



**Literacy Design
Collaborative**

Media Messages and Your Health

by Lauri Brandt, Melissa K. Carver, Phyllis J. Reed, and brian r. sevier

This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Health, "Media Messages and Your Health," found at:

<http://www.cde.state.co.us/standardsandinstruction/instructionalunits-comphealth>

The unit "Media Messages and Your Health" looks at alcohol and tobacco use through the lens of informational awareness, skill building, and positive decision making. During this 3-4 week unit, students will examine and differentiate between media/ social portrayals and the realities of alcohol, tobacco, and other drug use and abuse. Students will also reflect on how media and advertising influence their personal decisions while gaining skills to critically analyze powerful media influences.

GRADES

6

DISCIPLINE

Other

COURSE



**Comprehensive
Health**

Section 1: What Task?

Teaching Task

Task Template 16 - Informational or Explanatory

What would you say to a friend who offered you an illegal substance? After reading selected texts on societal and/or peer pressure and decision making, write a step by step instruction manual for incoming sixth grade students in which you relate how to address pressures in a positive manner. Support your discussion with evidence from the text(s).

Common Core State Standards

Reading Standards for Informational Text

RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.6

Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI.9-10.10

By the end of grade 9, read and comprehend literary nonfiction in the grades 9—10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9—10 text complexity band independently and proficiently.

Writing Standards

W.9-10.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.2.e

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.2.d

Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9-10.2.c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.9-10.2.b

Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9-10.2.a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.9.b

Apply grades 9—10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

W.9-10.9.a

Apply grades 9—10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

W.9-10.10

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.

Additional Standards

Colorado

Colorado Comprehensive Health and Physical Education Standards

- CO** Analyze the factors that influence a person's decision to use or not use alcohol and tobacco
 - CO** Analyze internal influences such as genetics, personality, and risk-seeking behaviors on alcohol and tobacco use
 - CO** Analyze external influences on alcohol and tobacco use
 - CO** Analyze the influence of exercise, nutrition, and social relationships on alcohol and tobacco
 - CO** Analyze various strategies the media use, including advertisements and movies, to encourage or discourage tobacco and alcohol
 - CO** Identify common mixed messages about alcohol in the media such as "drink responsibly" messages
 - CO** Analyze the perception versus the reality of alcohol use in adolescents
- CO** Demonstrate the ability to avoid alcohol, tobacco, and other drugs
 - CO** Demonstrate decision-making skills that lead to being substance-free
 - CO** Demonstrate effective, assertive refusal skills in refusing tobacco, alcohol, drugs, and other substances
 - CO** Explain how decisions about substances affect relationships
 - CO** Identify and summarize positive alternatives to substance use
 - CO** Demonstrate planning skills for avoiding alcohol, tobacco, and other drugs

Texts

Non-Fiction Texts

Alcohol by Rachel Lynette Say No and Know Why: Kids Learn About Drugs by Wendy Wax

Fiction Texts

Izzy, Willy-Nilly by Cynthia Voight My Incredibly Wonderful, Miserable Life: An Anti-Memoir by Adam

Nimoy Lockdown by Walter Dean Myers No Thanks, But I'd Love to Dance: Choosing to Live Smoke-free by Jackie Reimer

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

It is presumed that a student has a working knowledge of concepts such as risks, effects, decision-making and communication. However, the development of refusal skills to combat the dangers of alcohol, tobacco, and other drugs on the body, along with understanding social beliefs regarding these substances will be a focus of this unit.

Extension

As a student group of health advocates, you have been asked to create interactive performance-based presentations designed to encourage your peers to consider seriously the effects and consequences of alcohol, tobacco, and/or drug use/abuse and to help them see the power they have to establish and defend healthy lifestyle choices. You will work with a small group of fellow advocates to choose the focus of your presentation (i.e., alcohol, tobacco, or drug use/abuse) and address the following: health consequences of abuse, (un)lawfulness of use/abuse, relationship consequences of use/abuse, and effective strategies for self-advocacy to refuse use/abuse. Throughout your presentation you will emphasize the need for and usefulness of accurate information and its connection to maintain healthy interpersonal relationships by allowing your peers to consider these questions:

1. Why is obtaining accurate information about use/abuse of alcohol, tobacco, or other drugs essential?
2. Why are skills in conflict resolution and decision-making regarding alcohol, tobacco, or other drugs essential
in fostering positive peer interactions and relationships?

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process

PRE-READING > ESSENTIAL VOCABULARY: Add your own definition here

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

Preparing for the Task				
15 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>CHALK TALK (LIST) Silently read the following essential questions: What would you say to a friend that offered you a cigarette? What methods of refusal do you use? Think about them and silently add your thoughts/ideas as a part of a class list in response to the question.</p>	<p>Product meets expectations if students participate meaningfully by adding to the chalk talk.</p>	<p>NOTE: Chalk Talk is a silent way to reflect, generate ideas, check on learning, develop projects, or solve problems. Because it is done completely in silence, it gives students a change of pace and encourages thoughtful contemplation about the word, question, artifact or picture presented.</p> <p>SET UP</p> <p>The teacher writes a word or the task's essential question on the board and circles it.</p> <p>LESSON</p> <p>Do Now: Silently journal about the essential question on the board. You might write: what it reminds you of, what questions you have, what you think the answer is, things you already know, etc.</p> <p>1 The teacher explains the norms and expectations of "chalk talk":</p> <ul style="list-style-type: none"> * Silence in the room. *One person at the board at a time *If classroom culture permits, it can also be very effective to say nothing at all except to put finger to lips in a gesture of silence and simply begin with #2. <p>3 The teacher either hands a piece of chalk to everyone or places many pieces of chalk at the board and hands several pieces to people at random.</p> <p>4 People write as they feel moved. There are likely to be long silences?that is natural, so allow plenty of wait time before deciding it is over.</p> <p>5 How the teacher chooses to interact with the Chalk Talk influences its outcome. The teacher can stand back and let it unfold or expand thinking by:</p> <ul style="list-style-type: none"> * circling other interesting ideas, thereby inviting comments to broaden writing questions about a participant comment adding his/her own reflections or ideas

	<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.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 tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>			
--	--	--	--	--

	<p>Additional Attachments:</p> <p> General Refusal Skills Tips</p> <p> Choosing Not To Smoke</p>			
--	--	--	--	--

<p>50 mins</p>	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>VALUES RANKING SHEET PROMPT:</p> <p>Values are things that are important to you in life. They help you decide how to behave and can be shaped by your family, friends, and/or religion. In order to explore your own values further -</p> <p>1) Look at a list of 22 values and rank these values (“1” being the most important to you to “22” being the least important to you).</p> <p>2) Read a list of claims and identify your response by selecting if you agree and disagree with each idea.</p> <p>3) Freewrite about one value you select from the Values and Claims Handouts used in Steps 1 and 2.</p> <p>PRODUCT:</p> <p>Completed Values and Claims Handout; Freewrite Response</p>	<ul style="list-style-type: none"> ● Responds to each value statement and claim. ● Freewrites about one value using specific details. ● Engages in pair discussions using freewrite and handouts. 	<p><i>This activity works well as a pre-writing or pre-reading activity during a literature unit to help students gauge their own opinions about different values.</i></p> <ol style="list-style-type: none"> 1. First, students will rank their values using the Values Handout and Claims Handout. 2. Engage students in writing about what they value the most using the Reflecting on a Word Activity. Students will pick one work from the Values Handout or Claims Handout and freewrite about the word for 5 minutes (remind students what a strong freewrite entails by modeling freewriting about an alternative topic). 3. Students will share and discuss freewrite responses in pairs and then as a whole group. <p><i>ELA/10th Grade</i></p> <p><i>HS for Media and Communications - NYC/Empire State Writing Project/National Writing Project</i></p>
----------------	--	---	--	--

Standards:

CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.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 tasks, purposes, and audiences.

Additional Attachments:

 **Values Handout (Word Version)**



 **Values Handout (PDF)**



 **Claims Handout (PDF)**

 **Claims Handout (Word Version)**

Not provided

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS

ANALYSIS: Ability to understand and explain the task's prompt and rubric.

PARAPHRASED TEACHING TASK

Read the task carefully, underline key words, and restate the task in your own words.

Product meets criteria if:
Task is annotated with key words underlined

Task is restated using at least 2-3 sentences

Task is restated using language that is appropriate and original

1. Review definitions of "paraphrase" and "annotate" and discuss how they are connected.
2. Model how to closely read, and annotate a task (see teacher handout). Then model how to restate the task in your own words.

3. Have students practice closely reading, annotating, and restating a task.

4. Introduce the actual task.

5. Have students work individually or in pairs to complete the full process with the relevant task. Share out ideas.

Additional Instruction

Ideas adapted from: Jaclyn M. Wells, Sara Ballute & Timothy Lent

Additional Attachments:



 **Understanding the Task.pdf**



 **TaskParaphrase_StudentWork.pdf**



 **Understanding the Task - TEACHER COPY.pdf**

 **Understanding the Task.doc**

Reading Process				
20 mins	<p>PRE-READING > ESSENTIAL VOCABULARY: Add your own definition here</p>	<p>VOCABULARY MAPS Create a vocabulary map for each of the following words: Decision-making, Influences, Media, Behaviors, Communication. Try to frame your thinking around the concept of peer pressure.</p> <p>Your vocabulary map should include the word, definition, a sentence using the word in context, and a synonym for the word. The completed product will look like a web with the vocabulary word in the center.</p>	<p>Students will receive full credit if they completed one vocabulary map for each word.</p> <p>A completed map will have the word, definition, a sentence that properly uses the word in context, and a synonym.</p>	<p>The teacher will model the process of completing a vocabulary map using one of the terms or a related term.</p> <p>A teacher led discussion about peer pressure, influences, and decision-making can segue into the vocabulary lesson.</p>
Standards:				
<p>CCSS.ELA-LITERACY.RI.6.4 : Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p>				
Additional Attachments:				
<ul style="list-style-type: none">  Persuasion in Advertizing  Media Glamorizes Tobacco  Media Glamorizes Alcohol  Drug Facts 				

Media Messages and Your Health

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>REFLECTION ON MEDIA INFLUENCES</p> <p>After viewing the YouTube video entitled "Influence of Drugs and Alcohol in the Media," reflect on the impact that media has on your decision making. Write a brief paragraph that describes the influence that media has on you and your peers.</p> <p>**This mini-task relates directly to learning experience #1 in the Colorado Instructional Unit Sample, "Media Messages and Your Health**</p>	<p>Students receive full credit for composing a complete paragraph that identifies the impact that media has on his/her decision making.</p> <p>The paragraph should identify ways that the media influences them and their peers.</p>	<p>Discuss main content addressed in the video.</p> <p>Allow students to discuss their reactions to the video.</p> <p>Discuss other influences that teens have on them outside of the media.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 How To Analyze a Commercial 🔗 Advertizing Techniques 				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr and 30 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CORNELL NOTES</p> <p>Take notes from the articles discussing societal influences of drugs, alcohol, and tobacco on teens. Use the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</p> <p>**This mini-task relates directly to learning experience #1 in the Colorado Instructional Unit Sample, "Media Messages and Your Health**</p>	<p>ALWAYS:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph <p>SOMETIMES:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph <p>NEVER:</p> <ul style="list-style-type: none"> • Defines unknown words from the text • Asks thoughtful questions about the text • Uses abbreviations/symbols in their notes when possible • Summarizes the most important information in a paragraph 	<p>WARM UP</p> <ol style="list-style-type: none"> 1. Ask students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? 2. Ask students to turn to the person sitting next to them and share out. 3. Have the entire class share out their ideas. 4. As students share out, record their ideas on the white/chalk board or in a Powerpoint. Some students might say: <ul style="list-style-type: none"> - Pick out main ideas - Summarize with short phrases and keywords - Note important facts and vocabulary words - Use symbols and abbreviations - Put into your own words - Ask questions 5. Explain to students that the note-taking strategy they will be learning about today called Cornell Notes involves many of these skills. It helps people remember and organize new information. <p>MODELING</p> <ol style="list-style-type: none"> 1. Distribute the blank Cornell Notes handout and the Sample Article to students. 2. Using either an overhead projector or computer, display the blank handout. 3. Explain to students you will model how to fill in the handout while the class reads the article. 4. Have one student read aloud the article. 5. As the student reads, stop occasionally to complete the Cornell Notes handout (see the Sample Handout). Have students fill in the same information on their handout. 6. Ask students to turn to the person sitting next to them - How do I select what information I need to write down on a Cornell Notes form? What types of information do I need to write down on a Cornell Notes form? 7. Have the entire class share out their ideas. <p>PRACTICE</p> <ol style="list-style-type: none"> 1. Assign partners and have students take turns reading the new article. As students read they should annotate the Practice Article by (A) Writing a "B" next to information that is a Benefit and (B) Writing a "D" next to information that is a Disadvantage 2. Have students work individually to complete their Cornell Notes Handout.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				<p>3. Have students share out their partner.</p> <p>4. Ask each pair to discuss - What information did you think was important to include on your handout? Why?</p> <p>5. Have the entire class share out their ideas.</p> <p>CLOSING</p> <p>1. Ask students to respond individually - What was challenging/easy about the Cornell Notes activity? How might this strategy be helpful throughout the year?</p> <p>2. Have the entire class share out their ideas.</p> <p>Additional Instruction</p> <p>Cornell Notes can be used as the main method for students to develop their reading and writing skills through annotation of sources. This strategy can also be an effective means of formative assessment. While students are working, review their work; look for "trends" in misunderstandings (with either content or writing skills) and conduct a short mini-lesson with individuals, small groups, or the entire class.</p>

Standards:

CCSS.ELA-LITERACY.CCRA.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-LITERACY.CCRA.R.2 : Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Additional Attachments:

-  **Cornell_Note_Taking_System - Sample.pdf**
-  **Practice Article.pdf**
- Cornell_Note_Taking_System.doc**
-  **Cornell_Note_Taking_System.pdf**
-  **Cornell Notes-student work.pdf**
-  **Sample Article .pdf**

1 hr and 30 mins

POST-READING > ENHANCING COMPREHENSION:
Ability to identify the central point and main supporting elements of a text.

"I" AND "YOU" MESSAGES: DISCUSSION AND SKITS
After being provided with several examples, use the "I" and "You" Statements worksheet to practice writing "I" statements.

This mini-task relates directly to learning experience #8 in the Colorado Instructional Unit Sample, "Media Messages and Your Health

Students develop 3 effective "I" statements to resolve the three hypothetical situations on the worksheet.

5- Very effectively uses an "I" statement to resolve all three situations.

3- Effectively resolves 2 out of 3 situations using an "I" statement.

1- Does not resolve the situations and does not develop effective "I" statements.

Review "I" and "You" statements with the class and discuss effective communication.

Provide several examples of "I" statements to resolve situations.

Allow students to work in partners to develop their "I" statements.

Standards:

CCSS.ELA-LITERACY.W.6.3 : Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

Transition to Writing

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p>BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.</p>	<p>GROUP SKITS A teacher led discussion will identify several refusal skills and methods for responding to difficult situations. The teacher can create a list of class notes for students to refer back to. After the discussion, students will be placed in small groups to create a skit. Their skit will depict a hypothetical situation that requires an individual to utilize his/her refusal skills. Students must use one or more of the skills discussed as a class.</p> <p>**This mini-task relates directly to learning experience #10 in the Colorado Instructional Unit Sample, "Media Messages and Your Health**</p>	<p>Each group creates a skit that:</p> <ul style="list-style-type: none"> Clearly depicts a difficult situation Utilizes one or more skill/method for resolving the situation All group members actively participate 	<p>Teacher identifies several refusal skills and methods for responding to a difficult situation.</p> <p>Students add to the class list of refusal skills.</p> <p>The teacher may provide groups with the situations they must resolve in their skits.</p> <p>The teacher may select one skill for each group to utilize to solve their problem.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.6.3A : Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p>				
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Steps For Conflict Resolution 🔗 Life Changing Teen Tips 🔗 Conflict Resolution 🔗 Story Frame Graphic Organizer 				
<p>Writing Process</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>OUTLINE WRITING Students will create an outline for their step by step manual to resist peer pressure. They will outline the steps needed to effectively refuse an opportunity to try an illegal substance. An option for an outline can be found at the attached website. Outline</p>	<p>The student will receive full credit if they create an outline that identifies the situation and develops the steps necessary to resist peer pressure.</p> <p>Each step should be a logical extension of the previous one.</p> <p>The final step should be a resolution to the problem.</p> <p>The outline should incorporate some of the skills/methods previously discussed throughout the module.</p>	<p>Teacher may provide several examples of a step by step instruction manual.</p> <p>Teacher may model outlining using the provided template.</p> <p>Students may work in partners or small groups to develop their outlines.</p>
Standards:				
<p>CCSS.ELA-LITERACY.W.6.2D : Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>				
30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>INTRODUCTION PARAGRAPH Develop an effective and engaging introduction paragraph for your step by step instructional manual incorporating a hook, explanation, and thesis. You should identify the problem and describe its importance/relevance.</p>	<p>Meets expectations if:</p> <ul style="list-style-type: none"> ● Hook is engaging and relevant ● Explanation successfully bridges hook and argument. ● Thesis is specific, well articulated, and the actual topic of the paper. 	<p>*This tool should be used with students who already know their thesis, not as a tool to develop one.</p> <ol style="list-style-type: none"> 1. Using the handout, do a think aloud in which you walk through the steps to develop an introduction paragraph. Think about several hooks, and chose the best one (emphasizing that the first idea isn't always the best). 2. Allow students to complete the handout independently. 3. Finish with a share, either class wide or between partners.
Standards:				
<p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
Additional Attachments:				
<p> Intro Handout</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
1 hr	<p>DEVELOPMENT > BODY PARAGRAPHS:</p> <p>Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>BODY (STEPS TO TAKE)</p> <p>For this part of your manual you will need to identify each step of your process and describe them in detail. You will need to give examples to clarify and describe any methods or special skills needed to complete each step.</p>	<p>Students list all necessary steps to resolve their situation.</p> <p>Each step is described in detail and examples are given to clarify.</p> <p>All skills and methods are clearly described.</p>	<p>The teacher may provide more examples of manuals.</p> <p>One on one conferencing may help students to provide more detail and be more specific.</p> <p>Group work may also help students to describe each step more completely.</p> <p>Read completed drafts to a classmate to check for clarity.</p>
30 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>MULTIPLE DRAFTS (LDC PROTOTYPE)</p> <p>Refine composition's organization of ideas/points and description of the process. Make sure the steps are put in a logical order and are described in enough detail for the reader to understand.</p>	<ul style="list-style-type: none"> Provides complete draft with all parts. Supports the opening in the later sections with evidence and citations. Improves earlier edition. 	<ul style="list-style-type: none"> Sample useful feedback that balances support for strengths and clarity about weaknesses. Assign students to provide each other with feedback on those issues.
Not provided	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT (LDC PROTOTYPE)</p> <p>Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
Not provided	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE (LDC PROTOTYPE)</p> <p>Turn in your complete set of drafts, plus the final version of your piece.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	None

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided