

ARGUMENTATIVE ESSAY **CONCUSSION**

Content Area: Science/English
Grade: 11-12

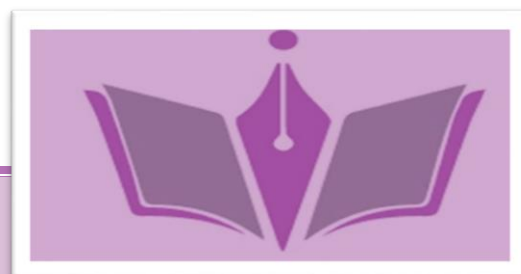


TABLE OF CONTENT

UNIT OVERVIEW

UNIT PURPOSE.....	2
STANDARDS.....	2
UNIT TEXT ANALYSIS.....	7
ASSESSMENT OVERVIEW.....	9

INSTRUCTIONAL LESSONS

LESSON 1: PURPOSE AND AUDIENCE.....	11
LESSON 2: EMOTIONAL IMPACT.....	15
LESSON 3: INTERVIEWING FOR RESEARCH.....	18
LESSON 4: SUMMARIZING, PARAPHRASING, AND QUOTING.....	21
LESSON 5: HARRIS MOVES.....	24
LESSON 6: PRO, CON, AND REBUTTAL.....	28
LESSON 7: TEXT STRUCTURES.....	30
LESSON 8: SENTENCE VARIETY.....	32
LESSON 9: TYPES OF CLAIMS.....	34
LESSON 10: TEXT ANALYSIS.....	36
SUMMATIVE ASSESSMENT.....	38
APPENDIX A: RESOURCES/HANDOUTS.....	39
APPENDIX B: REFERENCES	

UNIT OVERVIEW

UNIT PURPOSE

This focus of this unit is to equip students with the necessary skills and strategies to write. All literacy strands (reading, writing, speaking, and listening) are included in this unit, beginning with purpose and audience and ending with students independently writing an argumentative essay. While this unit can be used with any eleventh or twelfth grader, it has been developed with intentional scaffolds for ELL and/or struggling learners. Therefore, there are limited extensions in this unit.

STANDARDS

Lesson 1

- CCSS.ELA-LITERACY.RST.11-12.6 -Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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*.
- CCSS.ELA-LITERACY.W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Lesson 2

- CCSS.ELA-LITERACY.RST.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RI.11-12.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- CCSS.ELA-Literacy.L.11-12.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Lesson 3	<ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RST.11-12.3</u> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Lesson 4	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>CCSS.ELA-LITERACY.RST.11-12.2</u> 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. • <u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • <u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.
Lesson 5	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>CCSS.ELA-LITERACY.RST.11-12.2</u> Determine the central ideas or conclusions of a text; summarize

	<p>complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • <u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. • <u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
Lesson 6	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RST.11-12.1</u> 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. • <u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • <u>CCSS.ELA-LITERACY.WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Lesson 7	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RST.11-12.1</u> 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. • <u>CCSS.ELA-LITERACY.RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Lesson 8	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • <u>CCSS.ELA-Literacy.W.11-12.2.c</u> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Lesson 9	<ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RST.11-12.8</u> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • <u>CCSS.ELA-Literacy.W.11-12.1.a</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
Lesson 10	<ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>CCSS.ELA-Literacy.RST.11-12.2</u> 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. • <u>CCSS.ELA-Literacy.RST.11-12.5</u> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • <u>CCSS.ELA-Literacy.RST.11-12.6</u> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. • <u>CCSS.ELA-Literacy.RST.11-12.9</u> 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. • <u>CCSS.ELA-Literacy.L.11-12.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • <u>CCSS.ELA-Literacy.L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
Summative Assessment	<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.WHST.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

UNIT TEXT ANALYSIS

Lesson 1

- [Heads Up Concussion Fact Sheet For Student Athletes](#)
Quantitative: Lexile 640 - Qualitative: Purpose – Middle Low Complexity ; Structure - Middle Low Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity - Reader's Task: DOK 2
- [Heads Up Concussion Fact Sheet For Parents](#)
Quantitative: Lexile 820 - Qualitative: Purpose – Middle Low Complexity ; Structure - Middle Low Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity- Reader's Task: DOK 2
- [Heads Up Concussion Fact Sheet For Coaches](#)
Quantitative: Lexile 1360 - Qualitative: Purpose – Middle Low Complexity ; Structure - Middle Low Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity - Reader's Task: DOK 2

Lesson 2

- [Concussion: Will NFL sanitize history with brain trauma biopic?](#)
Quantitative : Lexile 1140 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader's Task: DOK 3

Lesson 3

- [The Frontline Interviews: Dr. Bennet Omalu](#)
Quantitative: Lexile 820 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle High Complexity – Reader's Task: DOK 4

Lesson 4

- [The Risk of Concussion From Youth Sports](#)
Quantitative: Lexile 1160 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader's Task: DOK 3

Lesson 5

- [Dr. Julian Bailes Sees Little Risk of CTE from Youth Football](#)
Quantitative: Lexile 1320 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle Low Complexity – Reader's Task: DOK 3

- Concussions Can Occur in All Youth Sports
Quantitative: Lexile 1410 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3
- ‘Concussion’: Can A Will Smith Movie Change the Way America Views Football?
Quantitative: Lexile 1140 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle Low Complexity - Reader’s Task: DOK 3

Lesson 7

- Don’t Let Kids Play Football
Quantitative: Lexile 1410 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3

Lesson 8

- Parents, Stop Obsessing Over Concussions
Quantitative : Lexile 1140 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3

Lesson 9

- Concussions Are Treatable, Experts Conclude At NFL-Sponsored Scientific Meeting
Quantitative: Lexile 1370 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle High Complexity – Reader’s Task: DOK 3

Lesson 10

- Football Concussions: Head Injuries Not Confined to NFL; Youth, High School, College Players At Risk
Quantitative: Lexile 1450 - Qualitative: Purpose – Middle High Complexity ; Structure - High Complexity; Language - Middle High Complexity, Knowledge Demands – High Complexity – Reader’s Task: DOK 4

ASSESSMENT OVERVIEW

Lesson 1:

- Pre-assessment
 - Vocabulary
- Formative Assessment
 - Text-Dependent Questions
 - RAFT
- Self-Assessment
 - Online Training

Lesson 2:

- Formative Assessment
 - RAFT

Lesson 3:

- Formative Assessment
 - Interview Guide
 - Interviews

Lesson 4:

- Formative Assessment
 - Text-Dependent Questions
 - It said, I say, And so

Lesson 5:

- Formative Assessment
 - Graphic Organizer

Lesson 6:

- Pre-assessment
 - Outline of Summative Essay
- Formative Assessment
 - KWL
 - Pro, Con, and Rebuttal Form

Lesson 7:

- Self-Assessment
 - Discussion
- Formative Assessment
 - Text Structure Analysis

Lesson 8:

- Formative Assessment
 - Identify sentence variety

Lesson 9:
<ul style="list-style-type: none">• Formative Assessment<ul style="list-style-type: none">○ Writing claims
Lesson 10:
<ul style="list-style-type: none">• Formative Assessment<ul style="list-style-type: none">○ Text Analysis
Summative Assessment – Argumentative Essay w/ Self-Assessment

Lesson 1: PURPOSE AND AUDIENCE

Timeframe: (3 days)

PURPOSE

The purpose of this lesson is to introduce students to the subject and to activate prior knowledge. Students may have heard of concussions, but may not have an understanding of the subject to the point that they can explain it. This lesson provides the foundational knowledge necessary to write an argumentative essay at the end of the unit. In addition, students tend to have an understanding of purpose and audience, but sometimes fail to keep both the purpose and audience needs as the focus in their writing. Students are reacquainted with purpose and audience in this lesson, however they will have a purpose and audience component in every lesson in this unit.

STANDARDS

- [CCSS.ELA-LITERACY.RST.11-12.6](#) -Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- [CCSS.ELA-LITERACY.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.
- [CCSS.ELA-LITERACY.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*.
- [CCSS.ELA-LITERACY.W.11-12.4](#)
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

RESOURCES/MATERIALS

- Internet access
- Texts
 - [Heads Up Concussion Fact Sheet For Student Athletes](#)
Quantitative: Lexile 640 - **Qualitative:** Purpose – Middle Low Complexity ; Structure - Middle Low Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity - **Reader's Task:** DOK 2
 - [Heads Up Concussion Fact Sheet For Parents](#)
Quantitative: Lexile 820 - **Qualitative:** Purpose – Middle Low Complexity ; Structure - Middle Low Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity- **Reader's Task:** DOK 2
 - [Heads Up Concussion Fact Sheet For Coaches](#)
Quantitative: Lexile 1360 - **Qualitative:** Purpose – Middle Low Complexity ; Structure - Middle Low Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity - **Reader's Task:** DOK 2

- [Lesson 1: Mini-Lesson – Purpose and Audience](#)
- [Cornell Notes Graphic Organizer](#)

Located in Appendix A

- Compare and Contrast Kernel Paragraph
- Chain Poem
- Purpose Text Dependent Questions
- Audience Text Dependent Questions
- RAFT Assessment Menu

TEACHER NOTES	STUDENT MOVES
<p>1. Provide the following opening to hook the students:</p> <p>In your notebook, write a definition of concussion.</p> <p>For ELL students: If students are having trouble coming up with a definition, then allow them to write down where and under what circumstances they may have encountered this word.</p>	<p>1. Complete the opening.</p>
<p>2. After teacher has facilitated students in a discussion of the opening, provide students with word origin of the word concussion:</p> <p>con + cussion (together) (to shake)</p> <p>For ELL students: Using word origins help students to begin to be about to infer other word meanings such as percussion, discussion, etc.</p> <p>Extension: Allow students to create a chain poem with the word “concussion”. Details about chain poems are located in Appendix A.</p>	<p>2. Based on the discussion and word origin of the word <i>concussion</i>, write a definition of the word concussion in your own words.</p>
<p>3. First Reading: Teacher will have students to read silently through all three of the Heads Up Fact Sheets (athlete, parents, and coaches).</p>	<p>3. In pairs, Reader A will read the first fact sheet and Reader B will “coach” Reader A with any words that Reader A cannot decode or does not understand. During the second fact sheet, the</p>

<p>For ELL and Special Education students: Have students read in structured reading pairs called Peer-Assisted Learning Strategies (PALS).</p>	<p>readers will reverse roles and during the third fact sheet, they will share roles.</p>
<p>4. Lead a discussion about the information and physical layout of each fact sheet.</p> <p>For ELL and Special Education students: Use the Compare and Contrast Kernel Paragraph Graphic Organizer (located in Appendix A) for additional support.</p>	<p>4. In pairs, students will write a paragraph discussing how each fact sheet layout is similar and different.</p>
<p>5. Teacher will explicitly teach a mini-lesson on <u>Purpose and Audience</u>.</p> <p>For ELL and Special Education students: Provide them with Cornell Notes partially completed. This allows them to focus more on learning the skill rather than taking notes.</p>	<p>5. Students will use <u>Cornell Notes</u> to gather and record information from the mini-lesson.</p>
<p>6. <i>Second and Subsequent Readings:</i> Divide students into small groups of three. In small groups, students will read the fact sheets and complete the Purpose TDQs. Then read the fact sheets again to answer the Audience TDQs.</p>	<p>6. In small groups, read the facts sheets to answer Purpose TDQs. Then reread to answer Audience TDQs.</p>
<p>7. Students will need to research additional information on concussions for the assessment. There are two options in this lesson that to be accomplished.</p> <p>Option #1: Teacher will explain to students that they are going to complete the free online training on Youth Sports and Concussions. Students should understand that the audience for this training is coaches, but they will need to be able to extract important information to use it for another audience in the assessment. Make sure students read the technical directions</p>	<p>7. Student will independently complete one of the options below:</p> <p>Option #1: HEADS UP to Youth Sports: Online Training located at http://www.cdc.gov/headsup/youthsports/training/index.html.</p> <ul style="list-style-type: none"> ✓ Students will extract necessary information regarding concussions. ✓ Students will self-assess their own learning and will receive a certificate upon completion. <p>Option #2: Go through (videos and readings) the “Brain Injury Basic” section on the following website:</p>

<p>and require that they turn in the certificate, which they have completed the course.</p> <p>For Spanish ELL Learners: The Course Transcript and Quiz are located at the bottom of the page and they are both in Spanish.</p> <p>Option #2: Teacher will explain this option.</p> <p>Either option will sufficiently prepare students for the assessment in Step #8.</p>	<p>http://www.cdc.gov/headsup/basics/index.html and use the Cornell Notes Graphic Organizer to take notes on concussions to prepare for the assessment.</p>
<p>8. Assessment: To offer students a choice in how they will be assessed, the teacher will give students the RAFT Assessment Menu (located in Appendix A).</p>	<p>8. Complete the RAFT Assessment Menu.</p>

Lesson 2: EMOTIONAL IMPACT

Timeframe: (2 days)

PURPOSE
The purpose of this lesson is for students to begin to understand the connection between audience and emotional impact. Students will learn the why and how of emotional impact, so that they will be able to create an appropriate emotional impact in their own essay at the end of this unit.
STANDARDS
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RST.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • <u>CCSS.ELA-LITERACY.RST.11-12.2</u> 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. • <u>CCSS.ELA-LITERACY.RI.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • <u>CCSS.ELA-Literacy.L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • <u>CCSS.ELA-LITERACY.W.11-12.1.D</u> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ◦ Concussion: Will NFL sanitize history with brain trauma biopic? Quantitative : Lexile 1140 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3 ◦ Concussion Movie Trailer • Lesson 2: Mini-Lesson: Connotation, Tone, and Emotional Impact

Teacher Notes	Student Moves
1. First Reading: Teacher will read aloud Concussion: Will NFL sanitize history with brain trauma biopic? , and students	1. Actively follow along while teacher is reading aloud and box in any science related words.

<p>will actively listen by boxing in science-related words they hear. Please note: Reading aloud models fluency, specifically for ELL students.</p> <p>Inform students that they only have to box the word once. If it is repeated somewhere else in the text, it is not necessary to box again.</p>	
<p>2. Students should have at least the following words boxed: forensic, pathologist, medical, microscope, brain trauma, science, concussion, and doctors. (Students may erroneously box biopic. They may think it is related to biology, so be aware of having to explain that a biopic is a life experience motion picture.)</p> <p>Since students will already know what the majority of these words mean, facilitate a discussion about the words that need further explanation, forensic and pathologist. Give students a student-friendly definition of these words:</p> <ul style="list-style-type: none"> • forensic – scientific methods used to investigate a crime • pathologist –combination of “pathos” meaning “suffering” and “logia” meaning “the study of”. A pathologist performs autopsies (the study of the suffering of deceased people). 	<p>2. Participate in the whole discussion of the meanings of these science-related words.</p>
<p>3. Mini-Lesson – Connotations, Tone, and Emotional Impact</p> <p>For ELL and Special Education students: There is a pre-assessment in the PowerPoint (Slide # 5) for students that may have gaps in learning and a recommendation for addressing those gaps.</p>	<p>3. Students will take notes using Cornell Notes on the mini-lesson.</p>

<p>4. Second reading: Students should be grouped in pairs. Partner A will read two paragraphs while Partner B follows along. Then Partner B will read two paragraphs while Partner A follows along. They will identify words with feelings attached to them, label the words, and determine tone and overall emotional impact. Finally, replace each word with a synonym to see how the meaning is changed.</p> <p>For ELL and Special Education students: The teacher may choose to pull them together into a small group for explicit instruction facilitated by the teacher. For additional support the teacher may give students the text with the new synonyms already placed and then spend time going over synonyms and meanings (See an example of an Altered Version of this text in Appendix A). OR the teacher could intentionally group a proficient reader with a struggling reader for this activity.</p>	<p>4. Paired reading: Circle words that have feelings attached to them. Then they will work together to label each word as positive, neutral, or negative. Determine the tone and overall emotional impact of the circled words. Next, go through the text and replace each word with a synonym. Explain how the meaning has changed. Students should be given the opportunity to productively struggle with determining synonyms for each word (utilizing only background knowledge and context clues).</p> <ul style="list-style-type: none"> • The teacher will decide when/if students will be allowed to use other resources with this activity (thesaurus, dictionary, etc.)
<p>5. Third Reading: This activity allows students to use the emotional impact (connotations and tone) to understand how “texts” may be about the same topic, but with different roles, audiences, and formats. This should be completed independently.</p>	<p>5. Watch the Concussion Movie Trailer (you may have to watch it more than once). As you are watching the trailer, put a check mark beside details in the article that are mentioned in both formats. Determine the emotional impact (connotations and tone) from the trailer and then use that information to complete RAFT for both formats.</p>

Lesson 3: INTERVIEWING FOR RESEARCH

Timeframe: (2 to 3 days)

Purpose
This lesson allows students to understand the interviewing techniques. As students read articles and videos and encounter statements by experts and professionals, they need some prior knowledge of how this information was obtained. In addition, part of persuasion has to do with expert opinions and testimonials. This type of information can only be obtained through interviewing.
Standards
<ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RST.11-12.3</u> Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. • <u>CCSS.ELA-LITERACY.SL.11-12.1.C</u> Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • <u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ The Frontline Interviews: Dr. Bennet Omalu Quantitative: Lexile 820 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle High Complexity – Reader’s Task: DOK 4 • Lesson 3: Interviewing for Research • Resources <ul style="list-style-type: none"> ○ Inside Outside Circle

Teacher Notes	Student Moves
1. The goal for this first reading is to get students acclimated to the interview text structure.	1. In pairs, you will read through the Frontline Interview with Dr. Bennet Omalu. Be sure to write down any new information about concussions and

<p>For ELL and Special Education students: Allow them to watch the video while they silently read the text. OR teacher will read Dr. Omalu’s responses while students read interviewer questions.</p> <p>The teacher will facilitate the movements involved with Inside Outside Circle.</p>	<p>football (One person should be the interviewer and the other person Dr. Omalu and then switch roles).</p> <p>Students will discuss the question, “What is something new you learned about concussions and football from this interview?” using the Inside Outside Circle.</p>
<p>2. Teacher will facilitate a mini-lesson on Lesson 3: Interviewing for Research.</p> <p>For ELL and Special Education students: Print handouts of the slides so they can take notes and still have the needed information in front of them for reference.</p>	<p>2. Students will take notes on how to conduct an interview for research purpose.</p>
<p>3. This requires students to do a second and subsequent reading of portions of the text to find text-dependent responses. In addition, this is a formative assessment for determining if students understand the type of interview and types of questions.</p> <p>The teacher will facilitate a whole class discussion on student responses. Please note, keep a checklist of students that seem to be struggling, so they can be given some additional support before moving on to #4.</p>	<p>3. Students will use Dr. Omalu interview to determine the following:</p> <ul style="list-style-type: none"> • Type of interview? How do you know? • Examples of each type of question – introduction, follow-up, probing, specifying and interpreting with evidence of type
<p>4. Students should do their Interview Guide independently. They should be informed that they will conduct a minimum of 4 interviews (excluding the practice interview that will be completed in class).</p> <p>For ELL students: Extended time should be given for them to complete their Interview Guides. This is a skill that is normally taught in college and so it is new for all students. Therefore, ELL students</p>	<p>4. Students will follow the directions from the notes to put together their own Interview Guide (Lesson 3: Interviewing for Research - Slides 4-9).</p>

<p>have double the work to do with learning a rigorous skill and language barriers. In addition, ELL students will only conduct 2 interviews because they will more than likely need to go back and listen to the full interview recording to help with their notes.</p> <p><i>Extension: Interview at least two people from all stakeholders when it comes to youth football for a total of 6 interviews (For example, 2 coaches, 2 parents, and 2 youth football players etc.)</i></p>	
<p>5. The teacher should monitor interviews to ascertain if students will need additional support on question development, testing, or revising.</p>	<p>5. In pairs, students will use their Interview Guide to interview another student in the class. After both partners have served as both interviewer and interviewee, students will independently revise the questions that did not produce the type of answers that they sought.</p>
<p>6. Teacher will assess learning using the Interview Guide and the analyzed data from the Interviews.</p>	<p>6. Students will conduct interviews outside of class and bring in the data after it has been analyzed.</p>

Lesson 4: SUMMARIZING, PARAPHRASING, AND QUOTING

Timeframe: (2 days)

Purpose
There are only three ways to “lift” text from original sources – summarizing, paraphrasing, and quoting. The easiest of the three is quoting and many students have been practicing this skill since elementary school (quoting/citing is part of Common Core Elementary standards). Although students began summarizing and paraphrasing around middle school, these skills have proven to be difficult to acquire. Therefore, continuous instruction must occur in order for students to gain mastery in this area.
Standards
<ul style="list-style-type: none">• <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.• <u>CCSS.ELA-LITERACY.RST.11-12.2</u> 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.• <u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.• <u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research.

Resources/Materials
<ul style="list-style-type: none">• Text<ul style="list-style-type: none">○ The Risk of Concussion From Youth Sports Quantitative: Lexile 1160 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3• Lesson 4: Summarizing, Paraphrasing, and Quoting• Resources in Appendix A<ul style="list-style-type: none">○ Annotation Symbols○ Frayer Model○ RAFT Graphic Organizer○ It Said, I Say, And So Graphic Organizer○ It Said, I Say, And So Graphic Rubric• Other Resources<ul style="list-style-type: none">○ Get the GIST

- [Sum It Up](#)
- [Summarizing A Paragraph](#)
- [Summarizing Practice Techniques](#)

Teacher Notes	Student Moves
<p>1. First Reading: This reading is to students acquainted with the “Letter to the Editor” format.</p> <p>For ELL and Special Education students: Discuss how these letters are used and where they are found. In addition, provide support on the following vocabulary words: haphazard, ambiguity, arbitrary, susceptible, and neuroimaging. Working with students on completing a Frayer Model on these words would prove beneficial.</p>	<p>1. Students will read The Risk of Concussion From Youth Sports in groups of three (each person will read one of the letters) and annotate the text using symbols.</p>
<p>2. Second Reading: This reading is necessary so that students can consider this text through different lens. They should refer back to Lesson #1 when determining the purpose. Although RAFT is a writing strategy, it is being used here so that students will become accustomed to considering Role (Writer), Audience, Format, and Topic.</p>	<p>2. Students will read The Risk of Concussion From Youth Sports in pairs. They will determine the purpose of each letter and RAFT each letter.</p>
<p>3. Third Reading: This reading may be only a portion reading since students are looking for evidence to answer the TDQs.</p>	<p>3. Students will reread The Risk of Concussion From Youth Sports and independently complete the Text Dependent Questions found in Appendix A.</p>
<p>4. Facilitate Lesson 4: Summarizing, Paraphrasing, and Quoting</p> <p>For ELL and Special Education students: Summarizing and paraphrasing can prove to be a difficult skill to acquire. These students would greatly benefit from additional practice and support. Here are resources for added support: Sum It Up , Get the GIST, Summarizing A Paragraph,</p>	<p>4. Students will actively participate by taking notes using Cornell Notes Graphic Organizer.</p>

<p><u>Summarizing Practice Techniques, etc.</u></p>	
<p>5. Adequate mastery of the summarizing, paraphrasing, and quote skills along with drawing conclusions will be determined from this activity. If this is the first time your students have used this graphic organizer, then you should model how to use it before allowing students to use it independently.</p>	<p>5. Using <u>The Risk of Concussion From Youth Sports</u>, students will complete the “<i>It Said, I Say, And So</i>” graphic organizer found in Appendix A. When student are finished, they should self-assess using the “<i>It Said, I Say, And So</i>” Rubric provided in Appendix A.</p>

Lesson 5: HARRIS MOVES

Timeframe: (2 days)

Purpose
The Harris Moves are a method to integrate evidence that has been summarized, paraphrased, or quoted. It helps students to have an understanding of how to integrate the evidence and the effects of such integration. This lesson provides the background information on the Harris Moves and how to use them use them.
Standards
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. • <u>CCSS.ELA-LITERACY.RST.11-12.2</u> 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. • <u>CCSS.ELA-LITERACY.L.11-12.6</u> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. • <u>CCSS.ELA-LITERACY.W.11-12.9</u> Draw evidence from literary or informational texts to support analysis, reflection, and research. • <u>CCSS.ELA-LITERACY.SL.11-12.4</u> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Dr. Julian Bailes Sees Little Risk of CTE from Youth Football Quantitative: Lexile 1320 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3 ○ Concussions Can Occur in All Youth Sports Quantitative: Lexile 1410 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3 ○ ‘Concussion’: Can A Will Smith Movie Change the Way America Views Football? Quantitative: Lexile 1140 - Qualitative: Purpose – Middle High Complexity ;

Structure - Middle High Complexity; Language - Middle High Complexity,
Knowledge Demands - Middle Low Complexity - **Reader's Task: DOK 3**

- [Lesson 5: Harris Moves](#)
- Resources in Appendix A
 - Purpose, RAFT, It Said/I Say/And So Organizer for each article

Teacher Notes	Student Moves
<p>1. This reading strategy minimizes struggling readers from feelings of embarrassment and inadequacies while at the same time enhances decoding and fluency, specifically for ELL and Special Education students.</p> <p><u>Vocabulary</u> – Teacher should have students do Frayer with Level 2 words and provide a student-friendly definition for Level 3 words. Level 2: mitigate, prevalence Level 3: epistemologically, symptomatic</p>	<p>1. The teacher and students will choral read Dr. Julian Bailes Sees Little Risk of CTE from Youth Football</p> <p>After reading, partners will determine purpose, <i>RAFT</i> and <i>It Said, I Say, And So</i> based on this reading.</p> <p>When they have completed this work, they will switch partners and determine if their new partner has information that was not considered in the original partner groups.</p>
<p>2. For ELL and Special Education students: Peer Assisted Learning Strategy (PALS) “Retell”, which allows students to share the reading with a partner. At the end of each paragraph, the partner that read the paragraph must stop and retell (What happened first, then next, then next). The pairs will continue switching roles at each paragraph until the text is completely read.</p> <p><u>Vocabulary</u> – Teacher should have students do Frayer with Level 2 words and provide a student-friendly definition for Level 3 words. Level 2: susceptible, invincible, sustained, catastrophic</p>	<p>2. In pairs, students will read Concussions Can Occur in All Youth Sports. They will utilize the PALS’ <i>Retell</i> during reading.</p> <p>After reading, partners will determine purpose, <i>RAFT</i> and <i>It Said, I Say, And So</i> based on this reading.</p> <p>When they have completed this work, they will switch partners and determine if their new partner has information that was not considered in the original partner groups.</p>
<p>3. For ELL and Special Education students: Peer Assisted Learning Strategy (PALS) “Paragraph Shrinking”, which allows students to</p>	<p>3. In pairs, students will read ‘Concussion’: Can A Will Smith Movie Change the Way America Views Football? They will utilize the PALS’ <i>Paragraph Shrinking</i> during reading.</p>

<p>share the reading with a partner. This strategy works as follows:</p> <p>-Reader A reads and Reader B coaches Reader A after he/she finishes reading a paragraph by asking following– name the most important who or what, tell the most important thing about the who or what, and say the main idea in 10 words or less.</p> <p>-Next paragraph, Reader B reads and Reader A coaches Reader B after he/she finishes reading a paragraph by asking following– name the most important who or what, tell the most important thing about the who or what, and say the main idea in 10 words or less.</p> <p>-They will keep taking turns until the entire passage has been read.</p> <p><u>Vocabulary</u> – Teacher should have students do Frayer with Level 2 words and provide a student-friendly definition for Level 3 words. Level 2: degenerative, correlations Level 3: unbeknownst, hydrocephalus</p>	<p>After reading, partners will determine purpose, <i>RAFT</i> and <i>It Said, I Say, And So</i> based on this reading.</p> <p>When they have completed this work, they will switch partners and determine if their new partner has information that was not considered in the original partner groups.</p>						
4. Facilitate Lesson 5: Harris Moves mini-lesson .	4. Use Cornell Notes to take record information.						
5. Explain how students will transfer the evidence that they have gathered from the three articles and put on the It Said, I Say, And so graphic organizer. They are to create a graphic organizer with three columns: first column should be labeled “For Youth Playing”, second column “Neutral”, and the third column, “Against Youth Playing”. Students should place each piece of evidence under one of these columns.	<p>5. Create the following graphic organizer:</p> <table><tr><td>For Youth Playing</td><td>Neutral</td><td>Against Youth Playing</td></tr><tr><td></td><td></td><td></td></tr></table> <p>Transfer evidence from the three It Said, I Say, And so Graphic Organizers from steps 1, 2, and 3. Place the evidence in the appropriate column.</p>	For Youth Playing	Neutral	Against Youth Playing			
For Youth Playing	Neutral	Against Youth Playing					
6. Pick a position and model how to do the Harris moves based on that	6. After teacher has modeled, pick a position (For Youth Playing, Neutral, or Against Youth Playing).						

<p>position.</p> <p>EXAMPLE: <i>Authorizing</i> - Nowinski stated that “..the correlations we see with CTE very much mimic smoking and lung cancer” (Cutler, 1015).</p>	<p>Partner with someone that picked a different position from you. Work together to practice the Harris Moves based on the positions that you’ve chosen. Remember since you are with a partner that has another position, then that’s going to aid you with countering.</p>
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Lesson 6: PRO, CON, AND REBUTTAL

Timeframe: (2 days)

Purpose
In order to write an argumentative essay, students must be able to pick a position. Instead of just allowing students to pick a position and write, this unit has allowed students to consider evidence concerning youth, football, and concussions. Allowing students to pick a position up front leads to students to just decide which side they pick based on a hunch. However, this unit has required them to consider and analyze evidence through articles, videos, and interviews. Now this lesson is where students finally have the opportunity to pick a position based on compelling evidence.
Standards
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RST.11-12.1</u> 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. • <u>CCSS.ELA-LITERACY.RI.11-12.7</u> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • <u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • <u>CCSS.ELA-LITERACY.WHST.11-12.7</u> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ◦ Concussion Video (The Point) • Lesson 6: Pro, Con, and Rebuttal • Resources in Appendix A <ul style="list-style-type: none"> ◦ KWL Chart ◦ Pro, Con and Rebuttal Form

Teacher Notes	Student Moves
1. The teacher will facilitate the Lesson 6: Pro, Con, and Rebuttal mini-lesson.	1. Using Cornell Notes strategy, students will take notes on the difference and importance of pro, con, and rebuttal.

<p>For ELL and Special Education students, using the Cornell Notes strategy provides a consistent way for them to learn the skills of summarizing, paraphrasing, etc. In addition, it provides a visual outline of the learning.</p>	
<p>2. The teacher will formatively assess what students know and believe about concussions so far from this unit. The teacher will have students complete the “K” and “W” before the video on “What do you know about concussion?” and “What do you want to know about concussions?” Students will view the video and then complete “L”, “What did you learn about concussion?”</p> <p>For ELL and Special Education students: The KWL Chart helps students to synthesize prior knowledge with new knowledge. Again, aiding students in not only acquiring new knowledge, but also providing scaffolds to connect it with prior knowledge is essential to knowledge retention.</p>	<p>2. Before viewing the video, students will complete the “K” and “W” of the KWL Chart. Then students will view the video and complete the “L” section of the chart (KWL chart located in Appendix A).</p>
<p>3. Teacher will pick a student to facilitate a whole class discussion about the video and chart.</p>	<p>3. A student will facilitate a whole class discussion about the video and chart. Participation requires asking and answering question.</p>
<p>4. This form will act as a pre-writing that will be utilized for the summative assessment in this unit.</p>	<p>4. Using any articles, videos, or interviews students have utilized so far in this lesson, students will make a decision on the issue and complete the Pro, Con, and Rebuttal Form located in Appendix A.</p>
<p>5. For ELL students: This scaffold is necessary before having them write a full essay.</p>	<p>5. Using Slide #6 in the PowerPoint, students will create an outline for their summative assessment essay.</p>

Lesson 7: TEXT STRUCTURES

Timeframe: (2 days)

Purpose
This lesson is specifically designed for ELL students and struggling learners. One of the core reasons why ELL students and struggling learners have difficulties with text is because they do not have an adequate background in how texts are organized and how to use transitional associated with the text to find key details. This lesson was placed in this part of the unit because it serves two purposes – to help students are both a reader and a writer.
Standards
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RST.11-12.1</u> 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. • <u>CCSS.ELA-LITERACY.RI.11-12.5</u> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ◦ Don't Let Kids Play Football Quantitative: Lexile 1410 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader's Task: DOK 3 • Lesson 7: Text Structure

Teacher Notes	Student Moves
<ol style="list-style-type: none"> 1. PAL's Retell aids in helping students, specifically ELL students to read through a passage and stop at the end of each paragraph (chunking) to retell what happened in that paragraph. 	<ol style="list-style-type: none"> 1. In pairs, students will read Don't Let Kids Play Football . They will utilize the PALS' Retell during this reading. Paragraph 1: Partner A reads the first paragraph. Then Partner B asks Partner A: <ul style="list-style-type: none"> • What happened first? • What happened next? • Continue asking what happened next. Paragraph 2: Partner B reads the second paragraph. Then Partner A asks Partner B: <ul style="list-style-type: none"> • What happened first?

	<ul style="list-style-type: none"> • What happened next? • Continue asking what happened next. <p>Continue until the entire passage has been read.</p>
2. Teacher will facilitate a mini-lesson on Lesson 7: Text Structure .	2. At the end of each text structure, the teacher will pause and students will write their own paragraph concerning youth, football and concussion using that text structure along with the corresponding kernel paragraph questions.
3. This analysis of the text structure will serve as a formative assessment.	3. Students will reread Don't Let Kids Play Football . This time they will identify the text structure of the overall text and then other text structures found within the text.
4. Teacher should walk around and listen to the discussion to check for accuracies and inaccuracies in the discussions.	4. In small groups, students will discuss their findings and the effectiveness of the structures used in the text.

Lesson 8: SENTENCE VARIETY

Timeframe: (1 day)

Purpose
This lesson is specifically designed for ELL students. It allows ELL students to have more exposure to how the English language functions at the sentence level. In addition, students will have an opportunity to imitate, identify, revise, and evaluate sentence types and patterns.
Standards
<ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.11-12.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • <u>CCSS.ELA-Literacy.W.11-12.2.c</u> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ◦ Parents, Stop Obsessing Over Concussions Quantitative : Lexile 1140 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle Low Complexity, Knowledge Demands - Middle Low Complexity – Reader’s Task: DOK 3 • Lesson 8: Sentence Variety

Teacher Notes	Student Moves
2. PAL’s Paragraph Shrinking aids in helping students, specifically ELL students to read through a passage and determine the most important information.	<p>1. In pairs, students will read Parents, Stop Obsessing Over Concussions They will utilize the PALS’ Paragraph Shrinking during this reading.</p> <p>Paragraph 1: Partner A reads the first paragraph. Then Partner B asks Partner A:</p> <ul style="list-style-type: none"> • Name the most important who or what. • Tell the most important thing about the who or what. • Say the main idea in 10 words or less. <p>Paragraph 2: Partner B reads the second paragraph. Then Partner A asks Partner B:</p> <ul style="list-style-type: none"> • Name the most important who or what.

	<ul style="list-style-type: none"> • Tell the most important thing about the who or what. • Say the main idea in 10 words or less. <p>Continue until the entire passage has been read.</p>
2. Teacher will facilitate a mini-lesson on Lesson 8: Sentence Variety .	2. Students will imitate each type of sentence and each varied sentence during the mini-lesson.
3. After imitating, students will now have the opportunity to identify and then to revise.	3. Students will identify the sentence types in the text, Parents, Stop Obsessing Over Concussions , and change the sentence patterns on 7 sentences.
4. This gives students an opportunity to see the sentences their peers created and then to evaluate which is better and offer an explanation.	4. Students will switch their revised sentences with a partner and their partner will determine which sentence (original or new) is more effective. Explain why?

Lesson 9: TYPES OF CLAIMS

Timeframe: (1 day)

Purpose
This lesson connects to the last two previous lessons. Those lessons focused on text structure and sentence variety and it gives information on understanding how the details/evidence is organized on a text, paragraph, and sentence level. This lesson focuses on the organization of the claims, which is the main point. Students will be able to identify various types of claims and then produce their own claims. Finally, they will determine which of their claims is the most effective based on purpose.
Standards
<ul style="list-style-type: none"> • <u>CCSS.ELA-Literacy.RST.11-12.8</u> Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. • <u>CCSS.ELA-Literacy.W.11-12.1.a</u> Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

Resources/Materials
<ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ◦ Concussions Are Treatable, Experts Conclude At NFL-Sponsored Scientific Meeting Quantitative: Lexile 1370 - Qualitative: Purpose – Middle High Complexity ; Structure - Middle High Complexity; Language - Middle High Complexity, Knowledge Demands - Middle High Complexity – Reader’s Task: DOK 3 • Lesson 9: Types of Claims

Teacher Notes	Student Moves
1. Teacher will facilitate a mini-lesson on Lesson 9: Types of Claims .	1. Students will take notes using Cornell Notes.
2. The teacher will read, Concussions Are Treatable, Experts Conclude At NFL-Sponsored Scientific Meeting , aloud.	2. Students will follow along silently while the teacher reads the text.
3. Second reading: Requires students to differentiate between evidence and claim.	3. Students will reread the text with a partner and find the claim.

4. This should be completed individually because by this point in the unit, students have to be able to demonstrate that understand the skills involved with writing an essay.	4. Individually, students will determine the type of claim and provide evidence to support their response.
5. This step is preparing students to write their own summative essay at the end of this unit. While at the same time, still gathering evidence on the topic through readings.	5. Students will use the Pro, Con, and Rebuttal Form and outline that they created in Lesson 6 to write their own claim using each type of claim. After they have created a claim based on each type, they will determine which claim is the best one based on their purpose and audience. They will provide evidence that this is the best claim.

Lesson 10: TEXT ANALYSIS

Timeframe: (1 day)

Purpose
The purpose of this lesson is to determine the readiness of each student. All of the lessons that have been involved in this unit, will be formatively assessed in this lesson before students complete the summative essays. Areas that are determined to be problematic should be addressed with interventions. Again, interventions are based individual needs and not whole class needs.
Standards
<ul style="list-style-type: none">• <u>CCSS.ELA-Literacy.RI.11-12.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.• <u>CCSS.ELA-Literacy.RST.11-12.2</u> 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.• <u>CCSS.ELA-Literacy.RST.11-12.5</u> Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.• <u>CCSS.ELA-Literacy.RST.11-12.6</u> Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.• <u>CCSS.ELA-Literacy.RST.11-12.9</u> 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.• <u>CCSS.ELA-Literacy.L.11-12.3</u> Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.• <u>CCSS.ELA-Literacy.L.11-12.5</u> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.• <u>CCSS.ELA-Literacy.RI.11-12.10</u> By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Resources/Materials
<ul style="list-style-type: none">• Text<ul style="list-style-type: none">○ Football Concussions: Head Injuries Not Confined to NFL; Youth, High School, College Players At Risk

Quantitative: Lexile 1450 - **Qualitative:** Purpose – Middle High Complexity ; Structure - High Complexity; Language - Middle High Complexity, Knowledge Demands – High Complexity – **Reader’s Task:** DOK 4

- Resources in Appendix A
 - Text Analysis Form

Teacher Notes	Student Moves
<p>The teacher will formatively assess students by walking around the class with a checklist containing each students’ names and how they perform on each section of this lesson. In addition, if a student asks a question or seems to struggle with something, then the teacher should assist them and document what the question or issue was.</p>	<p>1. Students will read, Football Concussions: Head Injuries Not Confined to NFL; Youth, High School, College Players At Risk. After reading the first time, they will complete the box labeled <u>Purpose and Audience</u> on the Text Analysis Form located in Appendix A.</p>
	<p>2. Students will read the text a second time and this time search for information concerning emotional impact. They will complete the box labeled <u>Emotional Impact</u>.</p>
	<p>3. Students will reread the text and complete the box labeled <u>Interviewing</u>.</p>
	<p>4. Students will read the text again, and then they will complete the box labeled <u>Harris Moves</u>.</p>
	<p>5. Students will determine the pro(s), con(s), and rebuttal(s) used in the text and then complete the box labeled <u>Pro, Con and Rebuttal</u>.</p>
	<p>6. Students will reread the text and then complete the box labeled <u>Text Structure</u>.</p>
	<p>7. Students will determine the sentence variety used in the text and complete the <u>Sentence Variety</u> box.</p>
	<p>8. Students will read the text and then complete the <u>Types of Claims</u> box.</p>

SUMMATIVE ASSESSMENT

Timeframe: (1 day)

Teacher Directions
<p>Be sure to go over the prompt and rubric as a whole class. In addition, students should be allowed to have a copy of the rubric as they write their essay. They will need to turn in their essay and the rubric with a self-assessment.</p> <p>For ELL students: Allow them to use the graphic organizers used and completed during the lessons as an extra measure of support, especially if this is their first “big” paper of the school year.</p> <p>Before turning in the essay, students should use the rubric for self-assessment. Submit both the essay and self-assessed rubric for teacher assessing.</p>
Prompt
<p>Since youth under the age of 18 are more susceptible to sport-related concussions, should they be allowed to continue to play if the dangers are not reduced or eliminated?</p> <p>After reading various texts on sports-related concussions, write an essay in which you answer the question: Should youth be allowed to play football and be exposed to concussion risks? Support your position with evidence from the texts.</p>
Rubric
<p>Standard: <u>CCSS.ELA-Literacy.W.11-12.4</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>After finishing their essay, students should self-assess using the <u>Argumentative Rubric</u>.</p>

APPENDIX A

Lesson 1

Compare and Contrast Kernel Paragraph Graphic Organizer

Directions: Use the graphic organizer below to write your compare and contrast paragraph. For each box, read the question and write a sentence on the lines provided. After you have written all six sentences, then you will put them together for a full paragraph. Be sure to check each box when you have completed that sentence.

1. What items are being compared or contrasted?	2. What points about the items are being compared or contrasted?	3. How do Item A and Item B compare/contrast on the first point?
4. How do Item A and Item B compare/contrast on the second point?	5. How do Item A and Item B compare/contrast on the third point?	6. What was important about comparing/contrasting these items?

1. _____

2. _____

3. _____

Compare and Contrast Kernel Paragraph (p. 2)

4. _____

5. _____

6. _____

Write your paragraph below:

Chain Poem

1. Begin by modeling how the chain poem works. Pick an object in your classroom and have students write the first 8 to 10 words that come to their minds when they think about the object. Even if the words seem not to connect, it is acceptable to put them down because this is free association.

Teacher: The word is *desk*. Eight to ten words that come to my mind freely when I think of desk are: class, pencil wood, small, paper, lesson, structure, order, learning, and school.

2. The words are lined up in the center of the paper and then you can create sentences or phrases with the words.

desk

class

pencil

wood

small

paper

lesson

structure

order

learning

school

Extension Activity from Lesson 1

Chain Poem (p.2)

As I sat here at this desk
In this class
Pencil in my hand
The wood, this seat
Small seat beats me
Until my paper repeats
From the lesson I was distracted
This structure,
Forced in straight line order
Makes my learning
In school difficult at times.

3. After this is demonstrated as a whole group, then students should be allowed to create their own poems based on the word, concussion.

For more information, go to <http://www.nwp.org/cs/public/print/resource/580>.

Lesson 1

Name: _____ Date: _____

Purpose Text Dependent Questions

Heads Up Fact Sheets

1. Based on the *Heads Up Fact Sheet for Athletes*, what should you do if you think you have a concussion?
2. Based on the *Heads Up Fact Sheet for Parents and Coaches*, what is different about the section labeled, "Signs Observed by..."?
3. Based on the *Heads Up Fact Sheet for Athletes*, what can be concluded by the statement, "Only a health care provider can tell if you have a concussion and when it is OK to return to play"?
4. Based on the titles of all three, why do you think the author wrote these selections?
5. Using all three fact sheets, what is the writer's overall attitude toward concussions? How do you know?
6. Based on the cubing strategy from the mini-lesson, which perspective did the author use to write this selection?
7. What information is excluded from these fact sheets?
8. Based on the eight major purposes from the mini-lesson, what is the purpose (they all have the same purpose) of these passages? Support your answer with evidence?

Lesson 1

Name: _____ Date: _____

Audience Text Dependent Questions

Heads Up Fact Sheets

1. How does the language for athletes differ from the language for parents?
Provide evidence to support your answer.
2. How does the language for parents differ from the language for coaches?
Provide evidence to support your answer.
3. Using the *Heads Up Fact Sheet for Athletes* in the “Report It” section, what can you conclude about concussions based on the following lines, “..if you think you or one of your teammates may have a concussion...”?
4. Using the *Heads Up Fact Sheet for Parents* in the “What Is A Concussion?” section, what can you conclude about concussions based on the following lines, “Even a ‘ding,’ ‘getting your bell rung’, or what seems to be a mild bump or blow to the head can be serious.”?

Lesson 1

RAFT ASSESSMENT MENU

What is RAFT? RAFT is a writing strategy. Students assume a (R)ole for a specific (A)udience while producing in a (F)ormat based on a (T)opic. For this particular assessment students are given the menu below so that they are about to choose their role, audience, and format based on the same topic.

Role	Audience	Format
<ul style="list-style-type: none">• Football Player• Coach• Parent• News Reporter• Teacher• Illustrator• Detective• Lawyer	<ul style="list-style-type: none">• Football players• Middle School Students• Parents• School Principal• Coach• Community members• Jury• Family members• Readers (newspaper, magazine)• Other Detectives	<ul style="list-style-type: none">• Infographic• Presentation (Powerpoint or Prezi)• Create a video• Advertisement• Opening Statement• Diagram• Magazine Cover• Interview

Topic: Concussions

Assessment Steps:

1. Students must pick a role, audience, and format for the topic of concussions.
2. They should research online a scoring guide or rubric for the format that they chose. For example, if a student chose infographic and they researched an infographic scoring guide, then they may find this one
http://www.schrockguide.net/uploads/3/9/2/2/392267/schrock_infographic_rubric.pdf.
3. The student must use the scoring guide to self-assess after completion of the format.
4. Students must turn in their format and scoring guide.


Lesson 2

Lesson 2

Examples of Lesson 2 – Steps 1, 4, and 5

Concussion: Will NFL sanitize history with brain trauma biopic?

The league has gone to extreme lengths to protect its image in mass media through the years. Should we expect any different with Will Smith's new thriller?



Will Smith plays Dr. Bennet Omalu in Concussion, in theaters this December. Photograph: John Lasker/AF

What forensic pathologist Bennet Omalu found in 2002 when he cut open the head of former Steelers center Mike Webster and sifted through the dead player's brain might be the biggest sports medical discovery ever. The tiny red flecks of protein that appeared in Omalu's microscope was the first hint that brain trauma in football players might have long-term consequences. Webster, who was 50 when he died, had the deterioration of a man many years older.

The red flecks have changed football, hockey, soccer and even baseball. They have brought sports doctors to treat concussions with the same care they would use on a wounded lion. They have opened a significant window to the final border in human science, offering new insight into how the brain works.

Sony Pictures should be making a movie about Bennet Omalu. They should show Concussion starting Will Smith in theaters all over the world. And in no way should they allow the NFL to weaken the power of what Omalu saw in his microscope that day and the fight he had to prove the significance of his work.

The New York Times reports that emails made public in last year's hack of Sony's computer system show studio executives worrying about the reach of the league. One email says "critical moments for the NFL" were removed or altered. Another said the film was weakened down to avoid confrontation with the league's attorneys.

Sony executives told the Times they are not falling to the NFL. They said the emails show they are trying to be accurate, stripping rhetoric from a powerful issue. There is no real way to know if they are right. The removed scenes probably were never filmed. If they were they have likely been destroyed. We will never know how influential the movie might have been.

But if Sony wear away the strength of Omalu's story to keep the NFL from suing them it should be ashamed. Head trauma is too important an issue to worry about a disappointing result. But the league is known to making important people break. Why should Sony be any different?

The NFL is the most powerful and profitable sports league in the world. They have gone from \$6bn to a projected \$12bn in revenues over the last decade and hope to reach \$23bn by 2027 through the evil manipulation of every entity that brushes against its reputation.

They have hired television networks to pay far more than they can afford for rights by hanging the threat of broadcasting the games themselves. They tried to force their own TV network onto cable systems by buying up college bowl games they thought might feature college teams from markets where the cable companies were holdouts. They have shown little motivation to put a team in Los Angeles the last two decades because, in part, so many of their teams have used the suggestion of moving to LA as a way to get riches in stadium deals.

The fear of scaring the NFL's executives has long guided television networks who are hopeless to eat off the league's huge ratings. Aggravating issues like head trauma and players' off-field behavior have

complicated moments. ESPN, which broadcasts NFL games, pulled out of the project.

This wasn't the first time ESPN crumbled when the NFL expressed displeasure. In 2005 it cancelled the second season of a dramatic series called Playmakers based on a fictitious professional team and shot in a Canadian stadium because the league did not like how the show's themes revolved around drugs and sex.

"It's our opinion that we're not in the business of nerve-wrecking our partner, even though we've done it, and continued to carry it over the NFL's objections," then ESPN executive vice president Mark Shapiro told the New York Times. "To bring it back would be putting it in our partner's face."

If the NFL is so worried about a fake show with fake teams and fake players that it forced ESPN to stop production, imagine what it can do to Sony over an inconceivable subject that is actually real.

Back in late 2006 and early 2007, as Omalu's discovery became news, the NFL worked to discredit him. They pulled out doctors with flimsy credentials to say concussions were not a serious issue. They questioned the science. They quietly urged journalists to examine some potential flaws in Omalu's background.


Eventually, with the help of an interested congress, the NFL became serious about head trauma. They now say player safety is a top priority and talk about it often. Nearly a decade later, Omalu's message has won. His discovery in that microscope has forced even the NFL to change. He stood faithful against the barrage from a league that did not want to hear his words. In doing so, he forced change.

But what is the worth of a heroic movie about a man who stood up to the NFL if the movie maker is scared to do the same?

<http://www.bbc.com/news/health-2015-10-01-concussion-will-smith-smithsonian-humor-with-brain-trauma-biopic>

Altered Version -Concussion: Will NFL sanitize history with brain trauma biopic?

The league has gone to extreme lengths to protect its image in mass media through the years. Should we expect any different with Will Smith's new thriller?



Will Smith plays Dr. Bennet Omalu in Concussion, in theaters this December. Photograph: John Lasker/AF

What forensic pathologist Bennet Omalu found in 2002 when he cut open the head of former Steelers center Mike Webster and sifted through the dead player's brain might be the biggest sports medical discovery ever. The tiny red flecks of protein that appeared in Omalu's microscope was the first hint that brain trauma in football players might have long-term consequences. Webster, who was 50 when he died, had the deterioration of a man many years older.

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But if Sony wear away the strength of Omalu's story to keep the NFL from suing them it should be ashamed. Head trauma is too important an issue to worry about a uninteresting courtroom fight. But the league is known to making important people break. Why should Sony be any different?

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The fear of making the NFL's executives has long guided television networks who are hopeless to eat off the league's huge ratings. Aggravating issues like head trauma and players' off-field behavior have

been especially bad to a league that likes to control its image. Last year the NFL complained to ESPN about a documentary the network was producing with Frontline about concussions in football. An interview with Omalu was one of the show's most overwhelming moments. ESPN, which broadcasts NFL games, pulled out of the project.

This wasn't the first time ESPN crumbled when the NFL expressed adness. In 2005 it cancelled the second season of a dramatic series called Playmakers based on a fictitious professional team and shot in a Canadian stadium because the league did not like how the show's themes revolved around drugs and sex.

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RAFT HANDOUT
Movie Trailer vs. Article

Movie Trailer

ROLE (AUTHOR)	AUDIENCE	FORMAT	TOPIC









Article

ROLE (AUTHOR)	AUDIENCE	FORMAT	TOPIC

Lesson 4

ANNOTATION SYMBOLS

While reading, annotate your text with the symbols below:

	Use an asterisk if something you read seems interesting
	Use one question mark if something you read raises a question in your mind.
	Use two question marks if something you read seems confusing .
	Use a plus sign when you have a connection to something you're reading.
	Use a check mark when you read that something agrees with your thinking.
	Use an "X" when you read something that disagrees with your thinking.
	Use an exclamation point when you read something that is important .
	Box in words that: <ul style="list-style-type: none">• Repeat• Important• Unfamiliar

Lesson 4

Name _____

The Frayer Model

The Frayer Model is a visual organizer that helps students understand key words and concepts. The Frayer Model is a chart with four sections which can hold a definition, some characteristics/facts, examples and non-examples of the word/concept.

Purpose

1. Identify unfamiliar concepts and vocabulary
2. Create visual reference for concepts and vocabulary

Students will:

1. develop an understanding of key concepts and vocabulary.
2. draw on prior knowledge to make connections among concepts.
3. compare attributes and examples.
4. think critically to find relationships between concepts and to develop deeper understanding.
5. make visual connections and personal associations.

THE FRAYER MODEL

<u>Definition</u> (IN OWN WORDS)	<u>Facts/Characteristics</u> <ul style="list-style-type: none">• Bulleted list• Paste a picture or draw one that will help you remember this word.
<u>Examples</u> (LIST AT LEAST 3)	<u>Non-Examples</u> (LIST AT LEAST 3)

Word

Lesson 4

Prayer (cont.)

The image contains two identical diagrams, one above the other. Each diagram consists of a large rectangle divided into four quadrants by a horizontal and a vertical line. In the center of the rectangle, where the lines intersect, there is a small oval. The entire diagram is enclosed within a rectangular border.

Article: The Risk of Concussion From Youth Sports

Purpose: _____

How do you know? _____

RAFT Graphic Organizer For Reading

R ole	A udience
F ormat	T opic

Lesson 4

Name: _____ Date: _____

Text Dependent Questions

The Risk of Concussions From Youth Sports

1. What is Sam H. Koppelman's opinion (DOK 1)?
2. What is Anthony Silver's opinion (DOK 1)?
3. What is John Licciardello's opinion (DOK 1)?
4. Based on these letters, how does football affect youth (DOK 2)?
5. How are Sam and Anthony alike (DOK 2)? Different?
6. How are Anthony and John alike (DOK 2)? Different?
7. How are Sam and John alike (DOK 2)? Different?
8. What conclusions about perspective can be drawn from these three texts (DOK 3)?
9. How would you adapt these three perspective to create a fourth perspective (DOK 3)?
10. Which letter is the best answer to this issue? Why (DOK 3)?

Lesson 4

It Says I Say And So...

Directions: Use this graphic organizer like a Double-Entry Journal. Choose the parts of text that are important to you and respond in an open-ended way versus reading and answering questions. Under the "It Says" column, you will need to summarize, paraphrase, or quote. Do at least one of all three and label the statement as summarizing (s), paraphrasing (p), or quoting (q). The first row has been completed to serve as an example.

It Says (Information from the text)	I Say (Initial thoughts and previous knowledge)	And So (Conclusion)
Sam Koppelman is a lifetime football fan and has suffered from concussions. (s)	Sam did not mentioned under what conditions he suffered concussions and there is no evidence that he played football.	Sam does not have personal experiences as a football player that has had a concussion. He only has sideline experience as a fan and as a person that has suffered from concussions from something other than sports.

For more information...Daniels, H. and Zemelman, S. (2002) *Subjects Matter*. Heinemann Books.

It Says, I Say, And So Rubric

	Exemplary	Meets Expectations	Not Yet – Please Resubmit
It Says	<ul style="list-style-type: none"> You selected interesting and precise details from the text as the basis of your work. You selected a rich variety of specific details from the text, showing that you considered the whole text before selecting key ideas. 	<ul style="list-style-type: none"> You select mostly relevant details from the text as the basis of your work. You select multiple details from different components of the original text. 	<ul style="list-style-type: none"> You selected details from only one area or the text, and/or You selected details not relevant to the task, and/or There aren't enough details in the column to judge your work.
I Say	<ul style="list-style-type: none"> Your "I Say" column shows insightful response/interpretation. You are thinking deeply about the implications of the information you've selected. 	<ul style="list-style-type: none"> Your "I Say" column shows you are using your background knowledge and personal opinions in your interpretation/response. You are beginning to understand the implications of the information you selected. 	<ul style="list-style-type: none"> Your "I Say" column is mostly a restatement of the selected details. You aren't yet telling me what <i>you</i> think about what you're reading.
And So	<ul style="list-style-type: none"> Your "And So" column moves beyond the obvious or predictable. Your "And So" column a solid basis for the argument/position you're going to take in your finished work. 	<ul style="list-style-type: none"> Your "And So" column shows that you are striving to understand the importance of the information you are reading. Your "And So" column is beginning to form a basis for the argument/position you're developing. 	<ul style="list-style-type: none"> Your "And So" column isn't yet answer the "so what" question. Your "And So" column won't help you define your argument/position.

Taken from: <http://www.syracusecityschools.com/tfiles/folder716/It%20SaysISayAndSoChart.pdf>

Lesson 5

After Reading Analysis

Dr. Julian Bailes’ article

I. Purpose: _____

II.

RAFT Graphic Organizer For Reading

R ole	A udience
F ormat	T opic

III.

It Says (Information from the text)	I Say (Initial thoughts and previous knowledge)	And So (Conclusion)

After Reading Analysis

Concussion Can Occur article

I. Purpose: _____

II.

RAFT Graphic Organizer For Reading

R ole	A udience
F ormat	T opic

III.

It Says (Information from the text)	I Say (Initial thoughts and previous knowledge)	And So (Conclusion)

After Reading Analysis

‘Concussion’: Can A Will Smith Movie article

I. Purpose: _____

II.

RAFT Graphic Organizer For Reading

R ole	A udience
F ormat	T opic

III.

It Says (Information from the text)	I Say (Initial thoughts and previous knowledge)	And So (Conclusion)

Lesson 6

Name: _____ Date: _____

KWL

K	W	L
(What do you know about concussions?)	(What do you want to know about concussions?)	(What did you learn about concussions?)

Name: _____ Date: _____

PRO, CON, AND REBUTTAL FORM

Issue: Should youth (under 18 years old) be allowed to play football?

Your Decision:	
Pro	Con
Rebuttal:	

Lesson 10

Text Analysis Form

1. <u>Purpose and Audience:</u> What is the purpose and audience of this text? How do you know?	
2. <u>Emotional Impact:</u> What connotative words were used to create tone? What was the emotional impact?	
3. <u>Interviewing:</u> Was anyone interviewed for this text? What data/evidence did the interview provide? Was it effective?	
4. <u>Harris Moves:</u> How were the Harris Moves incorporated into this text? Were they sufficient?	
5. <u>Pro, Con, and Rebuttal:</u> What were the pro(s), con(s), and rebuttal presented? Were they effective? How do you know?	
6. <u>Text Structure:</u> What was the overall text structure? What other text structures were included?	

What was the effect?	
7. <u>Sentence Variety:</u> How did the author use language? Were there short, medium, and long sentences? Did she vary the beginning of sentences? What transitions did she use and why? Was it effective? How do you know?	
8. <u>Types of Claims:</u> How did the evidence lead to the claim(s)? What type of claim(s) was used? Was it effective? How do you know?	

Appendix B

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