

## Idaho Core Teacher Network Unit Plan Template

**Unit Title:** Omnivore's Dilemma

**Created By:** Lauren Macey

**Subject:** ELA

**Grade:** 8th

**Estimated Length (days or weeks):** 6 weeks

**Unit Overview (including context):**

Students will study the non-fiction book *Omnivore's Dilemma* by Michael Pollan. We will study where food comes from, what the different food chains are, and how to determine what food is healthy and what food is not. Then, we will look at the cost of affording a healthy lifestyle. Students will do multiple budgeting/meal planning activities to determine the cost of healthy vs. unhealthy and cooking at home vs. eating out. There will be chapter-by-chapter activities as well as outside articles. The focus of this unit is on citing evidence.

**Unit Rationale (including Key Shift(s)):**

**Key Shift:** Students will participate in Reading/Writing/Speaking that is grounded in evidence from the text across the curriculum.

Every day, students show up to my classroom with more bags of Takis than pencils. Students eat school lunch, McDonald's, and any/everything they can get from the vending machines. Studying *Omnivore's Dilemma* will open their eyes to the types of food they are choosing. Further, food is a controversial topic. There are e coli outbreaks, GMO labeling debates, and the cost of healthy food. These real-world issues will bring engagement to the students. They will do a budgeting activity that relates directly to their lives. They will also be writing an argument about school lunches. The key shift I am focusing on is finding and citing evidence. When they are making claims and arguments, they will need to support their ideas with details from text.

This unit was designed to be taught in 90-minute blocked classes. With a more traditional 50 minute class period, the break-up of daily activities must be modified, extended, or condensed.

When choosing my focus standards, I started with the end product that my students will create. The summative assessment is the CWA, in which the students will have to write an argumentative paper complete with a thesis statement, topic sentences, evidence, transitions, etc. I looked at the data from last year, and noticed that my students scored the lowest in the evidence/support sections of various standardized tests. Choosing evidence that supports your claim is essential for a successful paper, so I selected it as my Key Shift focus for my unit.

My focus standard is the common core standard that most closely relates to the key shift. This standard talks about citing textual evidence to support what the text says explicitly as well as inferences drawn. Throughout the unit, my students will be asked to support their answers with concrete evidence. This will allow them to use that skill in their final assessment.

The other standards I chose contain skills that the students will need in order to complete their final task. I went through and selected standards that deal with argumentation, communicating their beliefs, supporting their ideas with evidence, author's bias, presenting claims, and comparing sources/texts. These are the big skills that are necessary for the summative assessment, so they will be the standards I focus on teaching throughout the unit.

<p><b>Targeted Standards (Module 2):</b> Idaho Core Grade-Level Standards:</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.8.6</li> </ul> <p>Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.8.8</li> </ul> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.RI.8.9</li> </ul> <p>Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.W.8.1</li> </ul> <p>Write arguments to support claims with clear reasons and relevant evidence</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.8.1.A</li> </ul> <p>Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.8.1.D</li> </ul> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <ul style="list-style-type: none"> <li>• CCSS.ELA-LITERACY.SL.8.4</li> </ul> <p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p><b>Essential Question(s)/ Enduring Understandings (Module 4):</b></p> <ol style="list-style-type: none"> <li>1. What is the Omnivore's Dilemma?</li> <li>2. What is the cost of a healthy lifestyle?</li> <li>3. What are the long term consequences of obesity?</li> <li>4. What type and quality of food should be in a school lunch?</li> <li>5. Are you what you eat?</li> </ol>	<p><b>Measurable Outcomes (Modules 6 and 8):</b> Learning Goals (Desired Results):</p> <ul style="list-style-type: none"> <li>• I can cite textual evidence that most strongly supports an analysis of what the text says</li> <li>• I can compare and contrast</li> <li>• I can define and use academic terms</li> <li>• I can acknowledge both sides of a controversy</li> <li>• I can analyze how a text makes connections among and distinctions between ideas, events, and individuals</li> <li>• I can draw evidence from informational text to support my analysis</li> <li>• I can defend my opinion against other ideas</li> <li>• I can find the main (central) idea in a text</li> <li>• I can complete a short-term research project</li> <li>• I can evaluate the claims made in an argument</li> <li>• I can create relevant and text-based questions from the text</li> <li>• I can evaluate the advantages and disadvantages of using different mediums to present information</li> <li>• I can develop and strengthen my writing by planning, revising, and editing</li> <li>• I can draw conclusions based on the findings of my research</li> <li>• I can use appropriate and varied transitions</li> <li>• I can introduce a topic clearly, previewing what is to follow</li> <li>• I can provide a concluding section that follows form and supports the information presented</li> <li>• I can make connections based on similarities</li> <li>• I can use appropriate spelling, grammar, and punctuation</li> </ul> <p><b>Success Criteria (Evidence):</b></p> <ul style="list-style-type: none"> <li>• Students have completed the assignments to standard</li> <li>• Students are able to write evidence-based ACES paragraphs.</li> <li>• Students are able to justify their ideas and claims.</li> <li>• Students are participating and engaged</li> <li>• Students turn in successful research projects</li> <li>• Students can discuss the differences, pros, and cons of the various food</li> </ul>
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		<p>chains, the labeling of GMOs, and the school lunch controversy.</p> <ul style="list-style-type: none"> <li>• Students can read and comprehend complex non-fiction text</li> <li>• The packet is done to standard</li> <li>• Students will create an argument for either processed or organic food to be served for school lunches and will present their argument.</li> <li>• Students will study the book <i>Omnivore's Dilemma</i> and prove they understand the main concepts.</li> <li>• Students will collaborate effectively and respectfully with one another on assignments.</li> <li>• Students will engage in class discussions.</li> <li>• Students will back up their claims with evidence from the text.</li> <li>• Students will research the cost of a healthy lifestyle and present their findings in a final project.</li> <li>• Students will be able to write a strong argumentative ACES paragraph.</li> <li>• Students can write a claim</li> <li>• Students can cite textual evidence to support their claim</li> <li>• Students can explain the evidence and how it supports their claim.</li> </ul>
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**Summative Assessment (Module 6):**

- Summative Assessment Description:
  - Write an essay arguing whether organic or processed food would better sustain a school lunch program
  - Film a public service announcement advocating for a healthy lifestyle on a budget
  - Create a brochure with healthy living/budgeting tips for families.
  
- Rubric or Assessment Guidelines:  
**\*See attached documents for video and essay rubrics**

**Central Text:** *Omnivore's Dilemma: Young Adult Version* by Michael Pollan

**Text Complexity Analysis (Module 3):**

- Quantitative:
  - Lexile Level: 930
  - ATOS Book Level: 6.8
- Qualitative:
  - Text Structure (story structure or form of piece):  
 The text structure is moderately complex. The structure of the book is broken into four different parts, each of which follows a different food chain. The reader is taken through the process of growing, harvesting, making, and selling the different foods. Although it is chronological, the overlap and concepts can be challenging to understand. Graphics are used to support the information. Some graphics are necessary to understand content, while others are there for support.
  
  - Language Clarity and Conventions (including vocabulary load):  
 The clarity of the book is moderately complex. It is fairly easy to understand, and there is not a lot of figurative language. There is not much complex

meaning behind it. However, the vocabulary leans more toward very complex. There is a lot of academic vocabulary, especially scientific terms. We will do lots of vocabulary activities and front-loading to prepare the students for the academic terms. Sentence structures are moderately complex.

- Levels of Meaning/Purpose:

The purpose is moderately complex. The author never explicitly states what his purpose is, but it is very clear and easy to imply. Because the text is so one-sided, students will have to explore and understand author’s bias, which can be a difficult concept.

- Knowledge Demands (life, content, cultural/literary):

The knowledge demands are moderately complex. Students will have to know about agricultural life, how food is grown, and how animals are raised. The students will also need background knowledge on the cost of food, and how to budget for a family. Further, they will need information about health-risks associated with bad eating habits. Although these are all complex topics, they are all very connected and overlap quite a bit.

- Reader-Task:

- My recommendation for Omnivore’s Dilemma is an 8th grade level. The Quantitative Score is at the low middle school level; however, the qualitative skills that students will need as well as the assignments that accompany the book will challenge students. They will have to deconstruct arguments, see past the author’s bias, become familiar with extensive academic vocabulary, and form an argument of their own in a thesis paper. Also, many of my students are ELL and/or reading far below their grade level. Not only will they struggle with academic vocabulary, but with some of the other basic reading skills as well. Because these are high-level thinking skills, and I have students who read at lower levels, I think this book is suitable for my 8th grade students.

**Other materials/resources (including images and videos):**

- "Eating Healthy vs. Unhealthy Will Cost You \$550 More Per Year, Study Reveal" Article [http://www.huffingtonpost.com/2013/12/05/eating-healthy-vs-unhealthy\\_n\\_4383633.html](http://www.huffingtonpost.com/2013/12/05/eating-healthy-vs-unhealthy_n_4383633.html)
- "National School Lunch Program (NSLP)" <http://www.fns.usda.gov/nslp/national-school-lunch-program-nslp>
- “PRO/CON: What should students have for lunch?” By McClatchy-Tribune News Service, adapted by Newsela staff
- “New Food Pyramid”
- “Nutrition Plate Unveiled, Replacing Food Pyramid” by William Neuman
- “It’s not just fast food making U.S. kids obese, study says” By Los Angeles Times, adapted by Newsela staff
- “Navajo Nation plans tax on junk food to encourage healthier eating habits” <https://newsela.com/articles/navajo-junkfood/id/8359/>

**Vocabulary Instruction (Module 9)**

<p><b>Targeted Academic Vocabulary &amp; Unit days that they are taught, revisited, and assessed</b></p> <ul style="list-style-type: none"> <li>• Dilemma</li> <li>• Organic</li> <li>• Controversy</li> <li>• Bias</li> <li>• Patent</li> <li>• Resistant</li> <li>• Saturated</li> <li>• Obesity</li> <li>• Poverty</li> </ul>	<p><b>Targeted Content Area Vocabulary &amp; Unit days that they are taught, revisited &amp; assessed</b></p> <ul style="list-style-type: none"> <li>• Omnivore</li> <li>• Industrial</li> <li>• Genetically Modified Organisms</li> <li>• Hybrid Seeds</li> <li>• Monsanto</li> <li>• Feedlot</li> <li>• Sustainable</li> <li>• Processed</li> <li>• Irrigation</li> </ul>
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- Epidemic

- CAFO

## Instructional Sequence

<b>Activity/Strategy</b> <i>NOTE: All articles, worksheets, and packet pages referred to in the activities are attached. If you would like to see exactly what each page will look like or what articles are about, please refer to these documents.</i>	<b>Texts and Resources</b>	<b>Instructional Notes</b> (including Sequencing & Scaffolding (Module 8), formative assessments (Module 6), integrated literacy lessons (Module 9), and days that target vocabulary (Module 9))
<p style="text-align: center;"><b>Frontloading</b></p> <p><b>Day(s): Monday (UDL 3.1, 6.4, 9.3)</b>  <b>Activities/Strategies:</b>            *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Make a list of the meals you ate yesterday (in as much detail as possible)</li> <li>• Make a list of the most perfect day of meals you could imagine (if you could eat anything in the world for breakfast, lunch, and then dinner, what three meals would you choose and why?)</li> <li>• View list of ingredients and separate into four meals. Title each meal.</li> <li>• Show students the actual meals (from Omnivore’s).</li> </ul>	<p>Omnivore’s Dilemma (OD)            Reader’s Packet</p> <p>Packet pages 11-12</p>	<ul style="list-style-type: none"> <li>• Show PowerPoint of what the different foods are before starting on the meal separation activity. (Most kids won’t know what Fava Bean toasts are)</li> <li>• Packet page 11-12</li> <li>• <b>**At the beginning of EACH LESSON, have students open up to the learning targets chart. Have them fill out the date, the pages for the day, and the learning target. On the top section, have students self-assess where they are (1-4) before the lesson begins. At the end of the lesson, revisit the target and have students re-assess themselves and ask any questions they still have. Do this at the beginning and end of EVERY SINGLE DAY. This way, at the end of the unit, students will have a full list of every learning target for the unit, and the progress they have made.**</b></li> </ul>
<p><b>Day(s): Tuesday (UDL3.1, 3.3, 7.2)</b>  <b>Activities/Strategies:</b>            *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Introduction</li> <li>• Do introduction worksheet</li> </ul>	<p>Omnivore’s Dilemma (OD)            Reader’s Packet            Packet page 14</p>	<ul style="list-style-type: none"> <li>• Teacher Read</li> <li>• Do questions as a class</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s): Wednesday (UDL 1.2/1.3, 2.5, 3.3)</b>  <b>Activities/Strategies:</b>            *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 1</li> <li>• Look for items that have corn and record them</li> <li>• Vocab list</li> <li>• Watch first 15 min of “King Corn” documentary and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)            Reader’s Packet            Packet page 15            Packet page 77 (Vocab)            Packet page 79 (King Corn)</p>	<ul style="list-style-type: none"> <li>• Teacher read</li> <li>• Model one example</li> <li>• Work with partner on questions</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s): Thursday (UDL 53.3, 5.2, 6.3)</b>  <b>Activities/Strategies:</b>            *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 2</li> <li>• Teach Compare/Contrast vocab words</li> </ul>	<p>Omnivore’s Dilemma (OD)            Reader’s Packet</p>	<ul style="list-style-type: none"> <li>• Teacher read</li> <li>• Model one question</li> <li>• work with partner on questions</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>

<ul style="list-style-type: none"> <li>• Compare/Contrast old way of farming to new way of farming</li> <li>• Compare/contrast seed types</li> <li>• Read Pro/Con article and answer question <ul style="list-style-type: none"> <li>○ <b>Lexile level 800</b></li> </ul> </li> <li>• Vocab list</li> <li>• Watch next 15 min of “King Corn” and questions</li> </ul>	<p>Packet page 16-20  Packet page 77 (Vocab)  Packet page 79 (King Corn)</p>	
<p><b>Day(s): Friday (UDL 2.5, 8.2, 8.4)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 3</li> <li>• Text-Talk iPhone activity</li> <li>• Watch next 15 min of “King Corn” and questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet page 21  Packet page 79 (King Corn)</p>	<ul style="list-style-type: none"> <li>• Teacher read and partner read</li> <li>• Fill out and self-assess learning target at start and end of class</li> <li>• Students record answers and pass their phones back and forth “texting” one another <ul style="list-style-type: none"> <li>○ ELL students/Struggling Readers have option to speak their answer rather than write</li> </ul> </li> </ul>
<p><b>Day(s): Monday (UDL 3.3, 7.2, 4.1)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 4</li> <li>• QuickWrite: What type of seeds should American farmers use: Hybrid, GMO, or regular?</li> <li>• Review ACES strategy</li> <li>• Play Vocab Bingo</li> <li>• Watch next 15 min of “King Corn” and questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet page 22  Packet page 82  Packet page 79 (King Corn)</p>	<ul style="list-style-type: none"> <li>• Teacher and partner read</li> <li>• ACES: Answer, Cite, Evidence, Explain</li> <li>• Use Text-Talk activity to help with the QuickWrite</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s): Tuesday (UDL 3.3, 5.3, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 5</li> <li>• Process of a cow</li> <li>• Peer-edit QuickWrites from yesterday</li> <li>• Watch next 15 min of “King Corn” and questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet page 23  Packet page 79 (King Corn)</p>	<ul style="list-style-type: none"> <li>• Teacher read one page and model cow activity</li> <li>• Partner read and work with a partner to complete the rest of the worksheet</li> <li>• Step-by-step peer edit: highlight A, underline C, bracket E, highlight S, circle transition words</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Wednesday (UDL 3.3, 5.2, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 6</li> <li>• Main idea and picture</li> <li>• Read Grass-Fed Cattle article <ul style="list-style-type: none"> <li>○ <b>Lexile level 900</b></li> </ul> </li> <li>• Annotate and answer questions</li> <li>• Vocab list</li> <li>• Watch last 15 min of “King Corn” and questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet pages 24-27  Packet page 77 (Vocab)  Packet page 79 (King Corn)</p>	<ul style="list-style-type: none"> <li>• Silent read chapter 6 and individually do main idea</li> <li>• Teacher-read article</li> <li>• Model annotations and questions</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Thursday: (UDL 3.3, 5.2, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 7</li> <li>• Do packet questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet page 28-30  Packet page 82</p>	<ul style="list-style-type: none"> <li>• Partner read chapter 7 and questions</li> <li>• Teacher and partner read article</li> <li>• Work with partner on questions</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>

<ul style="list-style-type: none"> <li>• Play Vocab Bingo</li> <li>• Read Obesity Gap article and do questions <ul style="list-style-type: none"> <li>○ <b>Lexile level 950</b></li> </ul> </li> </ul>		
<p><b>Day(s) Friday: (UDL 1.2, 2.5, 4.1, 6.3, 6.4, 7.2, 8.2, 8.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 8-9</li> <li>• Do close-reading activity <ul style="list-style-type: none"> <li>○ <b>Lexile level 1020</b></li> </ul> </li> <li>• Navajo junk-food tax</li> <li>• Chapter 9 quiz as homework</li> <li>• Write a story using 10 of the vocab words</li> <li>• Watch first 15 min of “Fed Up” Documentary and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet page 39  Packet page 83  Packet page 80 (Fed Up)</p>	<ul style="list-style-type: none"> <li>• Teacher read chapters</li> <li>• Silent read article while annotating <ul style="list-style-type: none"> <li>○ Lower lexile article available for ELL students and Struggling readers</li> <li>○ Higher lexile level available for advanced students</li> </ul> </li> <li>• Compare annotations with a partner</li> <li>• Answer questions with partner</li> <li>• Ask questions about confusing issues</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Monday: (UDL 1.2, 2.5, 4.1, 6.3, 6.4, 7.2, 8.2, 8.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Meal Planning-each student receives a meal. They look up the cost of buying it at a fast food restaurant, sit-down restaurant, pre-made/frozen from grocery store, or at home fresh. The also look at the health contents of each option.</li> <li>• Paragraph analyzing cost</li> <li>• Finish vocab story</li> <li>• Watch next 15 min of “Fed Up” Documentary and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet  iPads</p> <p>Packet page 34-35  Packet page 84  Packet page 80 (Fed Up)</p>	<ul style="list-style-type: none"> <li>• Assign each student a meal</li> <li>• Provide students links or QR codes to the websites they will need</li> <li>• Model a meal that no student has</li> <li>• ELL students and struggling readers are assigned simple meals with few ingredients</li> <li>• Advanced students get to select their own meal</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Tuesday: (UDL 2.5, 3.1, 3.3, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Poor people Must make the best of bad food article <ul style="list-style-type: none"> <li>○ <b>Lexile level 1020</b></li> </ul> </li> <li>• Read Chapter 10</li> <li>• Transition to new food chain</li> <li>• Vocab Word Search</li> <li>• Watch next 15 min of “Fed Up” Documentary and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet pages 36-38  Packet page 80 (Fed Up)  Packet page 82 (word search)</p>	<ul style="list-style-type: none"> <li>• Silently read article and annotate <ul style="list-style-type: none"> <li>○ Lower lexile article available for ELL students and struggling readers</li> <li>○ Higher lexile level available for advanced students</li> </ul> </li> <li>• Teacher read chapter 10</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Wednesday: (UDL 1.2, 1.3, 3.1, 4.1, 6.4, 7.2, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 11</li> <li>• Industrial vs. Industrial-Organic chart</li> <li>• Comic for Ch. 10-11</li> <li>• Vocab word search</li> <li>• Watch next 15 min of “Fed Up” Documentary and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p> <p>Packet page 40, 44  Packet page 77 (Vocab)  Packet page 82  Packet page 80 (Fed Up)</p>	<ul style="list-style-type: none"> <li>• Partner read chapter 11</li> <li>• Individually do comic</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>

<p><b>Day(s) Thursday: (UDL 1.2, 1.3, 3.1, 4.1, 6.4, 7.2, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Finish Industrial Organic comic</li> <li>• Read Chapter 12</li> <li>• Main idea activity</li> <li>• Trade packets and do partner's word search</li> <li>• Read School Lunch healthy article <ul style="list-style-type: none"> <li>○ Lexile level <b>1050</b></li> </ul> </li> <li>• Watch next 15 min of "Fed Up" Documentary and do questions</li> </ul>	<p>Omnivore's Dilemma (OD)  Reader's Packet</p> <p>Packet page 46-48. 54  Packet page 82  Packet page 80 (Fed Up)</p>	<ul style="list-style-type: none"> <li>• Individually finish comic</li> <li>• Teacher-read chapter 12, stop for main idea</li> <li>• Fill out and self-assess learning target at start and end of class</li> <li>• Silently read lunch article <ul style="list-style-type: none"> <li>○ Lower lexile article available for ELL students and struggling readers</li> <li>○ Higher lexile level available for advanced students</li> </ul> </li> </ul>
<p><b>Day(s) Friday: (UDL 2.5, 4.1, 5.3, 6.3, 7.2, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 13</li> <li>• Read school lunch waste article <ul style="list-style-type: none"> <li>○ Lexile level <b>1050</b></li> </ul> </li> <li>• Text Talk iPhone conversation</li> <li>• Watch last 15 min of "Fed Up" Documentary and do questions</li> </ul>	<p>Omnivore's Dilemma (OD)  Reader's Packet</p> <p>Packet pages 49-52  Packet page 80 (Fed Up)</p>	<ul style="list-style-type: none"> <li>• Partner read chapter 13 <ul style="list-style-type: none"> <li>○ Pair ELL students with advanced students</li> </ul> </li> <li>• Teacher read article <ul style="list-style-type: none"> <li>○ Lower lexile article available for ELL students and struggling readers</li> <li>○ Higher lexile level available for advanced students</li> </ul> </li> <li>• Text talk-pass different direction than last time</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Monday: (UDL 3.3, 4.1, 5.2, 6.3, 6.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 14-15</li> <li>• Fill out Pollan's Calendar</li> </ul>	<p>Omnivore's Dilemma (OD)  Reader's Packet</p> <p>Packet page 55</p>	<ul style="list-style-type: none"> <li>• Teacher model first few pages</li> <li>• Fill out and self-assess learning target at start and end of class</li> <li>• Partner read and do calendar <ul style="list-style-type: none"> <li>○ Pair ELL students and struggling readers with strong readers</li> </ul> </li> </ul>
<p><b>Day(s) Tuesday: (UDL 3.3, 4.1, 5.2, 6.3, 6.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 16-17</li> <li>• Finish Pollan's Calendar (pg. 45)</li> <li>• Watch first 15 min of "Food, Inc." and do questions</li> </ul>	<p>Omnivore's Dilemma (OD)  Reader's Packet</p> <p>Packet page 55  Packet page 78 (Food, Inc)</p>	<ul style="list-style-type: none"> <li>• Fill out and self-assess learning target at start and end of class</li> <li>• Individually read chapters and finish calendar <ul style="list-style-type: none"> <li>○ Audio version of chapter available for ELL students and struggling readers</li> </ul> </li> </ul>
<p><b>Day(s) Wednesday: (UDL 5.2, 6.3, 6.4, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Local Sustainable food chain pro-con chart</li> <li>• Quickwrite</li> <li>• Peer edit QuickWrites</li> <li>• Watch next 15 min of "Food, Inc." and do questions</li> </ul>	<p>Omnivore's Dilemma (OD)  Reader's Packet</p> <p>Packet page 53</p>	<ul style="list-style-type: none"> <li>• Review ACES before QuickWrite</li> <li>• Peer edit QuickWrites</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Thursday: (UDL 1.2/3, 3.3, 4.1, 6.3, 8.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 17-18</li> <li>• Hunter-Gatherer pro-con chart</li> <li>• Play Vocab Bingo</li> </ul>	<p>Omnivore's Dilemma (OD)  Reader's Packet</p> <p>Packet page 56  Packet page 82  Packet page 78 (Food, Inc)</p>	<ul style="list-style-type: none"> <li>• Fill out and self-assess learning target at start and end of class</li> <li>• Partner read and do chart <ul style="list-style-type: none"> <li>○ Pair ELL students and struggling readers with advanced readers</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>• Watch next 15 min of “Food, Inc.” and do questions</li> </ul>		
<p><b>Day(s) Friday: (UDL 2.5, 3.1, 5.3, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Introduce healthy vs. unhealthy cost-analysis activity</li> <li>• Begin research</li> <li>• Watch next 15 min of “Food, Inc.” and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet  iPads  Packet page 60-62  Packet page 78 (Food, Inc)</p>	<ul style="list-style-type: none"> <li>• Provide QR codes or links to websites</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Monday: (UDL 7.2, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 19</li> <li>• Continue researching cost-analysis</li> <li>• Watch next 15 min of “Food, Inc.” and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet  iPads  Packet page 60-62  Packet page 78 (Food, Inc)</p>	<ul style="list-style-type: none"> <li>• Silently read <ul style="list-style-type: none"> <li>○ Audio version available for ELL and struggling readers</li> </ul> </li> <li>• When finished, continue cost analysis</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Tuesday: (UDL 1.2/3, 2.5, 3.1, 3.3, 5.2, 6.3, 6.4, 8.2, 8.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 20</li> <li>• Cost-Analysis due</li> <li>• Obesity-Medical Cost article <ul style="list-style-type: none"> <li>○ <b>Lexile level 1100</b></li> </ul> </li> <li>• Introduce brochures</li> <li>• Watch last 15 min of “Food, Inc.” and do questions</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet  iPads    Packet page 60-64  Packet page 78 (Food, Inc)</p>	<ul style="list-style-type: none"> <li>• Silently read chapter 20 <ul style="list-style-type: none"> <li>○ Audio available for ELL and struggling readers</li> </ul> </li> <li>• Finish cost analysis</li> <li>• Teacher read obesity medical cost</li> <li>• Fill out and self-assess learning target at start and end of class</li> <li>• Introduce brochure assignment <ul style="list-style-type: none"> <li>○ ELL students and struggling readers: can do a bullet-point list for “Cost Analysis” and “Fun and Free Ways to Stay in Shape” section</li> <li>○ Advanced students: <ul style="list-style-type: none"> <li>▪ Must write a fully developed ACES paragraph for the cost analysis</li> <li>▪ Can replace the “Interesting Facts” section with a research topic of their choice</li> </ul> </li> </ul> </li> </ul>
<p><b>Day(s) Wednesday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 21</li> <li>• Brochure rough drafts</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet    Packet page 65-66</p>	<ul style="list-style-type: none"> <li>• Teacher read chapter 21</li> <li>• Work on brochures when done</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Thursday: (UDL 5.2, 6.3, 6.4, 7.2, 8.2, 8.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Read Chapter 22</li> <li>• Brochure Final Drafts</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet    Packet page 65-66</p>	<ul style="list-style-type: none"> <li>• Silently read chapter 22 <ul style="list-style-type: none"> <li>○ ELL and struggling readers read chapter summary and then attempt to silently read the chapter. Audio version available if necessary</li> </ul> </li> <li>• Work on brochures when finished</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Friday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b>  <b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>• Work-Day/Catch-up day</li> </ul>	<p>Omnivore’s Dilemma (OD)  Reader’s Packet</p>	<ul style="list-style-type: none"> <li>• Catch up day.</li> <li>• Students work silently to catch up on their packets</li> <li>• Fill out and self-assess learning target at start and end of class</li> </ul>

<ul style="list-style-type: none"> <li>Final brochures due</li> <li>Self-Assess using Brochure rubric</li> </ul>	Packet page 65-67	
<p><b>Day(s) Monday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b></p> <p><b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>Introduce Final essay/video: Choose either</li> <li>Which of the four food chains would best sustain a school lunch program?</li> <li>Outline</li> </ul>	<p>Omnivore's Dilemma (OD) Reader's Packet</p> <p>Packet pages 68-end</p>	<ul style="list-style-type: none"> <li>Students choose an essay or a video</li> <li>All students will do the outline</li> <li>Walk them through step-by-step</li> <li>Relate each step to ACES</li> <li>Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Tuesday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b></p> <p><b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>Finish Outline</li> <li>Start Rough Drafts of essay or video</li> </ul>	<p>Omnivore's Dilemma (OD) Reader's Packet</p> <p>Packet page 68-end</p>	<ul style="list-style-type: none"> <li>Finish outline</li> <li>Essay rough draft: five paragraphs</li> <li>Video rough draft: slide, music, picture planning</li> <li>Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Wednesday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b></p> <p><b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>Finish Rough Drafts</li> <li>Begin Peer-edit</li> </ul>	<p>Omnivore's Dilemma (OD) Reader's Packet Packet page 68-end</p>	<ul style="list-style-type: none"> <li>Rough drafts due</li> <li>Peer edit step-by-step</li> <li>Make sure partner has ACES</li> <li>Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Thursday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b></p> <p><b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>Finish Peer-edit</li> <li>Self-edit/revision</li> </ul>	<p>Omnivore's Dilemma (OD) Reader's Packet</p> <p>Packet page 68-end</p>	<ul style="list-style-type: none"> <li>Edit your project</li> <li>Begin final draft of video or essay</li> <li>Type essays</li> <li>Animoto videos</li> <li>Fill out and self-assess learning target at start and end of class</li> </ul>
<p><b>Day(s) Friday: (UDL 5.2, 6.3, 7.2, 8.2, 8.4, 9.3)</b></p> <p><b>Activities/Strategies:</b> *Bellwork (5 min) to start: Grammar tip of the day</p> <ul style="list-style-type: none"> <li>Type final draft of essay</li> <li>Put together final draft of video</li> <li>Self-Assess using rubric and turn in</li> <li>Final draft due Monday</li> </ul>	<p>Omnivore's Dilemma (OD) Reader's Packet Computer lab</p>	<ul style="list-style-type: none"> <li>Finish final drafts. Due Monday after the weekend.</li> <li>Fill out and self-assess learning target at start and end of class</li> </ul>

### Close Reading Activity (Module 7)

**When will the close reading activity occur in the unit?** The 10th Day. Friday of the second week. After reading the chapter about the link between poverty and obesity.

Text Excerpt: <https://newsela.com/articles/navajo-junkfood/id/8359/>

## “Navajo Nation plans tax on junk food to encourage healthier eating habits”

By Los Angeles Times

On a weekday shopping trip to the only real grocery store within 30 miles of her home, Ann Neagle paused before a bag of Red Delicious apples that cost \$7 per dozen. But the apples were discounted. The Navajo Nation, which governs the Navajo Indian tribe, had lifted the 5 percent sales tax on fresh fruits and vegetables.

It's part of the tribe's attempt to help people eat healthier food. Too many Navajo are overweight, and diabetes and heart disease are big problems. The tribe also plans to put a 2 percent tax on junk food.

### Living In A "Food Desert"

That tax, the first of its kind nationwide, will hit one of the most economically depressed areas of the country, where more than 40 percent of people are unemployed. Neagle is worried.

“Less money for fruits is nice, but it doesn't even out,” she said. “For people on a fixed income, we can't afford things to get more expensive.”

Neagle is not alone. About 42 percent of the Navajo Nation lives below the federal poverty line. The U.S. government has declared parts of the vast reservation a "food desert," which means it's difficult to find affordable or good quality fresh food. For many in the tribe, a limited budget and few stores to choose from mean gas stations and convenience stores are their primary grocers.

For the \$7 she could spend on a dozen apples, Neagle, 54, could stretch her money further by purchasing prepared and processed foods. Seven dollars would buy more than 30 boxes of ramen noodles or seven frozen dinners — one of which carried 480 calories and one-third of the daily dietary recommendations for sodium and fat.

### What Exactly Is Junk Food?

Many people across the country — college students, the working poor and those, like Neagle, whose access to fresh produce is limited — face similar problems. But a health epidemic among the Navajo reservation's 175,000 residents moved lawmakers here to give the junk food tax a try.

The tribe hasn't set a date for the tax to go into effect. A tribal tax commission still has to give its final approval, but no one expects that to be a problem.

It has not been easy to nail down what is junk food and what is not. Tribal council members said the soft drink industry urged them to keep soda and sports drinks out of the legislation.

They resisted, and now those drinks are known as “minimal-to-no nutritional value food.” Other items on the list include frozen desserts, fried food, potato chips and candy.

“It's not going to do anything except make it more expensive,” said Preston Yazzie, 20. “I'll still buy chips or whatever. But maybe it'll help some people.”

### "Crazy For Those Hot Cheetos"

One mile from where Navajo government leaders work, Bashas' Grocery sits on tribal land. Most of the items in the front of the store, and the items that are advertised in a weekly newspaper, would be subject to the new tax.

Racks of canned Vienna sausage and corned beef hash greeted shoppers. Behind them was a huge selection of sodas, such as Coke and Pepsi, and discount brands like Fiesta, which would all be taxed. The rest of the store was similar to a typical grocery layout, though processed items such as chicken nuggets appeared in the meat aisle.

## Text-Dependent Questions

1. What is going on with the Navajo's health? Which do you believe is the most prominent cause?
2. What is the tribe doing to the fruit/vegetable tax? What is it doing to the junk food tax?
3. What is a “food desert”?
4. Why are gas stations and convenience stores the Navajo's primary grocers?
5. With \$7, what are the two options that Neagle could buy? Which do you think is the better decision? Why?
6. What is the goal of the junk food tax? Do you believe it will work? Why or why not?
7. Does it seem like the Navajo are aware of the health issues and causes? How do you know?
8. Where will the tax money go? Do you think this is a good allocation of the funds? Why/Why not?
9. Which perspectives are taken into account? Does the author seem to be biased towards one side or the other? Why or why not?
10. \*\*Culminating Question: Is the junk food tax fair? Why or why not? Do you think it will work? Why or why not?

Shoppers “go crazy for those hot Cheetos,” a grocery clerk said.

The store’s arrangement and selection concerned community health advocate Denisa Livingston. She decided to give tribal government officials tours to show them how few healthy products were available.

But local residents do seem to understand what’s going on. A Navajo Nation survey found 74 percent of people on the reservation think health problems are caused by the lack of healthy food.

**Health Is "A Long Haul"**

Legislator Jonathan Nez knows firsthand about the power of healthy eating. Four years ago, he weighed 300 pounds and ate a junk-filled diet.

He started eating healthy and lost weight. He also rides his bike and runs, two activities almost unimaginable to him in 2010.

"If they put this tax in front of me then, I probably would have opposed it," Nez said with a laugh. "I know I would have."

He added, "It's a long haul. But we'll get there."

To understand how the Navajo Nation found itself in a health crisis, it’s important to understand its relationship with food.

Navajo society used to depend on farming, a fact reflected in the story of the tribe's beginning: A starving people from another world were met by a turkey, who shook out four corn kernels from beneath its wings, saving the population from hunger.

**A Turning Point?**

Navajo society relied on sheep and cattle, as well as corn. Then, in the 1920s and '30s, the U.S. government began setting limits on livestock, explained at the time as a way to preserve eroding and overgrazed soil.

On the reservation, just 7 percent of residents have a college degree, making it significantly harder for them to get a job.

Supporters of the junk food tax hope it will mark a turning point for the country’s largest tribe. Money will go into a community health fund to pay for physical improvements on the reservation and educational programming.

Livingston said the money could also be spent on farmers markets and vegetable gardens, exercise equipment, community food cooperatives and youth health and sports clubs.

**Scaffolds and Extensions (Module 5)**

**UDL Components:**

- 1.2/1.3 Alternatives for visual/auditory information
- 2.5 Illustrate through multiple media
- 3.1 Active supply of background knowledge
- 3.3 Guide information processing
- 4.1 Vary the method for response and

Support for students who are ELL, have disabilities or read well below grade level text band:

- List of academic terms
- Vocabulary activities (GLAD)
- An outline to help

**Extensions for advanced students:**

\*\* See pages 85-94 in Supplemental Resources

1. **Board Game:** Design and create your own board game. The game should be titled *Omnivore’s Dilemma*, and it should be representative of the book. You are responsible for creating the game, writing out an instructions sheet, and creating a box for the game to go in.
2. **Children’s Book:** Turn *Omnivore’s Dilemma* into a children’s book that teaches kids how to eat healthier. Your children’s book should be at least ten pages in length. Make sure to include drawings, color, and descriptions

<p>navigation</p> <ul style="list-style-type: none"> <li>• 5.2 Use multiple tools for construction and composition</li> <li>• 5.3 Build fluencies with graduated levels of support</li> <li>• 6.3 Facilitate managing information and resources</li> <li>• 6.4 Enhance capacity for monitoring progress</li> <li>• 7.2 Optimize relevance, value, and authenticity</li> <li>• 8.2 Foster community and collaboration</li> <li>• 8.4 Increase mastery-oriented feedback</li> <li>• 9.3 Develop self-assessment and reflection</li> </ul>	<p>students follow the author's purpose throughout the argument.</p> <ul style="list-style-type: none"> <li>• An audiobook version of the text for students who have trouble decoding words.</li> <li>• Provide chapter summaries before/after reading so kids can track with the chapter</li> <li>• Modifications for the brochure project</li> <li>• Partner reading with advanced students</li> </ul>	<p>that would make sense to a child.</p> <ol style="list-style-type: none"> <li>3. <b>Theme Collage:</b> For this project, you will choose one major theme from the book and create a collage representing that theme. You can select pictures from magazines, drawings, newspapers, the internet, or pictures you have taken. Arrange the pictures in a shape that represents your theme, and make sure the theme is clearly displayed. Then, write one paragraph explaining the theme you chose as well as the pictures you selected.</li> <li>4. <b>Snapchat Project:</b> Create a Snap Story of your reaction to <i>Omnivore's Dilemma</i> as you read the book. What was your reaction? What would you have posted on social media about what you have learned? You must create at least eight snaps—two from each section of the book. Then, on the lines below, explain your snap. Why was your reaction what it was? What was the lesson you learned? <ul style="list-style-type: none"> <li>• Articles at higher Lexile levels</li> <li>• Adult version of the book (instead of Young Reader's Edition)</li> <li>• Extensions for the brochure project</li> <li>• Peer tutoring/partnering with ELL students</li> </ul> </li> </ol>
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Other (important elements not captured in this template, explanation, reflection supplementary materials):

**\*\*The Packet contains all of the worksheets the students will be completing**

**\*\*The rubrics have the expectations for the final project**