure should consist of the following:
 - o 3 or 4 graphics along with information researched
 - o Panel Cover – Title and Student Name
 - o 2nd Panel – Definition, Description
 - o 3rd Panel – How spread / How to prevent
 - o 4th Panel – How the body reacts
 - o 5th Panel – Treatment
 - o 6th Panel – Interesting facts
4. Step 4: Complete brochure.
 - Spelling and Grammar check
 - Print your brochure and fold correctly
 - Turn in completed

Student name: _____ Hour: _____

<h1 style="text-align: center;">Disease Brochure</h1> <h2 style="text-align: center;">Scoring Guide</h2>			
	Van Uh oh (1 point)	Van Whoa (3 points)	Van Goah (5 points)
Content	Several required elements were missing. 3 out of the 6 panels completed correctly.	All but one required element was included or all elements were included but work was not detailed. 4/5 panels completed correctly.	The activity includes all required elements as well as additional information. All 6 panels completed correctly.
Visual Organization	Labels or contents are too small to view or important items were not labeled or identified. It is messy and difficult to interpret and graphics are unrelated. 1 out of the 4 graphics.	Almost all items are clearly identified but still untidy. Some graphics do not relate to the topic. 2 out of 4 graphics.	Almost all items of importance are clearly identified and presented neatly with appropriate graphics. 3 / 4 graphics.
Creativity	Poster lacks creative elements and color. It looks like it has been "thrown together".	Poster uses a few creative elements and limited use of graphics and colors.	Poster uses many creative elements to present poster topic. Uses a pleasant combination of color and graphics.
Conventions (This includes punctuation, spelling, grammar and usage, capitalization, and paragraphing. It does not include layout, formatting or handwriting.)	The writer shows excellent control over a wide range of standard writing conventions and uses them with accuracy to enhance meaning. Errors are so few and so minor that a reader can overlook them; text appears clean, edited, and polished; text is easy to mentally process and is not distracting or confusing; only light touch ups would be needed to polish the text for publication.	The writer shows reasonable control over the most widely used writing conventions and applies them with fair consistency to create text that is adequately readable. There are enough errors to distract an attentive reader somewhat, however, errors do not seriously impair readability or obscure meaning; moderate editing would be required to get the text ready for publication.	The writer demonstrates limited control even over widely used writing conventions. the text reflects at least one of the following problems: Errors are sufficiently frequent and distracting; it is hard for the reader to focus on ideas, organization, or voice; extensive editing would be required to prepare the text for publication.

Comments:

TOTAL POINTS
