

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: Taxing Soda</p> <p>Established Goals: Students will be able to argue for or against claims or inferences in the texts that we encounter. (Schmoker, 2006)</p>	
<p>Understandings: <i>Students will understand</i></p> <ul style="list-style-type: none"> • Locating, interpreting and analyzing research results will answer a variety of questions and assist in making informed decisions 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are different strategies that assist with locating and organizing research gathered from video clips and articles? • What digital tools are useful in research? • Does it matter if the research you gather contains facts versus opinion? • Why do opinions in writing have to be supported with facts and information? • How do you know if you are done researching? • What can you do if you get stuck? • How we use digital resources to find, organize, and evaluate information to make an informed decision
<p>Students will know:</p> <ul style="list-style-type: none"> • how to find/use/organize research into a graphic organizer designed to explain an issue and subsequently make and explain an informed decision 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Edit and format a table (graphic organizer) • Locate files online for use • Navigate to intended video clips and articles • Use tools to assist with a close reading • Copy/paste to work efficiently, but understand the implications for citation purposes • Develop word processing skills • Utilize tools to assist with learning (dictionary tool, voice to text, etc.) • Troubleshoot as needed (i.e., ctrl + z, identify an appropriate classroom resource, etc.)
<p>Standards:</p> <p>Common Core ELA Standards: W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. • Provide logically ordered reasons that are supported by facts and details. • Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). • Provide a concluding statement or section related to the opinion presented. <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Graphic organizer (Docs, located in appendix) • Required videos found here (no need to have an Edpuzzle account) • Edpuzzle.com • Google Classroom, Student accounts • Speakit! Extension to assist with reading • Chrome Vox offers text to speech • One button mouse for students with fine motor challenges • Headsets with microphones • Accessibility settings on the Chrome browser or Chromebook to support visually impaired students • Google Translate for ESL students online. Phone app has feature that allows an

<p>audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. ° Read grade-level text with purpose and understanding. ° Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. ° Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>METs 3-5.CC.3 Use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences</p> <p>3-5.RI.2 Use digital tools to find, organize, analyze, synthesize, and evaluate information</p> <p>3-5.CT.1 Use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to see, which product to purchase)</p> <p>3-5.CT.2 Use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems</p> <p>3-5.TC.5 Know how to exchange files with other students using technology (e.g., network file sharing, flash drives)</p>	<p>augmented reality feature to translate books, papers, etc., without losing images and formatting</p> <ul style="list-style-type: none"> • Common Core Standards Document • See appendix for supplemental materials including graphic organizers and links to videos for students. • My Drive folder has all resources that may be duplicated and adjusted with many optional resources available. • Students will need access to Google Drive and Google Classroom <p>Graff, G., & Birkenstein, C. (2006) They say/I say the moves that matter in academic writing.</p> <p>W. W. Norton & Company. Schmoker, M. J (2006). Results Now: How we can achieve unprecedented results in teaching and learning.</p>
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STAGE 2 – ASSESSMENT EVIDENCE

<p>Performance Tasks:</p> <p>Students view video clips and read articles to complete the graphic organizer</p>	<p>Other Evidence:</p> <p>Evidence of multiple research resources utilized is present and information collected is pertinent to the topic. Students are able to discern relevant information, have enough to persuasively determined and defend an informed decision in a 5 paragraph essay, and are able to quickly locate resource titles for citation purposes. Optional: Edpuzzle has a feature to quiz students that could be utilized if desired.</p> <p>Discussion Rubric (Schmoker, 2011)</p> <ol style="list-style-type: none"> 1. Always cite the text when making an argument 2. When disagreeing with another’s conclusions, argument, or solutions, briefly restate what they said, don’t interrupt, and be civil and respectful 3. Be concise and stay on point 4. Avoid distracting verbal tics (such as the overuse of “like” or “you know”)
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<p>Key Criteria:</p> <ul style="list-style-type: none"> • Students are able to locate and organize supporting evidence from various resources • Evidence gathered is sufficient to make an informed decision complete with supporting evidence • Students are able to describe why too much sugar is bad for you and the associated common health problems, describe the difference between added sugar and natural sugar, and locate how much sugar is recommended versus consumed by the average American • Students can explain the relationship between too much sugar, taxing soda, and the impact a tax would have on people and business • Students can describe why the sugar industry is against the tax • Students can describe the benefits of the tax as it relates to decreasing sugar consumption, weight loss, and a potential revenue source for the government • Students can describe reasons against a tax on pop • Students are able to make an informed decision on taxing soda and cite evidence that supports this decision orally (using the organizer for support if needed). • Students are able to share files, edit and format tables, develop word processing skills, navigate to intended resources, identify and use an appropriate tool/strategy in research 	
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STAGE 3 – LEARNING PLAN

<p>Summary of Learning Activities:</p> <p>Students will understand how to take a (relatively) large amount of research and organize it to support their claim. This will take multiple 50 minute sessions.</p> <ol style="list-style-type: none"> 1. Introduce the writing project. Explain that the guiding question of “Should the government tax pop?” initially seems easy to answer (yes/no), however, there are many issues that relate to this that they must first understand in order to make an informed decision. Give overview of entire project (research using varied resources, collect/organize/evaluate information, write a paper) Students will pick up the organizer and link to resources using Google Classroom. Discuss the difference between “view only” compared to being able to edit. Illustrate how if this is not done, the organizer will show everyone’s work. Make 	
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changes to the organizer so students can see it update on their screens. Show how to make a copy and explain that being the owner then allows you to edit. Students make a copy. Discuss how this is in their Drive, but not in the Classroom folder.

2. Explain how the organizer is set-up. Yellow rows are for the source titles. Color coding and numbering along the left column will assist in them locating where we are as a class. Explain that the video is set up with stop points, and at each stop they will answer the question. Consequently, if students pre-read the question it will help them to focus in on the material being viewed. Work through the first video as a class, discussing each question as students enter information into the organizer. Discuss other strategies such as replaying the video if needed, noting where in the video you are so you do not need to start from the beginning, etc.
3. Students complete the other videos that have guiding questions. Stop periodically to discuss content. (Embedded in the organizer.)
4. Once the videos that have questions supplied for students are finished. Discuss how the remaining videos do not include questions to guide them. They are now to determine what information in the video(s) would be useful for their research and future paper. (Link videos in Classroom.) Briefly outline each of the four videos offered. The nutrition label video and “Does a soda tax really help to fight obesity?” are required. Students then may elect from the other videos offered and are required to watch at least one of them. Students must add rows into the table, color code yellow for resource titles, but are not required to continue numbering the left column. Additionally, students may elect to use multiple cells for notetaking or one cell. Discuss the importance of noting titles of the resources, as they will be required to cite sources in the paper. Papers missing citations will be given back and scored as incomplete until citations are included. Discuss if it is Ok to use opinions found in the research to support your claim, or if you should stick to facts. Discuss how to determine if a source is credible and bias. Share the example of the Republicans announcing the winner of the vice presidential debate online before the debate took place. Students then work through videos. (Tip: viewing in full screen for students causes them to load slower and buffer. Do not use the full screen option. Stagger the class so that the entire class is not on the same video, or the videos will not load well.)
5. In Google Classroom review with students the articles there on the topic. Give a brief overview of each article and discuss how the charts and graphs in many show valuable information quickly. Discuss how using knowledge of the informational text genre will assist in quickly locating information. In the Time for Kids article, model the strategies. (Use of subtitles, reading charts and graphs, ctrl + f command to quickly find key words, dictionary tool, etc.) Students are required to complete the TFK article and select at least one more for their research. Discuss the question, “How do you know if you are done researching?”

Sugar Research Notes

1	The Sugary Truth (Video) Click here for the video.
1A	How many grams of sugar does the average person eat each day?
1B	What is the daily recommended amounts of sugar in grams for: Men: Women: Children:
1C	What percentage of packaged food has added sugar?

1D	What is one thing that insulin does?
1E	List three health problems caused by too much sugar: 1. 2. 3.
1F	What are five simple things you can do to eat less sugar and be healthy? 1. 2. 3. 4. 5.
1G	Who wrote the quote “The food you eat can either be the safest and most powerful form of medicine or the slowest form of poison?” Author’s name:
2	Sugar is Killing Us (Video) Click here for the video
2A	How many adults today are obese or very overweight?
2B	What does leptin do?
2C	What happens to leptin when you eat sugar?
2D	If sugar is blocking the leptin what two things happen?
2E	What does the pancreas produce?
2F	What does insulin do?
2G	What three health problems can an overworked pancreas lead to? 1. 2. 3.
2H	List 5 examples of food that has added sugar: 1. 2. 3. 4. 5.
2i	What can we do to encourage food companies to stop adding sugar to our food?
3	Sugar Shock- Time For Kids Article located in Google Classroom
3A	How does the brain respond to sugar?

3B	What health problem might your dentist notice from eating sugar?
3C	<p>What are the top five sugar culprits?</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.

Optional organizer with additional videos:

4	FDA Nutrition Label Battle Over Added Sugar
4A	What is the biggest change to the new nutrition label and why is it important?
4B	What is “added sugar”?
4C	What is the difference between “natural sugar” and “added sugar”?
4D	Why does “Big Sugar” want to fight the new label?
4E	Check out how the old nutrition label compares to the new one required by food makers in 2018. How will it help you decide if you should eat it? How will it hurt or change the food industry, if at all?
5	Fed Up Trailer
	The trailer states, “Kids are being told the biggest lie they will ever hear in their lives.” What is the lie, and why do you think kids are being told this?

	What do you think the opinion of this documentary is regarding sugar and the food industry? Cite evidence to support your claim.
6	Digestion of Sugar Clip from the Documentary "Fed Up"
Take notes	How we digest sugar:
7	**Put in extra resource title here
8	**Put in extra resource title here