



**Literacy Design
Collaborative**

Who Influences Me?

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This module is meant to be taught in conjunction with the Colorado Department of Education Instructional Unit Sample for High School Health, "Who Influences Me?" found at:

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

The unit "Who Influences Me", allows students to analyze the impact that media, culture and peers have on an individual's development of communication, advocacy, and self-management skills. Throughout the unit, students will explore positive and negative influences and consider strategies that could be used to potentially minimize negative influences on mental and emotional well-being. The unit culminates in a performance assessment that asks students to design and present an action plan to the school community that promotes positive behaviors and/or changes negative influences/stereotypes to support positive mental and emotional health and well-being.

Learning experience #9 within the unit, supports the task of students researching and distinguishing between credible and non-credible resources.

GRADES

8

DISCIPLINE

Other

COURSE



**Comprehensive
Health**

Section 1: What Task?

Teaching Task

Task Template 20 - Informational or Explanatory

What internal and external factors are most influential on mental and emotional health? After researching a variety of sources on the influences of media, culture, and/or peers, write article for a teen magazine in which you analyze the impact those influences can have on mental health, providing evidence to clarify your analysis.

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** Describe the physical, emotional, mental, and social benefits of sexual abstinence, and develop strategies to resist pressures to become sexually active
- CO** Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health
- CO** Demonstrate verbal and nonverbal ways to refuse pressure to engage in unwanted verbal, physical, and sexual activity and advances
- CO** Explain why individuals have the right to refuse sexual contact
- CO** Seek support to be sexually abstinent
- CO** Develop personal standards for dating situations
- CO** Analyze how certain behaviors place one at greater risk for HIV/AIDS, sexually transmitted diseases (STDs), and unintended pregnancy
- CO** Explain the benefits and effectiveness of abstinence in preventing HIV, STDs, and unintended pregnancy
- CO** Explain the benefits and effectiveness and potential side effects of contraceptives in reducing the risk of HIV, other STDs, and unintended pregnancy
- CO** Describe the risk relationship between using alcohol and other drugs and sexual activity
- CO** Demonstrate peer resistance skills and personal boundary behavior
- CO** Describe the signs, symptoms, and transmission of common STDs, including HIV, HPV, and Chlamydia
- CO** Access valid school and community resources to help with mental and emotional health concerns
- CO** Explain that getting help for mental and emotional health problems is appropriate and sometimes necessary
- CO** Understand that stereotypes exist about mental and emotional problems, and

those stereotypes can influence a person's desire to seek help

CO

Explain when it is necessary to seek help for mental and emotional health problems such as depression, mood disorders, and anxiety

CO

Access valid sources of information about alcohol, tobacco, and other drugs

CO

Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs

CO

Analyze the accuracy of images of alcohol and tobacco use conveyed in the media, including advertisements

CO

Demonstrate decision-making skills to be alcohol, tobacco and drugfree

CO

Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations

CO

Analyze choices about using alcohol, tobacco and other drugs and how these choices can affect friends and family

CO

Express intentions to be alcohol, tobacco, and drug free

CO

Promote and enhance health through disease prevention

CO

Explain contributing factors to health status

CO

Analyze the relationship among poor eating habits, inactivity, tobacco and alcohol use, and health status

CO

Explain the body's response to disuse and other stressors

CO

Explain how the immune system functions to prevent and combat disease

CO

Describe the potential health consequences of popular fads or trends

CO

Internal and external factors influence mental and emotional health

CO

Analyze how culture, media, and others influence personal feelings and emotions

Who Influences Me?

CO Describe how personal and family values and feelings influence choices

CO Describe strategies to minimize negative influences on mental and emotional health

CO Analyze internal factors that contribute to mental and emotional health

CO Analyze influences that impact individuals' use or non-use of alcohol, tobacco, and other drugs

CO Summarize the harmful short- and long-term psychological and social effects of using alcohol and other drugs

CO List the potential outcomes of typical risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow

CO Describe addictions to alcohol, tobacco, and other drugs, and point out that addiction is treatable

CO Determine situations that could lead to the use of alcohol and other drugs

CO Describe how mental and emotional health and life circumstances can affect alcohol or other drug use

CO Discuss the harmful effects of using weight-loss products

CO Describe the health risks associated with using performance-enhancing drugs

CO Analyze the factors that influence violent and non-violent behavior

CO Identify media and cultural messages that could lead to different types of violence, including sexual violence

CO Examine the presence of violence in the media and its possible effects on violent behavior

CO Describe external influences that could lead to violence

CO Identify verbal and nonverbal communication that constitutes sexual harassment

Who Influences Me?

CO

Recognize behaviors that are perceived as sexually coercive

CO

Explain that rape and sexual assault should be reported to a trusted adult

CO

Understand that sexual assault is a crime and must be reported

CO

Demonstrate ways to advocate for a positive, respectful school and community environment that supports pro-social behavior

CO

Demonstrate how to prevent or stop bullying as a bystander, perpetrator, or victim

CO

Stand up for those being bullied

CO

Advocate for a positive and respectful school environment that supports pro-social behavior

Texts

Non-Fiction Sources

Less Stress = More Success by Susanna Palomares, Diane Schilling Self-Advocacy: the Ultimate Teen Guide by Cheryl Gerson Tuttle, JoAnn Augeri Silva Communication Skills by Kalpit Jane Communication Skills for Working with Children by Pat Petrie Getting over the Blues by Kim T. Frank and Susan J. Smith-Rex The 7 Habits of Highly Effective Teens by Sean Covey

Fiction Sources

No More Stereotypes by Jared M. Anderson Stargirl by Jerry Spinelli The List by Siobhan Vivian Who Moved My Cheese? for Teens by Spencer Johnson

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

Growing up in today's society teens are bombarded with multiple influences. Some of those influences are positive or they can be negative. As student leaders, you have the inside connections to research and then share strategies about these influences. By completing the task, your information can be shared with others who may be struggling in various situations impacted by the positive or negative influences of society.

Extension

Students may begin to design an action plan for the school community that promotes positive behaviors and suggests ways to alter/diminish negative stereotypes around mental and emotional health and well-being. The goal is to increase understanding of the ways in which attention to individual mental and emotional health can benefit an entire community.

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 > TEXT SELECTION: Ability to identify appropriate texts.

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

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.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

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
<i>Preparing for the Task</i>				
10 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>CHALK TALK (LIST)</p> <p>Silently read the essential question posted on the board. Think about it 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 <p>*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> <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

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
15 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>PARAPHRASED TEACHING TASK Read the task carefully, underline key words, and restate the task in your own words.</p>	<p>Product meets criteria if: Task is annotated with key words underlined</p> <p>Task is restated using at least 2-3 sentences</p> <p>Task is restated using language that is appropriate and original</p>	<ol style="list-style-type: none"> 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. <p>Additional Instruction</p> <p>Ideas adapted from: Jaclyn M. Wells, Sara Ballute & Timothy Lent</p>

Additional Attachments:



[TaskParaphrase_StudentWork.pdf](#)









[Understanding the Task - TEACHER COPY.pdf](#)

[Understanding the Task.doc](#)










[Understanding the Task.pdf](#)

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
45 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	SOURCE EVALUATION, OR "USE/DON'T USE" Using one of the texts provided by the teacher, evaluate it for: <ol style="list-style-type: none"> 1. Readability: are you able to understand it? 2. Publisher/author: is this a .com, .you, .org, etc 3. What is their reputation/ what is their authority? 4. Accuracy: can this information be supported by other reputable sites? 5. Currency: is it recent enough for a science paper? 6. Is it a primary source for a history paper? (as opposed to 20/20 hindsight) 7. Bias: is it pro/con something? Is there an agenda? Besides the stance you're taking on the paper. i.e. a pro gun essay written by Smith and Wesson 	Student is able to: <ul style="list-style-type: none"> - Justify whether text should be used or not, evaluation -Summarize the text's main points (text-complexity is appropriate for that particular student) -Identify author/publisher and their authority -Identify when published or updated -Identify bias when applicable 	<ol style="list-style-type: none"> 1. Teacher or librarian models evaluation of texts. Does "think aloud" to explain whether to use or not use, will use at least 2 texts: 1 that fails to meet criteria and 1 that meets criteria 2. Students complete evaluation, answering all seven questions.
Additional Attachments:				
 Evaluating Sources				
30 mins	PRE-READING > TEXT SELECTION: Ability to identify appropriate texts.	DESCRIBING WHEEL Develop a "describing wheel" using "credible mental health resources" as the center and then identifying the criteria for assessing reliability.	Completes the product	*model for students *pair students through the first resources http://www.eduplace.com/graphicorganizer/pdf/wheel_eng.pdf (Describing wheel graphic organizer)
Additional Attachments:				
 Credible Resources				
 Valid Internet Resources				
 Teen Resources for Mental Health Issues				
 Steps for finding credible resources				
 A Describing Wheel				

Who Influences Me?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.	VOCABULARY LIST In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.	<ul style="list-style-type: none">• Lists appropriate phrases.• Provides accurate definitions.	<ul style="list-style-type: none">• After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.• After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.





PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
50 mins	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>DOUBLE ENTRY JOURNAL</p> <p>PRODUCT: Completed journal with _____ [# of required responses] entries</p> <p>PROMPT: In the first column, choose a quote or situation from the text that you can relate/react to. In the second column, record your thoughts or reaction.</p> <p><i>The thoughts/reactions that you record should make a connection between the text and yourself (text-to-self), another text (text-to-text), or the world (text-to-world).</i></p>	<ul style="list-style-type: none"> Answers questions with credible response. Includes specific evidence from the text. Completes both columns of the journal. 	<ol style="list-style-type: none"> Remind students of the three types of connections: Text-to-Self Connection, Text-to-Text Connection, and Text-to-World Connection. Explain how readers often make connections to a story to help them better understand the text. During and/or after the reading of a text, display a blank copy of the Double Entry Journal to demonstrate how to use this printout to make connections with the text. <ul style="list-style-type: none"> In the first column, students should choose a quote or situation from the text that they can relate/react to. In the second column, students should record their thoughts or reaction. Reinforce the fact that the thoughts/reactions that students record should make a connection between the text and themselves (text-to-self), another text (text-to-text), or the world (text-to-world). Use chart paper or an overhead projector to model the process so that all students can see your reactions and reflections and follow along as you complete the Double Entry Journal. Review the Double Entry Journal Tips Handout with students. After students have had time to record their connections, ask students to share them aloud. Remind students to explain which of the three types of connections they are making, and also to make sure they are making connections that are productive and enhance their understanding of the text. <p><i>Possible extensions:</i></p> <ul style="list-style-type: none"> Ask students to reflect and respond to the following prompt on the back of their Double Entry Journal - Choose one connection and explain specifically how it helped you better understand what you were reading. You may wish to write this statement on the board or chart paper for students to see while writing their answers. If responding to literature students may pick from the following additional prompts: <ul style="list-style-type: none"> Choose a character we have met in your book and tell about his/ her specific actions. What might those actions reveal about the character's personality? In the first column, chose a quote that relates to this specific character and action. In the second column, record your thought or reaction. Choose one of the characters involved in _____ [insert significant event in the book], and write a journal entry from that character's perspective, using his or her "own" words. In the first column, chose a quote that relates to this event to show why your character would react in a particular way. In the second column, record your thought or reaction. Choose one of your favorite or most interesting journal entries, and write about why you chose it. <p>*Works well when this is established as an ongoing routine.</p> <p><i>Middle School - Baldwin, NY/National Writing Project</i></p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	<i>Common Core Standards:</i> RL1, RL 10, W9, W10 INSTRUCTIONAL STRATEGIES <i>Resources:</i> Tips on Keeping a Double Entry Log Handout <i>Adapted from:</i> http://www.readwritethink.org/classroom-resources/printouts/double-entry-journal-30660.html
<p>Additional Attachments:</p> <p> Suggestionns for Journal Entries</p> <p> Double Entry Journal (Word Version)</p> <p> Double Entry Journal (PDF)</p> <p> Double Entry Journal Tips (Word Version)</p> <p> Double Entry Journal Tips (PDF)</p>				
<p>45 mins</p>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>MEDIA ANALYSIS Select two different media sources and use a t-chart to analyze the positive and negative impacts they may have on a person's mental health.</p>	<p>Accurately makes equal comparisons of media - refrains from bias</p>	<p>*Model a t-chart</p> <p>*Brainstorm list of media to choose from</p> <p>*Allow think-pair-share to formulate comparisons</p>
<p>Additional Attachments:</p> <p> Positive and Negative Effects of Media</p>				
<p>35 mins</p>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>MEDIA BIAS OR NOT Select three media sources to analyze and compose a journal entry of the information that is depicted or described about mental health and/or mental health.</p>	<p>Completes journal entry with evidence to support thinking</p>	<p>*Define and discuss possible media stereotypes and biases</p> <p>*Model the analysis of one form of media</p>
<p>Additional Attachments:</p> <p> Journal Suggestions</p>				
<p>45 mins</p>	<p>POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.</p>	<p>PERSONAL ILLUSTRATION Create a personal illustration that portrays how peer pressure affects your life in a positive and/or negative way</p>	<p>Completes the project with at least three examples</p>	<p>*Brainstorm ideas for illustration (self-portrait, shadow diagram, collage, etc)</p> <p>*Product may be presented one-to-one, to the class, etc.</p> <p>*Journal entries could be incorporated to assist in oral presentation</p>

Who Influences Me?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it.	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
Transition to Writing				
15 mins	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.	SYNTHESIZING LEARNING In a quick write, note what you know now that you've read and researched about society's positive and negative influences.	<i>No Scoring</i>	<ul style="list-style-type: none"> Discussion-based strategies, such as seminar. Small group discussion using question.
Additional Attachments: <ul style="list-style-type: none"> 🔗 Friendships, peer influence and peer pressure during the teen years 🔗 Family a Critical Influence on Teen's Mental Health 🔗 Social Relationships and Health 				
Writing Process				
20 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.	OUTLINE/ORGANIZER Create an outline based on your notes and reading in which you state your controlling idea, sequence your points, and note your supporting evidence.	<ul style="list-style-type: none"> Creates an outline or organizer. Supports controlling idea. Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> Provide and teach one or more examples of outlines or organizers. Invite students to generate questions in pairs about how the format works, and then take and answer questions.
30 mins	DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.	OPENING PARAGRAPH Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition.	<ul style="list-style-type: none"> Writes a concise summary statement or draft opening. Provides direct answer to main prompt requirements. Establishes a controlling idea. Identifies key points that support development of argument. 	<ul style="list-style-type: none"> Offer several examples of opening paragraphs. Ask class to discuss what makes them strong or weak. Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>BODY PARAGRAPH OUTLINE Write an outline for your body paragraph including (A) Topic Sentence; (B) Two Pieces of Textual Evidence with Sources; (D) Analysis; and (E) Summary.</p>	<ul style="list-style-type: none"> • Includes a clear topic sentence that states one of your reasons. • Includes at least 2 pieces of textual evidence with sources. • Includes a min. of 3 sentence analysis of the textual evidence, answering the questions ?so what? • Includes a min. 2 sentence summary that connects the reason back to your claim. 	<p>WARM UP:</p> <ol style="list-style-type: none"> 1. Ask students to respond individually - How do you organize your ideas before you write? Why is it important to organize your ideas? 2. Ask students to turn to the person sitting next to them and share their response. 3. Ask students to share out responses as a whole class. 4. Explain to students the objective for the day. Students will organize their ideas into an outline that acts as a road map for their body paragraph. <p>MODELING:</p> <ol style="list-style-type: none"> 1. Distribute handouts of the sample outline to the students OR project the sample outline. 2. Read aloud the outline. 3. Ask students to turn and talk to the person sitting next to them - What is the topic sentence of the paragraph? What evidence explains or supports the topic sentence? Why is my evidence important? How can you summarize the main ideas of this body paragraph? 4. Ask students to share out responses as a whole class. <p>INDIVIDUAL PRACTICE:</p> <ol style="list-style-type: none"> 1. Have students work individually to complete their outlines. 2. Ask students to share their outline with another classmate. Have each student grade their partner?s outline using the rubric (write the rubric on the white/chalk board or project it). 3. Ask students to read aloud sections of their outline to the class. <p>CLOSING:</p> <ol style="list-style-type: none"> 1. Ask students to turn and talk to the person sitting next to them - What are the different components of a body paragraph outline? How does an outline allow a person to organize their ideas effectively? 2. Ask students to share out responses as a whole class.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	<p>Additional Attachments:</p> <p> Body Paragraph Outline.doc</p> <p> Body Paragraph Outline.pdf</p> <p> Body Paragraph-Student Work.pdf</p> <p> Sample Body Paragraph Outline.pdf</p>			
<p>40 mins</p>	<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>REVISING FOR TONE</p> <p>One thing good writers do is they make sure their writing is the correct tone for their audience. Your paper has a formal tone. Revise it to make sure it reads as formal</p> <p>Remember, you are writing an article for a teen magazine.</p>	<p>Student meets expectations if:</p> <ul style="list-style-type: none"> • At least five words are changed. • The replacement words are formal in tone. 	<p>*Need dictionaries, thesauri, or the internet!</p> <ol style="list-style-type: none"> 1. Provide students with a definition of tone: the way a text (or voice) sounds. Today, we will think about two tones: <i>casual</i> and <i>formal</i>. Casual is how you talk with friends and family. Formal is how you talk when you are trying to get a job, or an A on an essay. 2. Which is casual? Which is formal? Why? <p>She walked to the store and got candy.</p> <p>She ambled to the corner market and purchased confections.</p> <p>Explain how a thesaurus works, invite students to try in the next step...</p> <p>**Be sure to remind students not to use words that they don't know!</p> <ol style="list-style-type: none"> 2. With a partner: Consider the following phrases, and try to rephrase them so they are formal using a thesaurus. <p>I got football after class so I wont be catching the bus until late. --></p> <p>She always gets mad when I make a joke --></p> <ol style="list-style-type: none"> 3. When you made these phrases more formal, what changed? (how long they were, the vocabulary) 4. Now, using the same tools, go back to your essays and make them more formal. 5. End of class: share out your best revision.

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
20 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT 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. If utilizing technology, remind students to know how to use each tool as they are the ultimate editor
30 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE 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