

CERCA SET **Distracted Driving**
English Language Arts

How can engineers and lawmakers improve driver safety and minimize driver distraction?

LESSON TITLE **A Safety Plan With Swedish Logic and City Smarts**

CERCA QUESTION Whose responsibility is it to ensure roads are safe?

RESOURCES

- **Build Background Knowledge**
<https://www.pinterest.com/thinkcerca/distracted-driving-cerca-set-board/>
- **CERCA Framework**
- **Vocabulary Routine**
- **Speaking and Listening Routines**

Whole group	Online
Small group	Offline
Individual activity	Activity time period
Speaking and listening activity	Audio
Available in English and Spanish	

Introduce the CERCA Question



Explain common hazards faced by drivers on the road. Discuss with students how those hazards are currently addressed and by whom. For example, if you list car crashes as a hazard, possible ways crashes are addressed include: traffic signals posted by the government, vehicle design by automakers, and safe driving by the driver.

LEVEL 3-4 Expanding

► **ASK:** What hazards are common on our roadways?

Support language acquisition with the following sentence frame:

Common hazards include: _____, _____, and _____.

► **ASK:** Currently, which group or person is responsible for safety on our roads?

Support language acquisition with the following sentence frames:

Currently, _____ is responsible for safety on our roads because they _____.

1 Connect



Have students log in to ThinkCERCA and click into this lesson.

LEVEL 3-4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer.

Complete Step 1: Connect.

Introduce Vocabulary



Use **Semantic Webbing** to introduce vocabulary

► **NOTE:** Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

LEVEL 3-4 Expanding

Assign vocabulary words to small groups, or to partners. Depending on student familiarity with the vocabulary words you can create webs for all new words, or just the most challenging words. For small groups, assign a word and have them map it out on the whiteboard. When they are finished they can take a minute to explain it while classmates copy the map down. For partner work, have mixed ability pairs create maps for all assigned words in their notebooks.

After the routine have students add the focus words to their word notebooks.

LEVEL 4-5 Bridging

► **ASK:** How could our roadways be safer? Who needs to get involved to make this happen, and how?

LEVEL 4-5 Bridging

Complete Step 1: Connect.

LEVEL 4-5 Bridging

Depending on student familiarity with the vocabulary words you can create webs for all new words, or just the most challenging words. Have students work in pairs to write their own definition of the word in English. Next, have them brainstorm an image or mental picture to illustrate each word.

After the routine have students add the focus words to their word notebooks.


Introduce the Summary

En | Sp




Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

LEVEL 3-4 Expanding

 Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

LEVEL 4-5 Bridging


 Ask a student to read aloud the summary in English to practice their fluency.


2 Read




Have students read the text, using Vocabulary from the student support page as appropriate.


LEVEL 3-4 Expanding


 Read comprehension questions with students before they begin reading the passage.

 Complete Step 2: Read.

 Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 4-5 Bridging

 Complete Step 2: Read.


 Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.


3 Engage with the Text




NOTE: If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

LEVEL 3-4 Expanding

 Model highlighting the text for students.


 Complete Step 3: Engage with the Text.


 Use the following sentence frames to discuss the highlights students made.

_____ **is one way Sweden has made roads safer for drivers, pedestrians, and cyclists.**

_____ **is an example of the changes New York City is making to road safety.**

LEVEL 4-5 Bridging

 Complete Step 3: Engage with the Text.

 Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

Sweden has made their roads safer for drivers, pedestrians and cyclists by _____ and _____.

In New York City, the mayor has added _____ and _____ in an effort to promote roadway safety.

4 Summarize



Prepare students to write a CERCA by having them summarize the text.

LEVEL 3-4 Expanding

Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

This article highlights the success of Sweden's _____.
It is noted that Sweden's Vision Zero campaign _____.
New York City is also working to make _____ safer, but their approach is slightly different because they are targeting _____.

Complete Step 4: Summarize.

LEVEL 4-5 Bridging

Complete Step 4: Summarize.

Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

5 Build Your Argument



Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

NOTE: You may wish to have students orally respond to the CERCA question using a Listening and Speaking Routine instead of writing a response.

LEVEL 3-4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.

Claim _____ ***is responsible for the safety of our roadways***
Reason ***because*** _____
Evidence ***In Sweden, where they have the safest roads in the world, it is believed that this responsibility lies with _____.***
Reasoning ***which means that*** _____
Counterargument ***While some argue that roadway safety is the responsibility of _____, the reality is that the dangers will only be mitigated if _____ does its part.***

Complete Step 5: Build Your Argument.

LEVEL 4-5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

Claim _____ ***is responsible for the safety of our roadways***
Reason ***because*** _____
Evidence ***In Sweden, where they have the safest roads in the world, it is believed that this responsibility lies with _____.***
Reasoning ***which means that their success is contingent on _____.***
Counterargument ***While some argue that roadway safety is the responsibility of _____, the reality is that the dangers will only be mitigated if _____ does its part.***
Evidence ***In the United States, the 3 E's campaign that promotes _____, _____, and _____, has decreased auto fatalities.***
Reasoning ***This proves that*** _____.

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

Complete Step 5: Build Your Argument.

6 Create Your CERCA



Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

► **NOTE:** Remind students that they can use the Copy all button to move their work into the text box.

LEVEL 3-4 Expanding

Use the responses students made in the graphic organizer to model writing in response to the CERCA question.

Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

LEVEL 4-5 Bridging

Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

Use this sentence frame to help students conclude their CERCA:

***Safety on our roadways is the responsibility of _____
because _____.***

Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

Complete Speaking and Listening Activities



Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

LEVEL 3-4 Expanding

Do the **Fishbowl Activity** with students. Modify the activity for these students by providing them with questions in advance of the discussion, and with appropriate sentence frames to support them in answering those questions so that they will be ready to participate in discussion.

LEVEL 4-5 Bridging

Do the **Fishbowl Activity** with students. Modify the activity for these students by providing them with questions in advance of the discussion.

Vocabulary

amid (preposition): surrounded by

anticipates (verb): predict or expect

autonomous (adj.): able to control itself

bafflement (noun): confusion

breathalyzers (noun): devices used by the police to measure the amount of alcohol in a driver's breath

cede (verb): hand over

clever (adj.): smart, quick to understand

*design principles (noun): fundamental ideas about a practice, in this case car and road safety

diverge (verb): move in different directions

*emulated (verb): copied

eradicate (verb): eliminate

fatalities (noun): deaths

Vocabulary continued

fledgling (noun): someone that is new to something

medians (noun): pieces of land that divides highways

*mitigating (adj.): reducing

*onus (noun): burden

plummeted (verb): decrease rapidly

stewards (noun): attendants

threshold (noun): intensity that must be exceeded for a certain reaction

vigilance (noun): a state of being watchful

A Safety Plan With Swedish Logic and City Smarts

Whose responsibility is it to ensure roads are safe?

Summary

Sweden has the world's safest roadways with the fewest fatalities, but nobody understands exactly why and how that is. Engineers are trying to figure it out so that those same design principles can be applied elsewhere. New York City's mayor Bill De Blasio is keen to emulate Sweden's Vision Zero traffic safety campaign. However, the Swedes and Americans diverge on their opinions about where the onus for safety lies; where the Swedes see the need to mitigate human imperfection, their American counterparts look to technology and regulation. Consequently, the Department of Transportation is trying to promote dialogue and education. In New York they are taking small steps to protect residents, including adding more speed-tracking cameras and reducing speed limits to 25 MPH. As every place presents its own unique challenges the Swedish model provides a good goal, but cannot be precisely replicated.

LESSON TITLE **A Safety Plan With Swedish Logic and City Smarts**

CERCA QUESTION Whose responsibility is it to ensure roads are safe?
 ¿De quién es la responsabilidad de garantizar la seguridad en las calles?

Vocabulary

English

Español

amid

(preposition): surrounded by

en medio de

(preposición): rodeado de

anticipates

(verb): predict or expect

anticipar

(verbo): predecir o esperar

autonomous

(adj.): able to control itself

autónomo

(adjetivo): capaz de controlarse a sí mismo

bafflement

(noun): confusion

desconcierto

(sustantivo): confusión

breathalyzers

(noun): devices used by the police to measure the amount of alcohol in a driver's breath

alcoholímetros

(sustantivo): dispositivos utilizados por la policía para medir la cantidad de alcohol en el aliento de un conductor

cede

(verb): hand over

ceder

(verbo): entregar

clever

(adj.): smart, quick to understand

astuto

(adjetivo): inteligente, que entiende con rapidez

***design principles**

(noun): fundamental ideas about a practice, in this case car and road safety

***criterios de diseño**

(sustantivo): las ideas fundamentales acerca de una práctica, en este caso un automóvil y la seguridad vial

diverge

(verb): move in different directions

divergir

(verbo): moverse en diferentes direcciones

Vocabulary continued

*emulated (verb): copied	*emulado (verbo): copiado
eradicate (verb): eliminate	erradicar (verbo): eliminar
fatalities (noun): deaths	fatalidades (sustantivo): muertes
fledgling (noun): someone that is new to something	pichón (sustantivo): alguien que es nuevo en algo
medians (noun): pieces of land that divides highways	medianas (sustantivo): pedazos de tierra que dividen las carreteras
*mitigating (adj.): reducing	*atenuante (adjetivo): que reduce
*onus (noun): burden	*deber (sustantivo): carga
plummeted (verb): decrease rapidly	desplomaron (verbo): disminuyeron rápidamente
stewards (noun): attendants	administradores (sustantivo): asistentes
threshold (noun): intensity that must be exceeded for a certain reaction	umbral (sustantivo): intensidad que se debe superar para obtener una reacción determinada
vigilance (noun): a state of being watchful	vigilancia (sustantivo): el estado de ser vigilante

LESSON TITLE **A Safety Plan With Swedish Logic and City Smarts**

CERCA QUESTION Whose responsibility is it to ensure roads are safe?
¿De quién es la responsabilidad de garantizar la seguridad en las calles?

Summary

English Sweden has the world's safest roadways with the fewest **fatalities**, but nobody understands exactly why and how that is. Engineers are trying to figure it out so that those same **design principles** can be applied elsewhere. New York City's mayor Bill De Blasio is keen to **emulate** Sweden's Vision Zero traffic safety campaign. However, the Swedes and Americans **diverge** on their opinions about where the **onus** for safety lies; where the Swedes see the need to **mitigate** human imperfection, their American counterparts look to technology and regulation. Consequently, the Department of Transportation is trying to promote dialogue and education. In New York they are taking small steps to protect residents, including adding more speed-tracking cameras and reducing speed limits to 25 MPH. As every place presents its own unique challenges the Swedish model provides a good goal, but cannot be precisely replicated.

Español Suecia tiene una de las carreteras más seguras del mundo, con menos **fatalidades**, pero nadie entiende porqué y cómo es que esto sucede. Los ingenieros han tratado de descubrirlo para aplicar los mismos **criterios de diseño** en otros lugares. El alcalde de la Ciudad de Nueva York, Bill De Blasio está interesado en **emular** la visión de la campaña de seguridad en las carreteras de Suecia. Sin embargo, los suecos y los estadounidenses **divergen** en sus opiniones sobre el deber en la seguridad. Donde los suecos ven la necesidad de **mitigar** la imperfección humana, sus contrapartes estadounidenses buscan tecnología y normas. Por consiguiente, el Departamento de Transporte está tratando de promover el diálogo y la educación. En Nueva York toman pequeños pasos para proteger a los residentes, incluyendo agregar más cámaras para el rastreo de la velocidad y reducir los límites a 25 MPH. Como cada sitio presenta sus desafíos únicos, el modelo sueco proporciona un buen objetivo, pero no puede ser replicado con precisión.

4 Summarize

This article highlights the success of Sweden's

_____.

It is noted that Sweden's Vision Zero campaign

_____.

*New York City is also working to make _____ safer,
but their approach is slightly different because they are targeting*

_____.

5 Build Your Argument

Claim _____
is responsible for the safety of our roadways

Reason because _____.

Evidence *In Sweden, where they have the safest roads in the world,
it is believed that this responsibility lies with*

_____.

Reasoning *which means that* _____.

Counterargument *While some argue that roadway safety is the
responsibility of _____,
the reality is that the dangers will only be mitigated if
_____ does its part.*

5 Build Your Argument

Claim _____

is responsible for the safety of our roadways

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Evidence *In Sweden, where they have the safest roads in the world, it is believed that this responsibility lies with*

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Reasoning *which means that their success is contingent on*

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Counterargument *While some argue that roadway safety is the responsibility of* _____,

the reality is that the dangers will only be mitigated if

_____ *does its part.*

Evidence *In the United States, the 3 E's campaign that promotes*

_____, _____,

and _____, *has decreased auto fatalities.*

Reasoning *This proves that* _____.

6 Create Your CERCA

Safety on our roadways is the responsibility of

_____ **because**

_____.