



ABOUT  
SEATTLE  
BIOMED



Seattle BioMed is the largest independent non-profit organization in the U.S. devoted solely to infectious disease research. Seattle BioMed's mission is to eliminate the world's most devastating infectious diseases through leadership in scientific discovery. For more than three decades our scientists have studied the cellular and biochemical characteristics of the world's most deadly pathogens, the underlying cause of 14 million deaths each year.

**Seattle BioMed website:**

<http://www.seattlebiomed.org>

ABOUT  
BIOQUEST



While Seattle BioMed is a successful research institute, the organization recognizes that in order to flourish it must enhance the larger scientific and global health community. BioQuest, a grades 9-12 outreach program, nurtures the future success of Seattle BioMed's vision through its unique program mission to build and inspire a community that supports science and global health. Designed with input from teachers, outreach partners, and Seattle BioMed scientists, our institutional leadership launched BioQuest in 2004. The primary goals for BioQuest are to inspire the next generation of individuals from diverse economic communities to improve their scientific proficiency and pursue careers in biomedical research, as well as to encourage secondary students in the state of Washington to make a difference in their own lives and beyond. BioQuest accomplishes its program aims through teacher trainings (illuminating best instructional and assessment methodologies), interdisciplinary curricula closely aligned with national standards, a Site Explorations job shadow program, the BioQuest Academy summer internship program, online resources, and evening public events. BioQuest serves over 3,000 people annually.

**BioQuest website:**

<http://www.seattlebioquest.org/>

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### **Gapminder.org and Trendalyzer Software**

This curriculum provides instructions for teachers and students in using the [Gapminder.org](http://www.gapminder.org) website and Trendalyzer online tool to learn about the United Nations Millennium Development Goals (UNMDGs). Gapminder is an internet-based, animated, graphic interface of authentic and documented world statistics from the Karolinska Institute in Sweden. Gapminder graphs, screenshots, and other materials included in this curriculum are free materials from <http://www.gapminder.org>. Please refer to the Gapminder “Terms of Use” for additional information on use of the Gapminder website.

### **Funding**

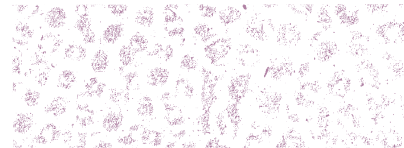
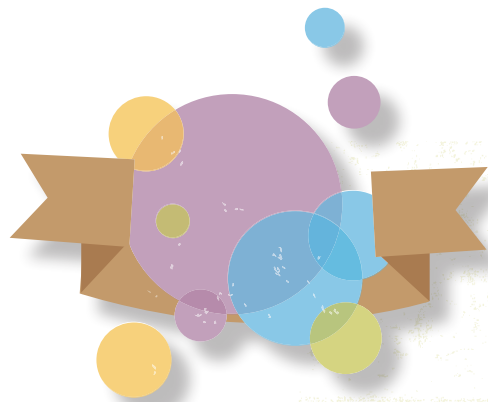
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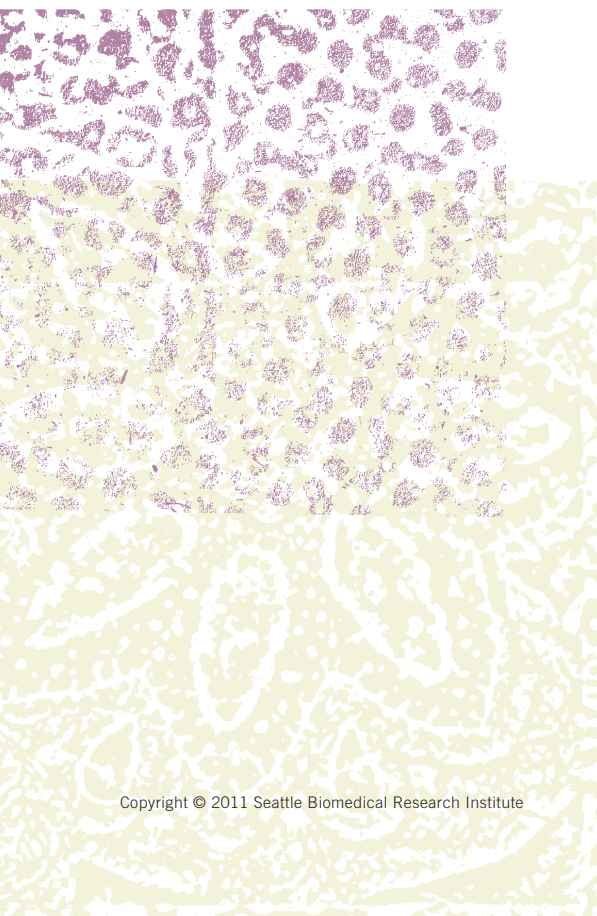
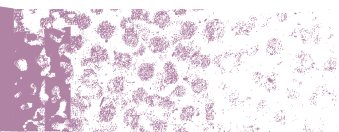
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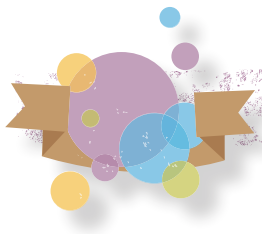


# minding the gaps

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# Standards Alignment

## SOCIAL STUDIES (Grades 9–12)

<b>Time, Continuity, and Change</b>
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.
<b>Production, Distribution, and Consumption</b>
Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods.
<b>Global Connections</b>
Social studies programs should include experiences that provide for the study of global connections and interdependence.

National Council for the Social Studies. (1994). *Curriculum Standards for Social Studies: Expectations of Excellence*. Silver Spring, MD: National Council for the Social Studies.

## HISTORY (Grades 5–12)

<b>U.S. History Era 10: Contemporary United States (1968 to the Present)</b>
The student should understand the economic, social, and cultural developments in the contemporary United States.
<b>World History Era 8: A Half-Century of Crisis and Achievement (1900-1945)</b>
The student should understand major global trends from 1900 to the end of World War II.
<b>World History Era 9: The 20th Century Since 1945: Promises and Paradoxes</b>
The student should understand the search for community, stability, and peace in an interdependent world.
The student should understand major global trends since World War II.

National Center for History in the Schools. (1996). *National Standards for History Basic Edition*. Los Angeles, CA: UCLA.





## MATHEMATICS (Grades 9–12)

<b>Data Analysis &amp; Probability</b>
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.
Develop and evaluate inferences and predictions that are based on data.
<b>Communication</b>
Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.

National Council of Teachers of Mathematics. (2000). *Principles and Standards for School Mathematics*. Reston, VA: National Council of Teachers of Mathematics.

## LANGUAGE ARTS (Grades 9–12)

1. Read a wide range of print and nonprint texts.
8. Use a variety of technological and information resources.

National Council of Teachers of English. (1996). *Standards for the English Language Arts*. National Council of Teachers of English & International Reading Association.

