



The Minnesota Literacy Council created this curriculum. We invite you to adapt it for your own classrooms.

Advanced Level (CASAS reading scores of 221-235)

Education Issues: Week 1 of 2

Unit Overview

This is a 2-week unit in which learners explore some controversial issues surrounding educational themes prevalent in the United States. Learners practice interpreting data and statistics, debating educational issues, and using evidence to support a stance. They use the modal “should” to give an opinion or to express that something is wrong. In addition, learners will practice using the present perfect progressive.

Focus of Week 1

- **Reading an article on school dress codes.**
- **Interpreting data and statistics** on the academic effect of stricter school dress codes.
- Reading, writing, and speaking **scientific vocabulary in a variety of forms, or parts of speech.**
- **Debating the issue of strict school dress codes** with an assigned stance.
- **Writing a short essay** using evidence.
- **Using “should” or “shouldn’t”** to make a recommendation.

Education Issues Unit: Week 1, Monday

<p>Objectives <i>Learners will be able to...</i></p> <p>Literacy: read an article on school dress codes.</p> <p>Listening/speaking: pronounce vocabulary relevant to academics, understanding that with many, if different syllables are stressed, the words have different functions.</p> <p>Transition & Critical Thinking: use learner dictionaries to find words of similar connotation but different parts of speech from those on their Focus Word list.</p> <p>Grammar: determine when to use each form of Focus Word (e.g. verb, noun, adj., etc.).</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Strategic Education Research Partnership (SERP): Word Generation, pp. 65 & 66 (copy back to back to save paper) <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A projector • A set of American English student dictionaries • Highlighters (optional)
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Lesson Plan

Warm up for today's Lesson

Description: Small Group Word Webs for the word STRICT

Materials/Prep: None

Activity 1: Listening/Speaking

Description: Read through the Focus Words as learners chorally repeat, stressing the stressed syllables of multisyllabic words.

Materials/Prep: Handout: **SERP: Word Generation, Unit 1.09, p. 65**

Activity 2: Literacy

Description: Read the passage, "School Dress Codes: Not Strict Enough?"

Materials/Prep: Handout: **SERP: Word Generation, Unit 1.09, p. 65**

Activity 3: Grammar/Literacy/Critical Thinking

Description: Fill in the Forms/Examples Chart in pairs or small groups.

Materials/Prep: Handout: **SERP: Word Generation, Unit 1.09, p. 66**; American English student dictionaries

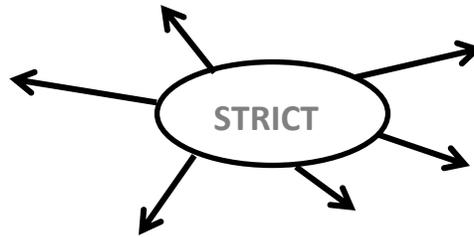
Activity 4: Checking for Understanding

Description: Volunteers share example sentences containing forms of the Focus Words with the whole class.

Materials/Prep: a projector

Teacher Directions: Warm up: Word Webs

Learners get into small groups and create word webs for the word **STRICT**, writing down the first words that they associate with the word. If some learners are unfamiliar with this term, share the definition from a basic American English dictionary. After about 5 minutes, a representative from each small group shares out with the whole class. Note if anyone mentions “school” or “teachers” and if not, draw a connection by informing learners that they will be reading about and discussing school issues, beginning with perspectives on K-12 (kindergarten through twelfth grade) dress codes. Draw the following image on the board as a model of a word web for pair-work:



Teacher Directions: Activity 1: Listening/speaking –Materials: Handout: SERP: *Word Generation, Unit 1.09, p. 65*; highlighters (optional)

Join the national conversation!

SCHOOL DRESS CODES: NOT STRICT ENOUGH?

Word Generation - Unit 1.09

Focus Words
adjustment | exposure | modify | monitor | transition

Weekly Passage
Parents and their teenage children have always fought about the way young people dress. Some schools are taking on the battle by making rules about what students may wear. Many school officials want to reduce skin exposure and ban t-shirts with offensive language. They argue that this type of clothing can be distracting to other students. Some schools want to make even more strict rules about what students wear. Some teenagers don't want the dress code to be modified because they like to express themselves through their clothing choices. They think it's not the school's business to monitor what they wear. Other students who have been teased and criticized for wearing the "wrong thing" think stricter dress codes are a good idea.

What's your opinion? Should your school have a dress code?

Step 1: Context

Read through the Focus Words one-by-one, pointing out the stressed syllable of each multisyllabic word. For example, the first word is “adjustment” (n.) It is pronounced with a stressed second syllable.

1. **adjust**ment (n.)
2. **expos**ure (n.)
3. **mod**ify (v.)
4. **mon**itor (v.)
5. **trans**ition (n.)

*Note: The parts of speech for each Focus Word are as they appear within the text. Inform learners that some vocabulary can have different parts of speech if stressed differently. Monitor and transition, on the other hand, do not change in stress/pronunciation when used as nouns. Because academic words have more syllables, or word parts, they can easily be wrongfully stressed if a learner is unfamiliar with the terminology. **Unfortunately, stressing the wrong syllable is often cause for misunderstandings.***

Step 2: Guided Practice

Learners chorally repeat after the instructor, clapping on stressed syllable or tapping a table/thigh. Learners denote which syllable is stressed by placing a mark above the letters on their handout or by highlighting the stressed sounds/syllable with highlighters (as demonstrated above in the plan).

Step 3: Partner Practice

Learners pair up and take turns reading the Focus Words to one another. Learners may give each other feedback on whether or not the correct syllable is being stressed. If pronunciation/stress is in question, call upon the instructor for guidance. This should take no more than a few minutes.

Teacher Directions: Activity 2: Literacy –Materials: Handout: “School Dress Codes: Not Strict Enough?” SERP: *Word Generation, Unit 1.09, p. 65 (continuing with the same handout)*

Join the national conversation!

SCHOOL DRESS CODES: NOT STRICT ENOUGH?

Word Generation - Unit 1.09

Focus Words
adjustment | exposure | modify | monitor | transition

Weekly Passage

Parents and their teenage children have always fought about the way young people dress. Some schools are taking on the battle by making rules about what students may wear. Many school officials want to reduce skin exposure and ban t-shirts with offensive language. They argue that this type of clothing can be distracting to other students. Some schools want to make even greater adjustments to their dress codes by requiring school uniforms. Many parents are in favor of this transition to stricter dress code policies. They think requiring uniforms reduces the pressure students feel to look like their peers. Some parents also believe that uniforms contribute to a more structured classroom environment and help students focus on their schoolwork instead of worrying about how they look.

Some teenagers don't want the dress code to be modified because they like to express themselves through their clothing choices. They think it's not the school's business to monitor what they wear. Other students who have been teased and criticized for wearing the "wrong thing" think stricter dress codes are a good idea.

What's your opinion? Should your school have a stricter dress code? How could a dress code have an impact on a school's culture?

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Step 1: Independent Reading

Learners independently read through the passage “School Dress Codes: Not Strict Enough?” and should be encouraged to question the text as they read. Since they are reading reproducible documents, they should take advantage of the opportunity to write in the margins and to highlight or underline confusing vocabulary. Learners should strive for fluency at this point and attempt to use context clues instead of their dictionaries as much as possible. Learners may refer to an American English student dictionary or an electronic resource to look up highlighted words *after* reading, but shouldn't stop mid-sentence to find a definition.

Step 2: Guided Reading

Listen to the instructor read the passage aloud while following along to the text.

Before reading, inform learners to:

- 1) Follow the text, not your face--no matter how animated, concerned, etc. you might be!
- 2) Listen closely for the pronunciation of words they highlighted or underlined *while reading them*.
- 3) If they questioned the text, did the second reading help to answer any or did some new questions arise?

Note: Step 2 is a literacy activity and not a pronunciation exercise. For this reason, learners need to follow the text and not the instructor. You can explain to learners that they may grow in their appreciation for literature by listening to a passage, but they will not improve their reading or spelling skills by simply listening.

Step 3: Class Discussion

Discuss the text. Draw the answers to the following questions out of the learners; DO NOT tell the answers to the learners!

- What was the **main idea**?
- What vocabulary was so confusing that it hindered, or blocked, comprehension of a large part of the text? **Were there any context clues** or parts of the words themselves that could have helped in understanding?
- What's the **author's attitude** toward school dress codes? Is there any way to know? Does the author remain neutral?

Teacher Directions: Activity 3: Grammar & Critical Thinking –Materials: SERP: *Word Generation*, Unit 1.09, p. 66; American English student dictionaries; a projector

Unit 1.09 School dress codes: Not strict enough? Focus Word Chart				
Word	Meaning	Forms	Examples of Use	Notes
adjustment	(n.) - small change			
exposure	(n.) - uncovering; display			
modify	(v.) - to make changes in			
monitor	(v.) - to check; to keep track of			
transition	(n.) - change process			

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Step 1: Instructor Demonstration

Place a copy of the Definitions/Forms/Examples Chart on a projector and demonstrate “adjustment” for learners. Be very explicit in your instructions and show learners what each column of the chart represents (i.e. vocabulary, definitions & parts of speech, other possible parts of speech, and examples of usage in sentences).

Step 2: Pair Work

Learners partner up and work together to find the Focus Words in classroom dictionaries. Learners may also use electronic dictionaries, but must be familiar with how the parts of speech are denoted on their personal devices. The Internet via classroom computers is another option. Check with the site coordinator for recommended and up-to-date learner dictionary sites.

If learners copy an example sentence from the dictionary, encourage them to add one of their own as well.

Remind learners as they work, if the term doesn't have the root word, it isn't a form of the word. If they are only finding a prefix or suffix, but not the root, it is a different word. The first step in identifying forms is to be aware of the roots, or base forms. For example, if "expose" is the root, then every form of the word must contain "expose," not only "ex."

Teacher Directions: Activity 4: Checking for Understanding

Volunteers approach the projector and share one or two of their example sentences with the class as the instructor facilitates corrections.

Join the national conversation!



SCHOOL DRESS CODES: NOT STRICT ENOUGH?

Word Generation - Unit 1.09

Focus Words

adjustment | exposure | modify | monitor | transition



Weekly Passage

Parents and their teenage children have always fought about the way young people dress. Some schools are taking on the battle by making rules about what students may wear. Many school officials want to reduce skin exposure and ban t-shirts with offensive language. They argue that this type of clothing can be distracting to other students. Some schools want to make even greater adjustments to their dress codes by requiring school uniforms. Many parents are in favor of this transition to stricter dress code policies. They think requiring uniforms reduces the pressure students feel to look like their peers. Some parents also believe that uniforms contribute to a more structured classroom environment and help students focus on their schoolwork instead of worrying about how they look.

Some teenagers don't want the dress code to be modified because they like to express themselves through their clothing choices. They think it's not the school's business to monitor what they wear. Other students who have been teased and criticized for wearing the "wrong thing" think stricter dress codes are a good idea.

What's your opinion? Should your school have a stricter dress code? How could a dress code have an impact on a school's culture?

Unit 1.09

School dress codes: Not strict enough?
Focus Word Chart

Word	Meaning	Forms	Examples of Use	Notes
adjustment	(n.) - small change			
exposure	(n.) - uncovering; display			
modify	(v.) - to make changes in			
monitor	(v.) - to check; to keep track of			
transition	(n.) - change process			

Education Issues Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read data and statistics about academic progress made by the influence of stricter dress codes; infer and make predictions.</p> <p>Listening/speaking: discuss a math problem involving isolating the modification of dress from other possible modification influences.</p> <p>Listening/speaking: dictate sentences to classmates and listen to others in order to write comprehensive sentences.</p> <p>Transitions & Critical Thinking: address the questions, “Did the uniforms fix the schools? How could we find out?”</p> <p>Grammar: use the modal verb “should” to make a recommendation or express that something is wrong.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: SERP: Word Generation, p. 67 • Handout: Should/Shouldn’t • Handout: Memory Cards (one set per 3-4 players) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: Dress Codes Sentence Dictation (single sheet can be passed from reader to reader, no need for multiple copies) • Handout: Dress Codes Sentence Dictation (Parts of Speech Answers) • Handout: Find Your Match Cards (one set per class— if not completing the Memory game) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Computers with Internet access (optional)

Lesson Plan

Warm up for today’s Lesson (Review of vocabulary)

Description: Find Your Match or Memory (Dependent on class size—Find Your Match is suitable for 9-12 learners; whereas Memory is suitable for smaller classes of 4-8.)

Materials/Prep: Handout: **Find Your Match OR Memory Cards**

Activity 1: Grammar

Description: Introduce “should” and “shouldn’t” to make a recommendation or express that something is wrong.

Materials/Prep: Handout: **Should/Shouldn’t**

Activity 2: Literacy, Listening/speaking & Critical Thinking

Description: Read “Problem of the Week” and address the Math Discussion Question.

Materials/Prep: Handout: **SERP: Word Generation, p. 67**

Activity 3: Listening/speaking & Literacy

Description: Complete a learner-given sentence dictation.

Materials/Prep: Handout: **Dress Codes Sentence Dictation**

Activity 4: Grammar/Checking for Understanding

Description: Correct sentence dictation at the board with learner volunteers completing sentences that were dictated to them. Underline and label parts of speech of Focus Words.

Materials/Prep: Handout: **Dress Codes Sentence Dictation (Parts of Speech Answers)—for instructor only**

Teacher Directions: Warm up: Find Your Match Cards/Memory

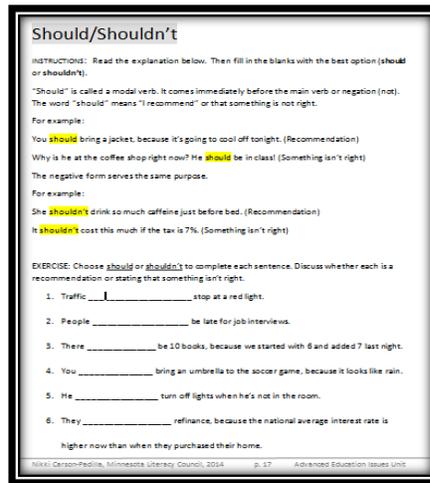
adjustment (n)	Small change
exposure (n)	Uncovering; a display
modify (v)	To make changes in
monitor (v)	To check; to keep track of
transition (n)	Change process

If the class consists of at least 10 learners, consider playing the **Find Your Match** version of the warm-up by giving the first 10 people to walk into the room a card with either a Focus Word or a definition on it. If there are an odd number of learners, the instructor will have to participate. Ask the learners to circulate the room and mingle until they find their matches and to stay together once they've found one another. As other learners enter the room, ask them to assist those who are having trouble finding their matches. Have pairs report out to the whole class, so everyone can determine whether the matches are accurate or not. ***What were the key words in the definition that told the two people they were a match?***

If the class consists of fewer than 10 learners, consider playing the **Memory** version of the warm-up by making one or two sets of the cards to be placed face down on a table in two rows of five. Learners take turns turning over two cards at a time, being careful to keep them in the exact same position and making sure all players have an opportunity to view the two cards before turning them back over. If a learner turns over a Focus Word and its definition, he/she can take the pair. The learner with the most pairs wins!

Note: You may also play this version with a larger class, but it will require more prep, because every few learners must have a set of cards.

Teacher Directions: Activity 1: Grammar –Materials: Should/Shouldn't; computers with Internet access (optional)



Step 1: Context

Explain to learners that they will be studying how to use “should” and “shouldn’t” to make a recommendation or show that something is wrong. Two examples of how “should” and “shouldn’t” are commonly used are provided below. Share these on the board with learners as an introduction to using this modal verb in the affirmative and negative. That is the purpose and scope of today’s grammar lesson. Learners will develop mastery of production throughout the week.

- He should review his notes before the quiz. (Recommendation)
- He shouldn't stay up so late the night before the quiz. (Recommendation)
- She should be at the staff meeting right now; why is she in the break room? (Shows something is wrong)
- There shouldn't be ham on my sandwich, because I ordered chicken. (Shows something is wrong)

Step 2: Practice

Complete the exercise on the handout “Should/Shouldn’t” independently. Pair up to compare answers before correcting together as a class.

Note: If learners have difficulty with this exercise or are highly interested in additional practice, you may opt to skip Activity 2: Problem of the Week and continue with grammar by completing an online quiz in pairs.

If you choose the tech option, be sure to check that the site is operating just before class or make back-up printable handouts. Because online sites are constantly changing, addresses are not provided within the curriculum; however, it is suggested that instructors search for modals of recommendation quizzes or modals of suggestions quizzes. To keep things simple and save time, you may want to bookmark the site/s or create tiny URLs so learners don't spend a lot of time struggling typing exact addresses.

Teacher Directions: Activity 2: Literacy, Listening/speaking & Critical Thinking- Materials: SERP: Word Generation, Unit 1.09, p. 67

Unit 1.09
**School dress codes:
Not strict enough?
Problem of the Week**

In the early 1990s, Long Beach Unified School District in California was in trouble. Students in its schools were violent. District-wide test scores were low. School officials thought about different ways to **modify** the schools. They wondered what kind of **adjustments** would work best to fix their district. In 1994 they began a **transition** to school uniforms. Test scores improved. Violence decreased. Within a few years, school crime had **dropped** by 80%.

The uniform policy at Long Beach Unified got a lot of media **exposure**. President Bill Clinton praised school uniforms in his 1994 State of the Union Address. Groups that **monitor** education also took notice. The Broad Foundation, for example, awarded the school \$2.14 million in prizes.

Option 1: In Long Beach, school crime fell by 80%. Which of the following means the same thing?

A) School crime fell by four-fifths.
B) School crime fell by three-quarters.
C) School crime fell by two-thirds.
D) School crime fell by half.

Option 2: Each year, the average American school spends approximately \$10,000 per student. How many students could the Broad Foundation's \$2.14 million prize fund for one year? (Hint: to solve this problem quickly, use exponents.)

Math Discussion Question: The media exposure of school uniforms in Long Beach sparked a debate. Some researchers pointed out that requiring uniforms was not the only **adjustment** made by the district. The uniforms were just one part of a larger **transition**. When the district **modified** the dress code, it also began to improve school security and closely **monitor** school attendance, among other changes. Did the uniforms fix the schools? How could we find out?

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Step 1: Context

Volunteer learners read the paragraph and statistics aloud as the whole class follows along. Make sure learners understand what the term “district-wide” means. They must also understand the academic terms “improved,” “decreased,” and “dropped,” as they indicate important positive or negative changes.

Step 2: Think-Pair-Share

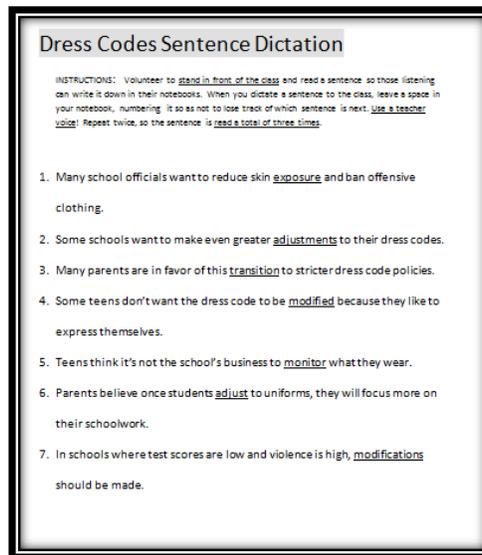
Learners read option 1 and think about the correct response, then pair up and share their ideas. Teacher should circulate to address questions as necessary. Learners do not think-pair-share option 2, as it addresses exponents and this mathematical concept is beyond the scope of this class.

Step 3: Whole Class Discussion

A volunteer reads the Math Discussion Question aloud. Hold a class discussion to address, “Did the uniforms fix the schools?” and, “How could we find out?” Inform the class that there is no one correct answer, but it is necessary to base any suggestions on given statistics and the American school system.

Teacher Directions: Activity 3: Grammar, Literacy & Listening/speaking –

Materials: Handout: Dress Codes Sentence Dictation (one copy can be passed from reader to reader)



Step 1: Dictate to Class

Individual students volunteer to stand in front of the class and read sentences so those listening can write them down in their notebooks. If a learner dictates a sentence to the class, remind him/her to leave a space in his/her notebook, numbering it so as not to lose track of which sentence is next. (In other words, when students dictate, they are not responsible for writing down the sentences that they read. Tell them they will get their sentences during corrections.)

Convey the following rules for dictation before beginning:

1. Listeners should **not interrupt** mid-sentence. This is discouraging to the reader and rude to fellow classmates as well.
2. Listeners should **not have side conversations.**
3. Readers need to **read with teacher voices.** Every person in the room should be able to hear them.
4. Readers should **read slowly, but naturally,** not stopping after each word and not reading punctuation signs.
5. Readers should repeat each sentence for **a total of three readings.**

Step 2: Focus Word Practice

Learners underline the Focus Words in each dictated sentence in their notebooks. Label the part of speech (e.g. verb, noun, adjective, etc.) above each.

Teacher Directions: Activity 4: Grammar/Checking for Understanding

Dress Codes Sentence Dictation—Parts of Speech Corrections

1. Many school officials want to reduce skin exposure (n.) and ban offensive clothing.
2. Some schools want to make even greater adjustments (n.) to their dress codes.
3. Many parents are in favor of this transition (n.) to stricter dress code policies.
4. Some teens don't want the dress code to be modified (v.) because they like to express themselves.
5. Teens think it's not the school's business to monitor (v.) what they wear.
6. Parents believe once students adjust (v.) to uniforms, they will focus more on their schoolwork.
7. In schools where test scores are low and violence is high, modifications (n.) should be made.

Correct sentence dictation at the board with learner volunteers completing sentences that were dictated to them. Underline and label parts of speech of Focus Words. Teacher should serve as facilitator of discussion of what was done well and what could be changed or added to improve each sentence at the board (i.e. spelling, word order, punctuation, etc.). Correct parts of speech of Focus Words are provided for teacher reference.

adjustment (n)	Small change
exposure (n)	Uncovering; a display
modify (v)	To make changes in
monitor (v)	To check; to keep track of
transition (n)	Change process

Should/Shouldn't

INSTRUCTIONS: Read the explanation below. Then fill in the blanks with the best option (**should** or **shouldn't**).

“Should” is called a modal verb. It comes immediately before the main verb or negation (not). The word “should” means “I recommend” or that something is not right.

For example:

You **should** bring a jacket, because it's going to cool off tonight. (Recommendation)

Why is he at the coffee shop right now? He **should** be in class! (Something isn't right)

The negative form serves the same purpose.

For example:

She **shouldn't** drink so much caffeine just before bed. (Recommendation)

It **shouldn't** cost this much if the tax is 7%. (Something isn't right)

EXERCISE: Choose should or shouldn't to complete each sentence. Discuss whether each is a recommendation or stating that something isn't right with a classmate.

1. Traffic _____ stop at a red light.
2. People _____ be late for job interviews.
3. There _____ be 10 books, because we started with 6 and added 7 last night.
4. You _____ bring an umbrella to the soccer game, because it looks like rain.
5. He _____ turn off lights when he's not in the room.
6. They _____ refinance, because the national average interest rate is higher now than when they purchased their home.

School dress codes: Not strict enough? Problem of the Week



In the early 1990s, Long Beach Unified School District in California was in trouble. Students in its schools were violent. District-wide test scores were low. School officials thought about different ways to **modify** the schools. They wondered what kind of **adjustments** would work best to fix their district. In 1994 they began a **transition** to school uniforms. Test scores improved. Violence decreased. Within a few years, school crime had dropped by 80%.

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Math Discussion Question: The media **exposure** of school uniforms in Long Beach sparked a debate. Some researchers pointed out that requiring uniforms was not the only **adjustment** made by the district. The uniforms were just one part of a larger **transition**. When the district **modified** the dress code, it also began to improve school security and closely **monitor** school attendance, among other changes. Did the uniforms fix the schools? How could we find out?

Dress Codes Sentence Dictation

INSTRUCTIONS: Volunteer to stand in front of the class and read a sentence so those listening can write it down in their notebooks. When you dictate a sentence to the class, leave a space in your notebook, numbering it so as not to lose track of which sentence is next. Use a teacher voice! Repeat twice, so the sentence is read a total of three times.

1. Many school officials want to reduce skin exposure and ban offensive clothing.
2. Some schools want to make even greater adjustments to their dress codes.
3. Many parents are in favor of this transition to stricter dress code policies.
4. Some teens don't want the dress code to be modified because they like to express themselves.
5. Teens think it's not the school's business to monitor what they wear.
6. Parents believe once students adjust to uniforms, they will focus more on their schoolwork.
7. In schools where test scores are low and violence is high, modifications should be made.

Dress Codes Sentence Dictation—Parts of Speech Corrections

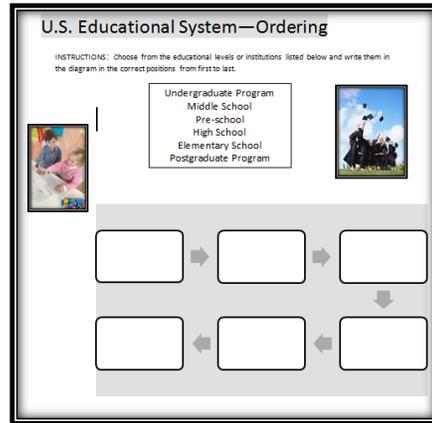
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2. Some schools want to make even greater adjustments (n.) to their dress codes.
3. Many parents are in favor of this transition (n.) to stricter dress code policies.
4. Some teens don't want the dress code to be modified (v.) because they like to express themselves.
5. Teens think it's not the school's business to monitor (v.) what they wear.
6. Parents believe once students adjust (v.) to uniforms, they will focus more on their schoolwork.
7. In schools where test scores are low and violence is high, modifications (n.) should be made.

Education Issues Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read a stance on dress codes and write 2-3 pieces of evidence in support of that stance.</p> <p>Literacy: read a hypothesis and scientific experiment.</p> <p>Listening/speaking: orally share a stance drawn and the evidence determined to support the stance with the entire class.</p> <p>Transitions & Critical Thinking: provide evidence for a stance even if it is not of their personal opinion.</p> <p>Transitions & Critical Thinking: reflect on a scientific experiment, whether they would do the experiment in the same manner or not and why. Decide if the results support or disprove the hypothesis.</p> <p>Grammar: identify whether the use of “should” or “shouldn’t” signifies a recommendation or shows something is wrong.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: SERP: Word Generation, pp. 69-70 • Handout: U.S. Education System--Ordering <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Handout: SERP: “Debating the Issue,” Word Generation, p. 68 • Handout: Teacher Prompts for Flyswatter Game <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Two flyswatters
<h3>Lesson Plan</h3>	
<p>Warm up for today’s Lesson</p> <p><u>Description:</u> Place U.S. educational levels/institutions in order on a continuum.</p> <p><u>Materials/Prep:</u> Handout: U.S. Education System—Ordering</p> <p>Activity 1: Literacy, Listening/speaking & Critical Thinking</p> <p><u>Description:</u> “Debating the Issue”</p> <p><u>Materials/Prep:</u> Handout: SERP: Word Generation, p. 68</p> <p>Activity 2: Literacy, Listening/speaking & Critical Thinking</p> <p><u>Description:</u> Science Activity: The experiment was already completed by others; learners answer questions to draw on the conclusion.</p> <p><u>Materials/Prep:</u> Handout: SERP: Word Generation, pp. 69-70</p> <p>Checking for Understanding</p> <p><u>Description:</u> Play the Flyswatter Game to review should/shouldn’t.</p> <p><u>Materials/Prep:</u> Teacher prompts for flyswatter game; two flyswatters</p>	

Teacher Directions: Warm up—Materials: Handout: U.S. Educational System—Ordering

Learners place U.S. educational levels/institutions in order on a continuum (graphic organizer). Correct together as a class. As a class, interactively discuss which programs are optional, which may be private or public, etc.



Teacher Directions: Activity 1: Listening/speaking & Critical Thinking –Materials: Handout: SERP: Word Generation, p. 68 “Debating the Issue”

Unit 1.09
School dress codes:
Not strict enough?
 Debating the Issue
I. Get ready...
 Pick one of these positions (or create your own).

A Schools should have rules against clothing that exposes too much skin or contains offensive language. This type of clothing is distracting to students and teachers and can be harmful to student learning.

B Schools should require students to wear uniforms so that kids will not feel pressure to buy expensive clothes in order to look like their peers. Uniforms would keep kids from being teased and criticized for wearing the “wrong thing.”

C Schools should require students to wear uniforms because this will create a more structured classroom environment. Students who are dressed well will behave better, and this will allow everyone to focus on school work.

D Schools should not monitor what students wear because students should be free to express themselves through their clothing. Choosing their own clothing lets students be individuals.

GO!
 Be a strong participant by using phrases like these.

In my experience...

that's similar to what I think too...

Cut out stance A, B, C, and D. These will be drawn by small groups as assigned positions/stances.

“Why would I want to defend a position that I don’t personally support?”
Responses might be:

- To learn **empathy** (to be understanding of how it would feel to be in the opposition’s shoes)
- To “**play devil’s advocate**” (to know what attacks might come at your personal stance in the future and to be prepared for them)

Step 1: Context

Explain to learners that Strict Dress Codes are **controversial** because many people feel that it is a right to choose what one wears to school. Something that is controversial is a public dispute or argument.

Step 2: Assign Stances

Learners pair up or form small groups of no more than 4. One person from each group draws a stance from options A-D. Learners should be *unaware* of the specific positions A-D at this point. Once all groups have drawn, ask one person per group to be the designated reader and to slowly, loudly and clearly read the stance aloud to his/her group. *Even if members of the group disagree with what is stated, that is the stance the group must support!*

Step 3: Group Discussion/Preparation

Pairs or small groups work together to choose at least two pieces of evidence to support their stance. Evidence does not have to be researched for today's in-class mini-debates. "Evidence" should be any fact from daily life or from in-class reading that supports the group's stance. Be sure learners understand that statements such as, "We believe this is true," or "We support this," are not considered evidence on their own. Evidence *shows* that something is true or provides *an example* of support. If the statement, "We believe this is true," is followed by "because..." and the reason is strong and logical, the team making that statement will get credit. If not, no evidence was provided and no credit will be given to that group.

Step 4: Report Out

One person from each group stands and reports out its stance and evidence.

As a class, discuss:

- **Which team had the strongest evidence?**
- **Did your personal opinion change in any way, or if you didn't have one, do you now?**
- **Do you have a new appreciation or any empathy for another view on stricter dress codes?**

**Teacher Directions: Activity 2: Literacy, Listening/speaking & Critical Thinking –
Materials: Handout: SERP: *Word Generation*, p. 69-70 “Science Activity”**

Unit 1.09
**School dress codes:
Not strict enough?
Science Activity**

Jacob walks into class wearing a T-shirt with a logo for Marlboro cigarettes.

“Your shirt makes me think we should **modify** the dress code,” says Professor Kahn. “We **monitor** skin **exposure**, but what about exposure to dangerous advertising!”

“I disagree,” says Jacob. “Making **adjustments** to the dress code is a waste of time. I hate deciding what to wear! We should just have uniforms.”

“That’s a good idea,” says Anaya. “When kids wear uniforms, their test scores go up.”
Is Anaya right? Professor Kahn investigates.

Question:
Do school uniforms improve students’ grades?

Hypothesis:
Students’ grades will improve after their school makes a **transition** to requiring uniforms.

Materials:

- 100 students
- Report Cards

This activity is designed to help you practice thinking like a scientist and to use the word’s “focus words.” Sometimes the data are based on real research, but they should never be considered true or factual.

Procedure:

1. Find 100 students in a school without uniforms.
2. Record and average their grades.
3. Start requiring uniforms at that school.
4. After all students are wearing uniforms, wait one year.
5. Record and average the grades from the same 100 students.

Data:

	Before Uniforms	After Uniforms
Average Grade	C+ (78.3)	C+ (78.2)

Conclusion:

Is the hypothesis supported or not by the data?

What evidence supports your conclusion?

How would you make this a better experiment?

Step 1: Context

Explain to the class that the next activity deals with scientific inquiry; however, the experiment has already been completed by others, because it required a large study group and a long period of time. The class will be reading the background for the experiment, the scientific question, the hypothesis made, and the results (data collected). Then the class will be discussing what conclusions they can make from the results. Scientific inquiries are important, because without the results of inquiries, we wouldn’t be able to make reliable conclusions to support ourselves when we debate!

Step 2: Read Together

Learner volunteers read aloud the background, the scientific question, and the hypothesis. Check for understanding before moving on to Step 3. Do learners understand the purpose of the experiment? Do learners understand the difference between a scientific question and a hypothesis (prediction of outcomes)?

Step 3: Pair Discussions

Complete the three conclusion questions in pairs. When answering question 1, “Is the hypothesis supported or not by the data?” learners should include a reason to explain their yes/no response. What data supports the hypothesis? Or, what data disproves it? For question 3, “How would you make this a better experiment,” they must think of at least one aspect of the experiment they would change or add to improve it. How would that change make the experiment better?

Step 4: Report Out

Volunteers share their responses to the conclusion questions with the whole class. Allow for some Q/A.

Teacher Directions: Checking for Understanding: Should/Shouldn't Flyswatter Game-Materials: Handout: Teacher prompts for flyswatter game and 2 flyswatters

Teacher Prompts for Flyswatter Game

INSTRUCTIONS: Read prompts aloud to challengers as they swat the correct answers written randomly on the board. There are a total of 8.

Prompt 1: You should buy a bus pass instead of paying daily.
Correct swat: (Recommendation in the affirmative form)

Prompt 2: She shouldn't wear so much makeup.
Correct swat: (Recommendation in the negative form)

Prompt 3: This plastic bottle shouldn't be in the trash can, because we can recycle it.
Correct swat: (Indicating error in the negative form)

Prompt 4: This receipt should show July 24th.
Correct swat: (Indicating error in the affirmative form)

Prompt 5: We should buy a small boat next summer.
Correct swat: (Recommendation in the affirmative form)

Prompt 6: They should pay off all their debt before they buy a new car.
Correct swat: (Recommendation in the affirmative form)

Prompt 7: Children shouldn't watch more than one hour of television per day.
Correct swat: (Recommendation in the negative form)

Prompt 8: He shouldn't be in Chicago!
Correct swat: (Indicating error in the negative form)

Set up:

Write each "correct swat" for the flyswatter game randomly around the classroom board, but within student reach. If

learners with disabilities, such as those who use wheelchairs or other mobility supports play the game, lower all correct responses for accessibility.

Make sure there is plenty of space between each "correct swat," so it isn't too crowded and it is obvious which response they are swatting. If board space is too limited,

consider using a large open wall space. If this is your only option, you will need to write the correct swat responses on sheets of paper and tape them up.

How to play:

Divide the class into two teams and assign one learner from each team to hold a flyswatter. Inform the teams that they must speak only in English during game time. If they choose to shout out the location of the paper, the other team's player may also hear and get to it first, so it is probably best to remain quiet or develop a secret strategy for advising one another. Read a prompt aloud and ask the flyswatter holders to swat the correct answer.

Afterwards, the two players go to the back of their team lines and two new players from each team come forward as the teacher reads a new prompt.

How to score:

Whoever swats the correct answer first and leaves the flyswatter on the answer gets a point for his/her team. If a learner removes the flyswatter from the correct answer and the learner from the other team swats it, the team with the flyswatter on the correct answer gets the point, not simply the team that touched it first. If both teams swat the correct answer at nearly the same time, the team with the flyswatter on the bottom gets the point. In other words, the team that swats first, but with certainty, gets the point.

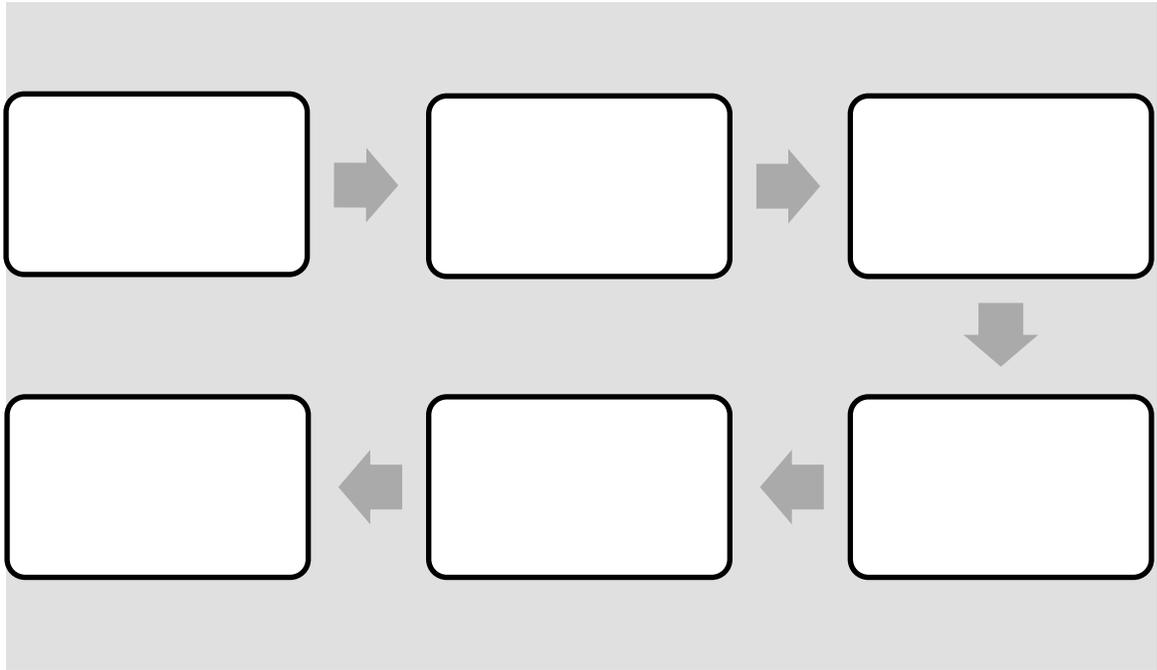
Note: After reading four prompts, it may be necessary to repeat a couple in order to keep players on their toes. Otherwise, the last two opponents will predict which answers are left to swat. Make sure everyone is actively listening and thinking critically!

U.S. Educational System—Ordering

INSTRUCTIONS: Choose from the educational levels or institutions listed below and write them in the diagram in the correct positions from first to last.



- Undergraduate Program
- Middle School
- Pre-school
- High School
- Elementary School
- Postgraduate Program



Teacher Prompts for Flyswatter Game

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School dress codes: Not strict enough? Debating the Issue



I. Get ready...

Pick one of these positions (or create your own).

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B Schools should require students to wear uniforms so that kids will not feel pressure to buy expensive clothes in order to look like their peers. Uniforms would keep kids from being teased and criticized for wearing the “wrong thing.”

C Schools should require students to wear uniforms because this will create a more structured classroom environment. Students who are dressed well will behave better, and this will allow everyone to focus on school work.

D Schools should not monitor what students wear because students should be free to express themselves through their clothing. Choosing their own clothing lets students be individuals.

E _____

GO!

Be a strong participant by using phrases like these.

In my experience . . .

that's similar to what I think too...

What makes you think that?

When I re-read the text, it reminded me...

2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

Unit 1.09

School dress codes: Not strict enough? Science Activity

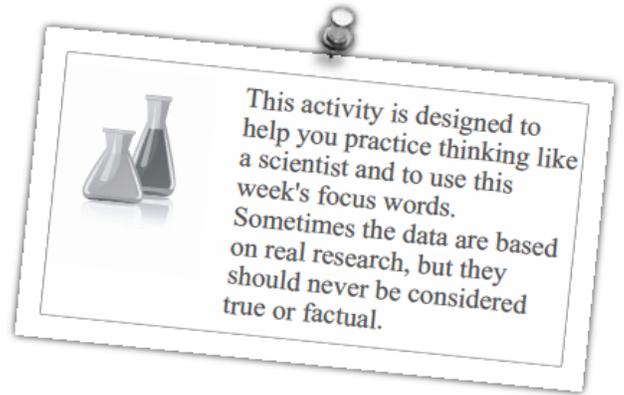
Jacob walks into class wearing a T-shirt with a logo for Marlboro cigarettes.

“Your shirt makes me think we should **modify** the dress code,” says Professor Kahn. “We **monitor** skin **exposure**, but what about exposure to dangerous advertising?”

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“That’s a good idea,” says Anaya. “When kids wear uniforms, their test scores go up.”

Is Anaya right? Professor Kahn investigates.



Question:

Do school uniforms improve students' grades?

Hypothesis:

Students' grades will improve after their school makes a **transition** to requiring uniforms.

Materials:

- ▶ 100 students
- ▶ Report Cards

Procedure:

1. Find 100 students in a school without uniforms.
2. Record and average their grades.
3. Start requiring uniforms at that school.
4. After all students are wearing uniforms, wait one year.
5. Record and average the grades from the same 100 students.

Data:

	Before Uniforms	After Uniforms
<i>Average Grade</i>	C+ (78.3)	C+ (78.2)

Conclusion:

Is the hypothesis supported or not by the data?

What evidence supports your conclusion?

How would you make this a better experiment?

Education Issues Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Literacy: read sentences on transitioning to stricter dress codes and arrange them into logical paragraph order using context clues.</p> <p>Literacy: write an essay on the topic of dress codes using evidence and Focus Words.</p> <p>Listening/speaking: listen and take notes on criteria for exemplary writing. Ask clarification questions as they arise.</p> <p>Transitions & Critical Thinking: consider and refute counterarguments.</p> <p>Grammar: use “should” or “shouldn’t” as appropriate to express recommendations in an essay.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: SERP: Word Generation, p. 71 • Handout: Dress Codes Crossword Puzzle • Handout: Dress Codes Paragraph-building Sentences (one cut into strips for every pair of learners) • Handout: Suggestions for Exemplary Criteria Improvements (can be copied back of SERP, p. 71) <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Laptops (optional)

Lesson Plan

Warm up for today’s Lesson (Review of vocabulary)

Description: Crossword Puzzle

Materials/Prep: Handout: **Dress Codes Crossword Puzzle**

Activity 1: Literacy & Critical Thinking

Description: In pairs, arrange sentences into correct paragraph order.

Materials/Prep: Handout: **Dress Codes Paragraph-building Sentences (make half as many copies as learners)**

Activity 2: Listening/speaking & Critical Thinking

Description: Discuss criteria for exemplary writing.

Materials/Prep: Handout: **Suggestions for Exemplary Criteria Improvements**

Activity 3: Literacy

Description: Write an essay on dress codes following criteria for exemplary writing.

Materials/Prep: Handout: **SERP: Word Generation, p. 71; laptops (optional)**

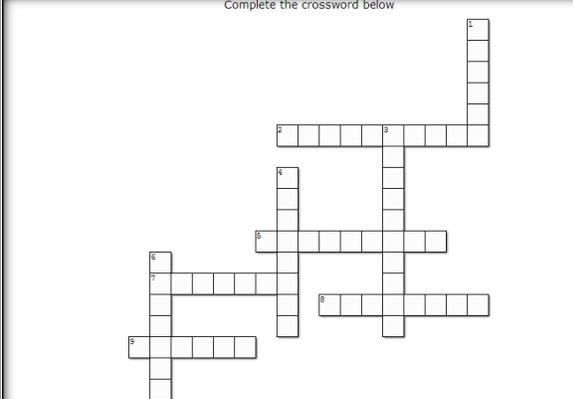
Activity 4: Checking for Understanding

Description: Orally share essays with classmates.

Materials/Prep: None

Teacher Directions: Warm up: Crossword Puzzle-Materials: Handout: Dress Codes Crossword Puzzle

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

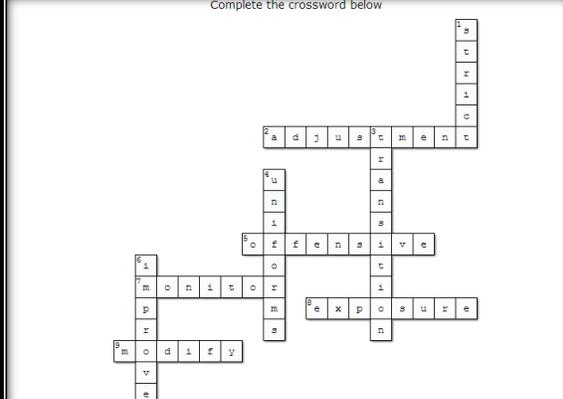
Across

2. Small change
5. Unpleasant or attacking
7. To check; to keep track of
8. Uncovering; a display
9. To make changes in

Down

1. Harsh or firm
3. Change process
4. Mandatory identical clothing
6. Make better

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

Across

2. Small change (**adjustment**)
5. Unpleasant or attacking (**offensive**)
7. To check; to keep track of (**monitor**)
8. Uncovering; a display (**exposure**)
9. To make changes in (**modify**)

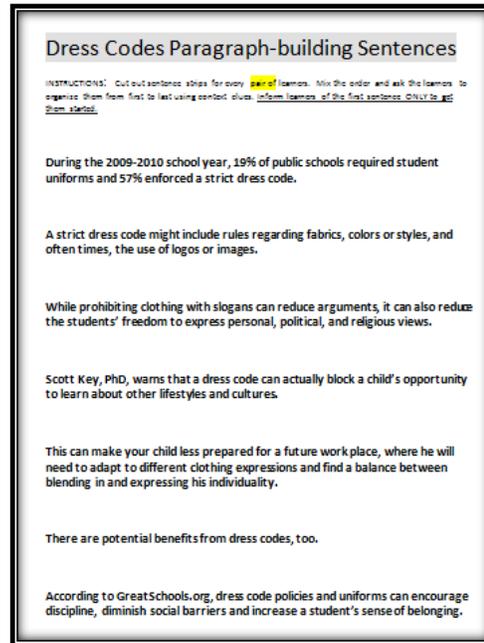
Down

1. Harsh or firm (**strict**)
3. Change process (**transition**)
4. Mandatory identical clothing (**uniforms**)
6. Make better (**improve**)

Demonstrate the first response to the puzzle for the whole class at a projector, so all learners understand that one letter must go in each box, even boxes containing numbers. Make sure that learners understand the across and down system. In addition, be sure that learners understand that this is a vocabulary and spelling exercise, in no way is it a copying exercise, so the answers are not embedded within the clues/definitions. **Learners must generate the answers on their own.**

Correct together as a class, either by having volunteers come up to the projector and fill in the correct answers or by having volunteers spell out the correct answers. Do *not* project the answer sheet. It is for instructor reference only.

Teacher Directions: Activity 1: Literacy & Critical Thinking-Materials: Handout: Dress Codes Paragraph-building Sentences (one sheet cut into sentence strips per pair); a projector



Step 1: Instructions

Pair off learners and inform them they will be putting sentence strips in logical order to create a paragraph about dress codes.

Step 2: Pair Work

As pairs collaborate, the teacher should circulate the room and ask questions or give hints when learners appear to be off track in the ordering of sentences. For example, ask questions like, "What is this an example of?" or, "Is this an example of what comes just before it?" But, DON'T simply point out, "This is in the wrong place. It should come after this."

Step 3: Report Out

Ask a learner to share his/her pair's completed paragraph with the whole class. Serve as facilitator if there are questions. Share a copy of the original handout with the class via projector, so learners may check how closely they ordered the sentences to the original paragraph.

Teacher Directions: Activity 2: Listening/Speaking & Critical Thinking-Materials: Handout: Suggestions for Exemplary Writing Criteria Improvements

Suggestions for Exemplary Writing Criteria

INSTRUCTIONS: Read aloud. Check off each criterion you meet after you write to know your level of essay development. The criteria do not include sentence-level considerations, such as grammar and punctuation. This does not mean that grammar and mechanics are not important. They are still highly considered when grading essays.

Good Start

- Stated position
- Included one Focus Word

Pretty Good

- Stated position clearly
- Included 1-2 supportive arguments
- Included 2 Focus Words

Exemplary

- Stated position clearly
- Included 3 supportive arguments
- Refuted a likely counterargument
- Included 3-5 Focus Words

Step 1: Context

Explain to learners what a rubric is and how it is used to grade objectively. The GED, college entrance, and licensure writing tests usually use some form of rubric. The Word Generation curriculum uses a very interesting writing rubric and the suggestions made can help learners as they prepare for the GED, college entrance, or those tricky open-ended job application questions. Unfortunately, there is some overlap between the number of Focus Words required and the number of supportive arguments (examples, etc.) Therefore, a more straightforward rubric has been provided here with the handout **Suggestions for Exemplary Writing Criteria**.

Step 2: Read and Discuss

Learner volunteers read each grading criterion aloud. Discuss as a whole class.

**Teacher Directions: Activity 3: Literacy & Critical Thinking-Materials: Handout: SERP:
Word Generation, p. 71, "Writing Prompt"**

The handout is titled "Writing Prompt: Should there be stricter dress codes in schools?". It includes a pencil icon and a list of focus words: adjustment, exposure, modify, monitor, transition. Below the prompt, there are several horizontal lines for writing. On the right side, there is a checklist with three categories: "Good Start", "Pretty Good", and "Exemplary". Each category has two checkboxes: "Stated my own position" and "Included 1 focus word".

Step 1: Prewrite

Learners brainstorm on scratch paper or in their notebooks before writing on the **Writing Prompt** handout. Learners should brainstorm a thesis statement and ideas to support it. They may choose to list or to draw a word web/diagram, but some pre-writing should be encouraged. If learners try to organize their ideas as they develop them, it will be more difficult to incorporate the Focus Words and concentrate on staying on topic (avoiding irrelevant comments).

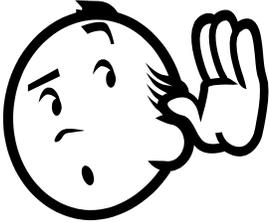
Step 2: Write

Learners write a short essay on the prompt **"Should There Be Stricter Dress Codes in Schools?"** striving for exemplary writing. Remind learners that the criteria on the **Writing Prompt** handout have some overlap between grading categories and that it is best to refer to the **Suggestions for Exemplary Writing Criteria** handout. A short essay may be 1-5 paragraphs depending on the learner's ability and the amount of class time remaining. Approximately 10-15 minutes are needed for the Checking for Understanding activity.

Note: Ideally, a teacher or coordinator will read learner essays and check off criteria met, so learners get an idea of what they should work on concerning development of their writing.

Teacher Directions: Activity 4: Checking for Understanding-Materials: None

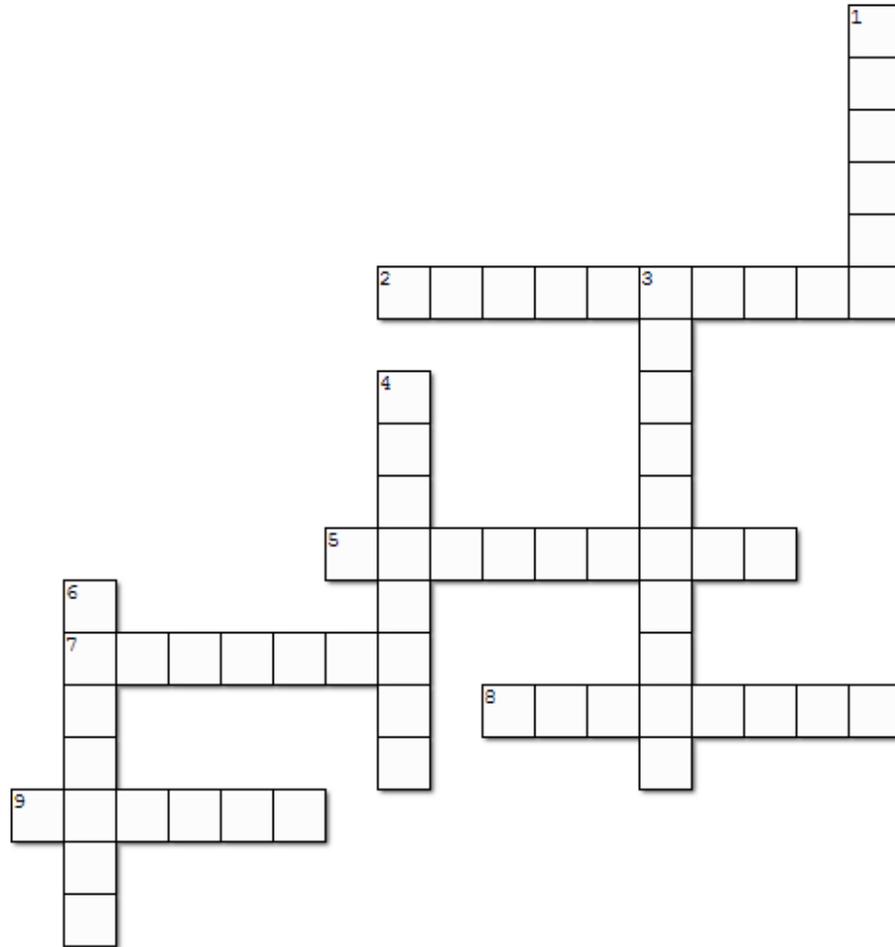
Learners volunteer to orally share their essays with the class.



Listeners pay attention for the stance of the writer, the evidence provided, and whether a counter-argument was refuted or not. If you feel your learners are not yet able to refute counter-arguments, that is fine; however, all learners should be able to express their point of view and give 1-3 reasons (evidence) for holding this view. Learners may also listen for whether or not their classmates used “should” and “shouldn’t” to make recommendations about stricter dress code policies.

Dress Codes Crossword Puzzle

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

Across

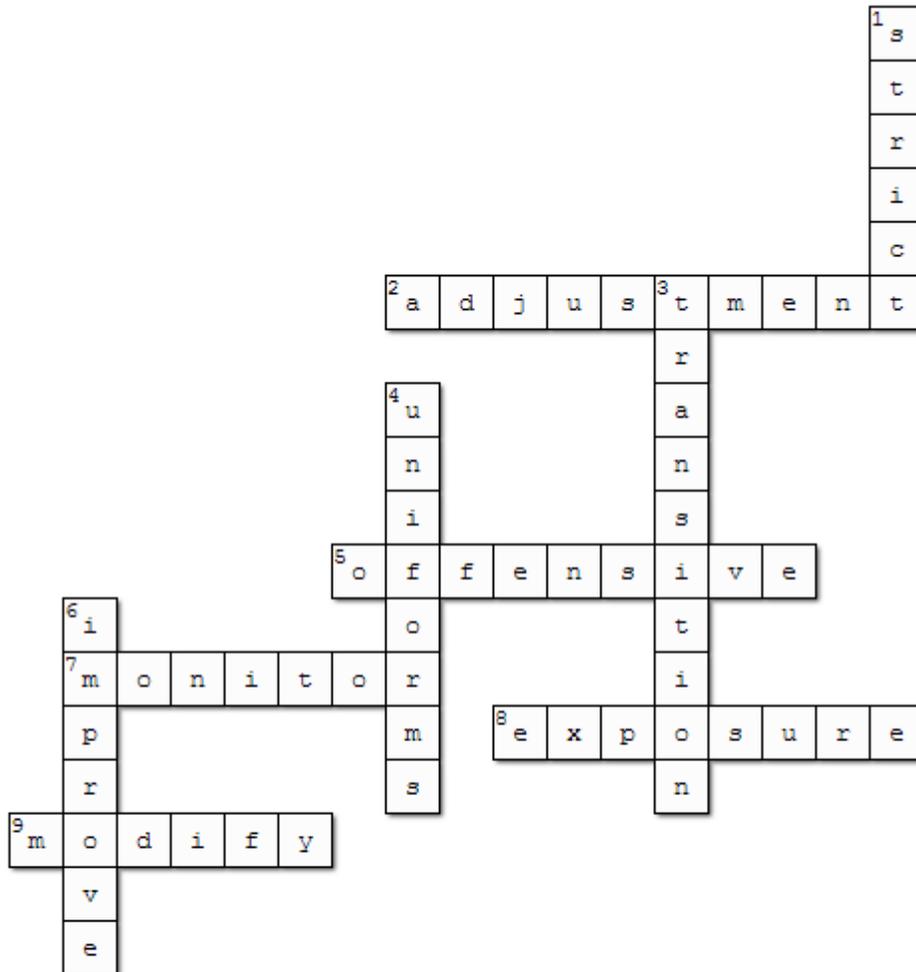
2. Small change
5. Unpleasant or attacking
7. To check; to keep track of
8. Uncovering; a display
9. To make changes in

Down

1. Harsh or firm
3. Change process
4. Mandatory identical clothing
6. Make better

Dress Codes Crossword Puzzle—Answers

Complete the crossword below



Created on TheTeachersCorner.net Crossword Maker

Across

2. Small change (**adjustment**)
5. Unpleasant or attacking (**offensive**)
7. To check; to keep track of (**monitor**)
8. Uncovering; a display (**exposure**)
9. To make changes in (**modify**)

Down

1. Harsh or firm (**strict**)
3. Change process (**transition**)
4. Mandatory identical clothing (**uniforms**)
6. Make better (**improve**)

Dress Codes Paragraph-building Sentences

INSTRUCTIONS: Cut out sentence strips for every pair of learners. Mix the order and ask the learners to organize them from first to last using context clues. Inform learners of the first sentence ONLY to get them started. Information was taken from: www.everydaylife.globalpost.com "How Does Strict Dress Code Cause Problems for Kids?" by R. Welton and D. Media

During the 2009-2010 school year, 19% of public schools required student uniforms and 57% enforced a strict dress code.

A strict dress code might include rules regarding fabrics, colors or styles, and often times, the use of logos or images.

While prohibiting clothing with logos and inappropriate images can reduce arguments, it can also reduce the students' freedom to express personal, political, and religious views.

Scott Key, PhD, warns that a dress code can actually block a child's opportunity to learn about other lifestyles and cultures.

This can make your child less prepared for a future work place, where he will need to adapt to different clothing expressions and find a balance between blending in and expressing his individuality.

However, there are potential benefits from dress codes, too.

According to GreatSchools.org, dress code policies and uniforms can encourage discipline, diminish social barriers and increase a student's sense of belonging.

Suggestions for Exemplary Writing Criteria

INSTRUCTIONS: Read aloud. Check off each criterion you meet after you write to know your level of essay development. The criteria do not include sentence-level considerations, such as grammar and punctuation. This does not mean that grammar and mechanics are not important. They are still highly considered when grading essays.

Good Start

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