



**Literacy Design
Collaborative**

Where's the Beef?

★ TASK ★ LADDER

by Toby L. Craver

According to the United States Department of Agriculture, it is estimated that 25.6 billion pounds of beef will be consumed this year alone. This consumption will account for 79 billion dollars of revenue for the beef industry and give students 79 billion reasons to educate themselves on all aspects of the beef industry. A closer examination of the production practices in the beef industry such as the use of antibiotics, growth hormones, and feed additives will allow students to formulate their claim and defend their position pertaining to the question, “Should consumers purchase beef products that have been altered from their natural state?”

Main aspects of the learning process include:

- A close reading process that probes all facets of the beef industry
- A task engagement process that sets up the main teaching task
- An extension that allows students to design and conduct an experiment with the 3 major types of meat products (organic, grass-fed, and status quo)
- A transition to writing in which students connect their claim to textual evidence

A writing process in which students establish and support a claim about whether consumers of beef products should purchase beef products that have been altered from their natural state.

GRADES

10 - 12

DISCIPLINE

CTE

COURSE



**Biological
Animal
Science
(CTE)**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template 2 - Argumentation

Should consumers purchase beef products that have antibiotics, hormones, or additives? After reading primary and secondary texts, write an argumentative essay in which you address the question and argue your position concerning the production practices of the beef industry. Support your position with evidence from the text(s). Be sure to acknowledge competing views.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RST.11-12.1

Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Focus

RST.11-12.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11—12 texts and topics.

RST.11-12.9

Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Focus

RST.11-12.10

By the end of grade 12, read and comprehend science/technical texts in the grades 11—CCR text complexity band independently and proficiently.

WHST.11-12.1

Write arguments focused on discipline-specific content.

Focus

WHST.11-12.4

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

WHST.11-12.5

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

WHST.11-12.9

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

WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Custom Standards

8.4

Describe environmental factors that affect animal health such as sanitation and stress. (AR Biological Animal Sciences)

8.5

Describe how disease and illness are prevented and animal well-being is promoted. (AR Biological Animal Sciences)

Focus

8.6

Identify the different types of injections. (AR Biological Animal Sciences)

8.7

Describe the types of immunity and how immunity can be improved. (AR Biological Animal Sciences)

3.2

Discuss procedures in conducting experimental research. (AR Biological Animal Sciences)

3.32

Observe safety practices in conducting experiments. (AR Biological Animal Sciences)

3.4

Discuss the collection of data. (AR Biological Animal Sciences)

Texts

- 🔗 **Is Your Meat Safe**
- 🔗 **Natural and Organic Beef**
- 🔗 **Understanding Hormone Use in Beef Cattle**
- 🔗 **Feed Additives in Beef Cattle**
- 🔗 **Beef Quality Assurance**
- 🔗 **Frankensteer Documentary**

Student Work Rubric - Argumentation Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Makes a general claim with an unclear focus.	Establishes a clear claim that addresses the prompt , with an uneven focus .	Establishes and maintains a clear, specific, and credible claim that addresses all aspects of the prompt.	Establishes and maintains a precise, substantive claim that addresses all aspects of the prompt. Acknowledges limitations and/or the complexity of the issue or topic .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the claim . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the claim and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the claim and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the argument , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the argument.	Thoroughly and accurately explains ideas and source material, using logical reasoning to support and develop the argument.
Organization	Lacks an evident structure. Makes unclear connections among claims, reasons, and/or evidence.	Groups ideas and uses transitions to develop the argument, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive argument . Uses transitions to clarify the relationships among claim(s), reasons, and evidence .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among claim(s), reasons, and evidence.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Point of origin food labeling is becoming more prominent here in the United States. Students like you -- as well as most of the American population -- are not only consuming food products, but are also making decisions on what to buy for consumption. For these reasons, you need to have the knowledge to make informed choices when it comes to the products you purchase. In addition, the detailed look into the beef industry will enable you to realize other options concerning markets in the event that you decide to make a business venture into the beef industry.

Extension

Day 10-Extension: Statistics show that for every one farm job, five nonfarm jobs are created. Students must realize that the production aspect of the livestock industry leads to many nonfarm occupations including agriculture research. Agriculture research uses hands-on, research-based principles to ensure that the beef consumers purchase is safe for them. This extension easily lends to these real-world, hands-on practices that agriculture researcher's use every day in the field or laboratory. Agriculture researchers use teams including: research scientists, postdoctoral research associates, support scientists, research technicians, as well as positions in various professional, technical, administrative, secretarial and clerical, and trades and crafts occupational areas. These teams are responsible for grading these beef products into the categories of Prime, Choice, Standard, Select, and Utility. These quality grades are based on color, texture, and the fat content of the meat. In this extension, students design and conduct an experiment utilizing the three major types of meat products-Organic, Grass-fed, and Status Quo. Students will use real-world tools to determine the color, texture, and fat content of each of the three types of beef products. Individual meat products should be the same retail cut and weight. Grids will be used to document fat content. Students use their notebooks to log observations and results from the experiment.

Note: Add three days to your timeline if you opt to do the extension.

Note: I have up-loaded a student example to help guide the process.

Section 2: What Skills?

Preparing for the Task

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

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

Reading Process

ACTIVE READING & NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to identify and analyze competing arguments.

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

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

Transition to Writing

SPEAKING AND ACTIVE LISTENING > DEBATE: Ability to begin linking reading to writing task.

Writing Process

INITIATION OF TASK > ESTABLISHING CONTROLLING IDEA & DRAFTING INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.

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

DEVELOPMENT > CONCLUDING PARAGRAPH: Ability to develop a line of thought and text structure appropriate to an argumentation task.

DEVELOPMENT > INITIAL DRAFT: Ability to construct an initial draft with an emerging line of thought and structure. Ability to analyze competing arguments.

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

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

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

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
15 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT:</p> <p>Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>SHORT CONSTRUCTED RESPONSE</p> <p>Students record first thoughts to Before Learning questions. Then students record their first thoughts to After Learning questions.</p>	<p>Students can discuss provided questions before and after the viewing of the learning tool.</p>	<p>Guided Questioning</p> <ul style="list-style-type: none"> Before learning - The teacher asks students guided questions. (Uploaded Files-Where's the Beef Questions before learning tool, docx) The teacher shows a short learning tool on pink slime. (Uploaded link "Pink Slime") After learning - The teacher asks guided questions. (Uploaded Files-Where's the Beef Questions After learning tool, docx) The teacher facilitates the sharing out of the student answers.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> "Pink Slime"- Learning Tool Questions Before Learning Tool Questions Following the Learning Tool 				
15 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:</p> <p>Ability to understand and explain the task's prompt and rubric.</p>	<p>QUICK WRITE</p> <p>The student will rewrite the task prompt in his/her own words.</p>	<p><i>Meets expectations if:</i></p> <p>Students are able to complete the task prompt using their own words including:</p> <ol style="list-style-type: none"> Essential question Type of product produced Supporting position evidence Competing views 	<p>Quick Write</p> <ul style="list-style-type: none"> The teacher presents task and has students paraphrase the task prompt in their own words. The teacher facilitates share out.
<p>Additional Attachments:</p> <ul style="list-style-type: none"> Task Paraphrase 				
15 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS:</p> <p>Ability to understand and explain the task's prompt and rubric.</p>	<p>QUICK WRITE OF DEFINITION OF ELEMENT. HIGHLIGHTED KEY TERMS ON SCORING RUBRIC.</p> <p>After reading Meets</p>	<p>Understanding is shown by definitions and highlighting of specific key words.</p>	<p>Jigsaw-Rubric Quick Write</p> <ul style="list-style-type: none"> The teacher will assign each element of the rubric to assigned groups of four. <p>#1 of each group-reads element aloud beginning with Meets Expectations.</p>

		<p>Expectations level of your rubric element, discuss among your group members following instructions for #1-4, and define your element on chart paper. Post it.</p> <p>Then look at all four levels of accomplishment on your rubric and box in key terms that differentiate the levels.</p>		<p>#2 Highlights key words</p> <p>#3 Paraphrases</p> <p>#4 Writes paraphrase</p> <ul style="list-style-type: none"> • The teacher facilitates sharing out and has students create a classroom list. The teacher chooses one student from each group to share a few ideas on board and asks others to add to it. • The teacher will review for possible questions and hold class discussion around the following question: <p>What are the elements on which your paper will be scored?</p> <p>Ask students to pay particular attention to the “advanced” category and identify at least one element on which they would like to achieve in the “advanced” category.</p>
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Reading Process


<p>Not provided</p>	<p>ACTIVE READING & NOTE-TAKING: Ability to identify the central point and main supporting elements of a text. Ability to identify and analyze competing arguments.</p>	<p>STUDENT NOTEBOOK ACTIVITIES - ACTIVE READING/NOTE-TAKING (DAYS 2-7) Students will read teacher selected primary and secondary texts which address both sides of the question from the task. Each student will complete the designated strategy when advised to do so with each text. While reading and analyzing the primary and secondary sources, students should be looking for industry related examples that relate to the task prompt. What are some key words or parts of the document that may need further instruction?</p>	<p>Information is complete.</p> <p>Information is accurate and relevant.</p> <p>Answers questions with credible responses and supporting elements from the texts.</p>	<p>The teacher will use several strategies to assist students in reading primary and secondary text. While reading and analyzing the primary and secondary sources, students should be looking for industry related examples that relate to the task prompt and pertinent quotes. What are some key words or parts of the document that may need further instruction? For each text, advise students to take notes and/or annotate elements relevant to the task and have the information to do a citation when needed to avoid plagiarism. Include citation information to support facts; questions, etc. (for example, page numbers for a long text, clear indication when quoting directly.)</p> <ul style="list-style-type: none"> • In the Teacher Reflection Section of the module, I listed which tools I used with each article. • <i>Thinking Notes- To annotate the text.</i> • <i>Cornell Notes to find key points, details, and</i> • <i>Chunking the Text to become the expert on their section then share with peers.</i> • <i>Foldable Progressive Notes to summarize from Cornell notes</i> <p>(I use the portrait and landscape style together to form the progressive notes: Top Left-Key Points from article, Top Right-Details concerning key points, Bottom Left-Examples of the key points, and Bottom Right-How can one use this information? This forms the outline of the summary.)</p> <p>Groups of four: Each student lists at least three key points (pass the paper to the right. Student 2 lists examples concerning the key points. (Pass the paper to the right.) Student 3 lists examples concerning the key points. (Pass the paper to the right.) Student 4 analyzes the previous work and develops a written</p>
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				<p>logic of how this information can be used.</p> <ul style="list-style-type: none"> ● <i>Shrinking Notes</i> <p>D1-The teacher will have students use the question from the prompt to aid in acknowledging competing views.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Thinking Notes 🔗 Cornell Notes 🔗 Chunking the Text 🔗 Foldable Progressive Notes 🔗 Shrinking Notes 📄 Annotation used with "Thinking Notes" 				
<i>Not provided</i>	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>FRAYER MODEL - ESSENTIAL VOCABULARY In groups, work to identify five essential words or terms from each reading. Be prepared to post and facilitate the learning of your peers.</p>	<p>Provides accurate definitions and or explanations.</p>	<p><i>Frayer Model (word mapping)</i> Model the use of the Frayer Model, the teacher has students identify one essential vocabulary word for one of their readings. Group students. 4 corners-definition, uses, characteristic, non-characteristics</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Frayer Worksheet 				
<i>Not provided</i>	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>CATEGORIZATION CHART - ESSENTIAL VOCABULARY Take 10-15 of the words selected and categorize on chart. Justify category selections</p>	<p>Provides logical explanations.</p>	<p><i>Categorize words</i> Following presentation, Take 10-15 of the words selected and categorize on chart. Student chooses categories and must justify.</p>
<i>Not provided</i>	<p>POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.</p>	<p>SHORT CONSTRUCTED RESPONSE - ACADEMIC INTEGRITY The students will cite one of their online resources using APA format. Post on chart paper.</p>	<p>Citation follows correct format and contains relevant info.</p>	<p><i>Short Constructed Response</i> The teacher will discuss: (1) Respect for other's work to assemble evidence and create texts.(2) academic penalties for stealing other's thoughts and words, (3) several appropriate strategies to avoid plagiarism. (Post list.) The teacher will model then facilitate the use of online resources: ● Bibme.com ● CitationMachine.net</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none"> 🔗 Bib Me 🔗 Citation Machine 				

Transition to Writing

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<p>1 hr and 30 mins</p>	<p>SPEAKING AND ACTIVE LISTENING > DEBATE: Ability to begin linking reading to writing task.</p>	<p>SELF ASSESSMENT Based on the list of Speaking and Listening behaviors, note in writing a goal for your personal participation in the upcoming dialogue</p>	<p>Chooses appropriate individual process goal based on past seminar performance.</p>	<p>The teacher will facilitate: Socratic Seminar or Debate (2 teams) Teams will be given 10-20 minutes to prepare their arguments and questions for the opposing team. Each team will have five minutes to support its claim then five more minutes to ask/answer questions from opposing team. Using evidence gathered covering the practices of beef production, students will discuss production practices such as, the use of antibiotics, growth hormones, and feed additives. Resources: LDC-Paideia Speaking and Listening Rubric.docx and Debate Scoring Rubric.docx Uploaded Files – “The Power of Language” Following debate, complete mini task (self assessment).</p>
<p>Additional Attachments:</p> <p> Debate Rubric</p>				
<p>1 hr and 30 mins</p>	<p>SPEAKING AND ACTIVE LISTENING > DEBATE: Ability to begin linking reading to writing task.</p>	<p>EXTENSION - AGRICULTURE BASED SCIENTIFIC RESEARCH REPORT Can one determine whether a retail cut of beef is Organic, Grain-fed, or Status-Quo simply by color, texture, fat content, and taste? Design and conduct an experiment using the same industry related tools and format as that of an agriculture research scientist.</p>	<p>Students design an experiment which will enable them to answer the prompt accurately with relevant information.</p> <p>Student research reports contain all essential elements:</p> <ul style="list-style-type: none"> ● Introduction ● Materials needed ● Procedures ● Findings ● Conclusion ● Recommendations ● References 	<p>Facilitate student creation of a mnemonic device to be used as an acronym for the steps in the scientific method.</p> <ul style="list-style-type: none"> ● Student example – I Found Dead Cats Cast Among Mice ● Scientific Method <ol style="list-style-type: none"> 1. Identify the problem 2. Form a hypothesis 3. Design an experiment 4. Conduct the experiment 5. Collect data 6. Analyze data 7. Make recommendations <p>Modeling – Teacher will model the components of a research report.</p> <ul style="list-style-type: none"> ● Research report <ol style="list-style-type: none"> 1. Introduction – the purpose of the experiment 2. Materials needed – what is needed to conduct this experiment 3. Procedure – step-by-step instructions or a “how to” to conduct the experiment 4. Findings – what was observed 5. Conclusion – what was learned from conducting this experiment 6. Recommendations – what could be done to improve the viability of the experiment 7. References – citations from any previous experimental works

Additional Attachments:  Student Example				
Writing Process				
50 mins	INITIATION OF TASK > ESTABLISHING CONTROLLING IDEA & DRAFTING INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task.	SHORT CONSTRUCTED RESPONSE Students will use the evidence gathered from primary and secondary sources to compose an introduction paragraph in response to the task. D1 - Include competing argument(s).	Students compose an introductory paragraph that contains a hook, broad opening, claim/thesis statement, a counter claim, and a big “so what”. D1 - Include competing argument(s).	Short Constructed Response Instructing students to use the evidence gathered from primary and secondary sources, the teacher will facilitate students using the Introduction Paragraph Template to compose an introduction paragraph. Uploaded Files: Argumentative Introduction Paragraph Template.docx <i>Modeling</i> The teacher will model the use of the introduction template to help guide students through the writing process. Student example using the introduction template has been uploaded.
Additional Attachments:  Introduction Template  Student Example				
1 hr and 30 mins	PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an argumentation task.	OUTLINE Students will create an outline based on Cornell Notes, summaries, and all reading products produced during Active Reading and Note-taking. Students will state a position, sequence points, and note supporting evidence. D1 - Include competing argument(s).	Creates an outline with all parts. Supports opening position. Uses evidence from texts read and images analyzed earlier with appropriate citations. D1 - Identifies competing arguments(s).	Graphic Organizer-Outline The teacher will provide and model one or more examples of outlines or organizers. The teacher will invite students to generate questions in pairs about how the format works, and then answers any questions that might arise. Uploaded Files: Body paragraph one Body paragraph two Body paragraph three <i>Modeling</i> The teacher will model the use of the body paragraph one template to help guide students through the writing process. Student example using the body paragraph one template has been uploaded.
Additional Attachments:  Body Paragraph One  Student Example  Body Paragraph Two  Body Paragraph Three				
50 mins	DEVELOPMENT > CONCLUDING PARAGRAPH: Ability	SHORT CONSTRUCTED RESPONSE Students will use the	Students compose a conclusion paragraph that contains a	Short Constructed Response Instructing students to use the evidence gathered from primary and secondary sources, the teacher will

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	to develop a line of thought and text structure appropriate to an argumentation task.	evidence gathered from primary and secondary sources to compose a conclusion paragraph in response to the task. D1 - Include competing argument(s).	restatement of the claim, a summary of the body paragraphs, and a big “so what”. D1 - Include competing argument(s).	facilitate students using the Conclusion Paragraph Template to compose a conclusion paragraph. Uploaded Files: Conclusion Paragraph Template.docx <i>Modeling</i> Model the use of the template to compose a conclusion paragraph. Student example using conclusion paragraph template is also in Uploaded Files.
	Additional Attachments:  Conclusion Paragraph  Student Example			
1 hr and 30 mins	DEVELOPMENT > INITIAL DRAFT: Ability to construct an initial draft with an emerging line of thought and structure. Ability to analyze competing arguments.	INITIAL DRAFT Students will write an initial draft complete with opening, development, and closing inserting textual evidence and identifying competing arguments.	Provides complete draft with all parts (Introduction-hook, thesis statement, and the “big so what,” body paragraphs that follow the outline from thesis statement, at least one citation per paragraph, and one competing view per paragraph and a conclusion paragraph that contains restating the claim, a summary of the body paragraphs, and a big “so what”- Call to action, suggested results, or a warning to the reader.)	<i>Long Constructed Response-Initial Draft</i> The teacher will instruct the students to write an initial draft complete with opening, development, and closing inserting textual evidence and identifying competing arguments.
50 mins	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	MULTIPLE DRAFTS OF LONG CONSTRUCTED RESPONSE Students will provide multiple completed drafts with all parts. Drafts must support the opening in the later sections with evidence and citations (APA format), acknowledge competing views, and show improvement.	All elements are contained in draft	<i>Long Constructed Response Checklist</i> <i>Timely feedback and conferencing</i> <i>Peer review:</i> providing students with feedback on strengths and weaknesses of paper.
50 mins	REVISION, EDITING, AND COMPLETION > PEER EDITING: Ability to proofread and format a piece to make it more effective.	CORRECTED DRAFT Papers need to have sound spelling, capitalization, punctuation, and grammar. Adjust	Provides a draft free from distracting errors and Uses format that supports purpose.	<i>Peer Review of Long constructed Response-Correct Draft</i> The teacher will instruct students on what to look for during editing (unlike revision.) Papers need to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide

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		formatting as needed to provide clear, appealing text.		clear, appealing text. (Include instruction on proofreading marks.)
50 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.	FINAL DRAFT Ability to submit final piece that meets expectations.	Completed paper plus revisions of work are turned in on time.	<i>Final Work of Long Constructed Response</i> <i>Student papers scored and feedback given in a timely manner.</i>

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Advanced

 Student 1

 Student 5

Approaches Expectations

 Student 2

Meets Expectations

 Student 3

Not Yet

 Student 4

Teacher Reflection

Here are added thoughts about teaching this module:

Day 1

- The questions have been up loaded. Along with the "Pink Slime" learning tool.
- These are the questions used before the viewing of the learning tool and the questions used after the viewing of the learning tool.
- The task paraphrase has also been uploaded.
- **You will need to make copies of the rubric for your students.**

Day 2-7

- **There are several strategies used for active reading. The reasoning stems from student engagement. I have several students who are reluctant readers so the variety in strategies allows them to stay engaged through the learning process.**
- Active Reading (This is the process that I used, feel free to deviate)

Day 2- "Is Your Meat Safe"- Students used "Thinking Notes" as they read, and Cornell notes to find key points, details, and to complete a summary of the text.

Day 3- "Natural and Organic Beef"- Students used "Chunking the Text" to become the expert and Cornell notes to record key points and details, and to complete a summary of the text.

Day 4- "Understanding Hormone Use in Beef Cattle"- Students used "Thinking Notes" as they read, Cornell

notes to find key points and details, and “Progressive Notes” to complete a summary of the article.

Day 5- “Feed Additives”- Students used “Thinking Notes” as they read and Cornell notes to find key points, details, and to complete a summary of the text.

Day 6- “Beef Quality Assurance: Overview”- Students used “Thinking Notes” as they read, Cornell notes to find key points and details, and “Shrinking Notes” to write a summary of the text.

Day 7- “Franken steer”- Students used Cornell notes to find key points, details, and to complete a summary of the documentary.

I have uploaded links for:

1. Thinking Notes
2. Cornell Notes
3. Chunking the Text
4. Progressive Notes
5. Shrinking Notes

- **For each reading text, students were required to pull at least three citations from each article and cite the information correctly using APA style.**
- I have uploaded Bib me and Citation Machine links into this module. They are also located in the instructional strategies section under Academic Integrity.
- **With each article students identify and master essential terms (Frayer Model)**
- I have uploaded a link to the Frayer model in the instructional strategies section under essential vocabulary.

Day 8-9

- Debate- Read through the instructional strategies under Bridging to become familiar with the rules of the debate.
- I have uploaded a debate rubric into the instructional strategies section located under Bridging- Self Assessment.

Day 10- 12 (optional)

- Extension- I have uploaded a student example of how we completed the experiment for teachers. Feel free to change it or modify it. **Students really enjoy this section of the module.**

Day 11

- Claim- Students use the “Introduction Template”, to help create their claim.
- I have uploaded the introduction template for students.
- I have uploaded an example of student work using the introduction template for teachers.

Day 12

- Planning- Outline using “Body Paragraph Templates”.
- I have uploaded Body paragraph templates one, two, and three for students.

- I have uploaded an example of student work using body paragraph template one for teachers.

Day 13

- Conclusion- students use the “Conclusion Template” to help create their conclusion paragraph.
- I have uploaded the conclusion template for students.
- I have uploaded an example of student work using the conclusion template for teachers.

Day 14 -15

- Development- Students create a rough draft. Students use materials created from the previous three days to develop a product that includes a logical sequence, while inserting appropriate textual evidence and discussing competing views.

Day 16

- Revision- the product must include:

1. Introduction

A. Hook

B. Broad opening

C. Claim/Thesis statement

D. Counterclaim

E. A big “So What”

2. Body Paragraphs

A. Points of the claim/thesis statement in the correct order. (Example: First key point in the claim / thesis statement must be the main idea of the first body paragraph.)

B. Writer must use textual information to develop claim and/or competing views.

C. Writer must cite textual information correctly using APA style.

3. Conclusion

A. Claim/Thesis statement must be restated

B. Body paragraphs must be summarized

C. A counterclaim discussed

D. A big “So What”

1. Call to action

2. End with a warning

3. Suggest results or consequences

Day 17

- Peer Editing- Spelling, capitalization, punctuation, and grammar.

Day 18

Where's the Beef?

- Completion/Reflection

All Attachments

- 🔗 **Is Your Meat Safe** : <https://s.ldc.org/u/dyr6h0u1ccr5xa7qt1ytzsms2>
- 🔗 **Natural and Organic Beef** : <https://s.ldc.org/u/aznjc585fahurhwyhwfb4lthw>
- 🔗 **Understanding Hormone Use in Beef Cattle** : <https://s.ldc.org/u/c3yjdjhb182t6xxcg1d6us9fo4>
- 🔗 **Feed Additives in Beef Cattle** : <https://s.ldc.org/u/opf95u2v8q4jv5t2dtmco06x>
- 🔗 **Beef Quality Assurance** : <https://s.ldc.org/u/x9ost7ehid7z91lwxbyqmbxn>
- 🔗 **Frankensteer Documentary** : <https://s.ldc.org/u/24jn6g7b4cotk3a5m0v2uytne>
- 📄 **Student 1** : <https://s.ldc.org/u/7rvmbb753ikqk1il8qqzkk0>
- 📄 **Student 2** : <https://s.ldc.org/u/4cu1q3a0hl8h8rkqliendf4rs>
- 📄 **Student 3** : <https://s.ldc.org/u/2osd32h20lcavdauae8a7bhlg>
- 📄 **Student 4** : <https://s.ldc.org/u/4iirj8w631eh64i7hirhy71ya>
- 📄 **Student 5** : <https://s.ldc.org/u/e7a1bd7norev4werezskq9us7>