

Pandemics/ COVID-19 in the US

Disclaimer:

This is a recommended curriculum focused on the COVID-19 pandemic in the US created by an experienced educator and curriculum writer.

However,

- This is a living document--it will be updated as events unfold, as ideas come forward, as feedback is received.
- This is intended for all educators and classrooms, and for anyone interested in a learning path, but it is not a *one-size fits all*, it will require tailoring according to the audience.
- This is intended as a general guiding plan for teaching and learning about COVID-19 specifically, and pandemics in general.
 - It is intended for a learning situation--how that manifests itself is up to the user (ex. at home learning, classroom setting, book club transformed into a learning club)
- This is meant to be a tool to develop reading comprehension, communication skills, data analysis, social justice frameworks, and more.
 - It is meant to help us eventually understand and critically evaluate our global, national, and personal response to COVID-19 as well as prepare us for future pandemics/global events.
- The curriculum was created with attention to inclusion and detail.
 - There are 50 states plus American territories, which means any lesson could easily be expanded to provide added information and nuance. Every effort was made to create a manageable and representative curriculum.
- Lessons are simple.
 - The big ideas and driving purposes are presented--the details of timing, grade modifications, special education (GATE and IEP) accommodations, ELL adaptations, are not present at this time.
 - At this time this curriculum does not have a set age range or standards attached; all ideas, lessons, and topics can be modified to fit the reader's learning experience.
- This can be used by anyone with or without formal education training.

Note on Standards:

Standards are generally vertically aligned--meaning they build on top of one another, for example:

- CCSS ELA RI.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
... leads to
- CCSS ELA RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
... which leads to
- CCSS ELA RI 8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
... which leads to
- CCSS ELA RI 11.1-12.1: 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.

Where standards are included, it is suggested to check vertical alignment and adjust accordingly.

*Note:

CCSS = Common Core State Standard

ELA = English Language Arts

RI = Reading Informational Text

Grades referenced: 2nd grade, 5th grade, 8th grade, 11 grade, 12th grade

Purchase:

Times are tough and developing quality lesson plans is an arduous task; therefore, I am not selling this item.

If you feel inspired, thankful, or want to contribute please direct donations to my PayPal account: covid19curriculum@gmail.com

Positive reviews on Teachable are highly appreciated as well.

Insightful feedback can be directed to covid19curriculum@gmail.com though I cannot promise I will be able to write back or make adjustments--remember this is not a product set in stone, it is not a product that can be done, as is, in every learning situation across the US. This product is meant as a suggested set of plans; it's a guide not a script.

Thank you for reading and I hope this helps!