

CERCA SET **Distracted Driving**  
English Language Arts

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

LESSON TITLE **Technology Can Distract Drivers**

CERCA QUESTION Could government over-regulation prevent pro-safety breakthroughs in the future?

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



Introduce the concept of weighing benefits and downsides of something using technology as an example. Briefly explore the positives and negatives of government regulation of technology in cars with particular attention to its impact on potential safety breakthroughs.

1 Connect



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

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

▶ **ASK:** What are some examples of government regulation?

Support language acquisition with the following sentence frame:

*Some examples of government regulation are \_\_\_\_\_.*

▶ **ASK:** Could government regulation of technology have a negative impact? How?

Discuss students' opinions about the efficacy of government regulation of technology, particularly in cars. Ask students to cite examples to support their opinions. (You might need to start the conversation with an example of a tech breakthrough that has made cars safer and then later was regulated, such as seat belts.)

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.

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:** Could government regulation of technology have a negative impact? How?

Discuss students' opinions about the efficacy of government regulation of technology, particularly in cars. Ask students to cite examples to support their opinions. (You might need to start the conversation with an example of a tech breakthrough that has made cars safer, and then later was regulated, such as seat belts.)

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.

**Technological advances can** \_\_\_\_\_.

**Government regulation might also** \_\_\_\_\_.

### 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.

**Technological innovation can** \_\_\_\_\_ **which makes roads safer by** \_\_\_\_\_.

**At the same time, government regulation also** \_\_\_\_\_.

## 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.

**Technological advancements such as \_\_\_\_\_ can overcome driver distractions such as \_\_\_\_\_.**

**At the same time, government regulation also \_\_\_\_\_.**

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 Government over-regulation [could/could not] prevent pro-safety breakthroughs**

**Reason because \_\_\_\_\_.**

**Evidence Technological advancements such as \_\_\_\_\_**

**Reasoning have the effect of making roads safer by \_\_\_\_\_.**

**Counterargument Some people argue that government regulation might \_\_\_\_\_ . However, others say that \_\_\_\_\_ would keep us safer on the road.**

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 Pro-safety breakthroughs [will/will not] be prevented by government regulation**

**Reason because \_\_\_\_\_.**

**Evidence Technological advancements such as \_\_\_\_\_ help \_\_\_\_\_.**

**Reasoning This is important because \_\_\_\_\_.**

**Counterargument Some people argue that \_\_\_\_\_ . However, \_\_\_\_\_.**

**Evidence Regulation might also \_\_\_\_\_**

**Reasoning which \_\_\_\_\_.**

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:  
***Government regulation of technology in cars can \_\_\_\_\_  
which \_\_\_\_\_.***

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.

# Technology Can Distract Drivers

Could government over-regulation prevent pro-safety breakthroughs in the future?

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## Vocabulary

deviation (noun): a behavior that is different than the norm

\*distracted driving (noun): the act of driving while engaged in another activity

hazards (noun): dangers

imperative (noun): importance

\*implications (noun): possible effects

impulse (noun): tendency; temptation

kudos (noun): praise

looms (verb): overshadows

outfitted (verb): provided with equipment

\*outlawing (verb): banning

overregulate (verb): enact too many laws

pathological (adj.): obsessive

## Vocabulary continued

pose (verb): lead to; create the possibility of

rightly (adv.): with good reason

rollout (noun): a public introduction

simultaneously (adv.): at the same time

summit (noun): a meeting or conference

\*technology (noun): machines that help people do things easier and faster

# Technology Can Distract Drivers

Could government over-regulation prevent pro-safety breakthroughs in the future?

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## Summary

There is a great deal of new technology in cars meant to make the roads safer, particularly by taking driving out of the hands of humans as much as possible. Distracted driving already kills nine people and injures more than a thousand people every day in the United States, according to the Centers for Disease Control and Prevention. There is also new technology that keeps people connected to streaming music and to one another, through phone calls and verbal texting. A balance is needed. Trying to outlaw certain automotive technology could backfire by discouraging pro-safety breakthroughs in the future. The benefits of any new technology must always be weighed against the imperative of making sure drivers mind the road.

LESSON TITLE **Technology Can Distract Drivers**

CERCA QUESTION Could government over-regulation prevent pro-safety breakthroughs in the future?  
 El exceso de normativa gubernamental, ¿podría prevenir progresos a favor de la seguridad en el futuro?

## Vocabulary

**English**

**Español**

<b>deviation</b> (noun): a behavior that is different than the norm	<b>desviación</b> (sustantivo): un comportamiento que es diferente de la norma
<b>*distracted driving</b> (noun): the act of driving while engaged in another activity	<b>*distracciones al conducir</b> (sustantivo): el acto de conducir mientras se está ocupado en otra actividad
<b>hazards</b> (noun): dangers	<b>riesgos</b> (sustantivo): peligros
<b>imperative</b> (noun): importance	<b>imperativo</b> (sustantivo): importancia
<b>*implications</b> (noun): possible effects	<b>*implicancias</b> (sustantivo): posibles efectos
<b>impulse</b> (noun): tendency, temptation	<b>impulso</b> (sustantivo): tendencia, tentación
<b>kudos</b> (noun): praise	<b>reconocimiento</b> (sustantivo): elogio
<b>looms</b> (verb): overshadows	<b>asomarse</b> (verbo): eclipsar
<b>outfitted</b> (verb): provided with equipment	<b>equipado</b> (verbo): dotado de cierto equipo
<b>*outlawing</b> (verb): banning	<b>*proscribir</b> (verbo): prohibir

## Vocabulary continued

<p><b>overregulate</b> (verb): enact too many laws</p>	<p><b>regular en exceso</b> (verbo): promulgar demasiadas leyes</p>
<p><b>pathological</b> (adj.): obsessive</p>	<p><b>patológico</b> (adjetivo): obsesivo</p>
<p><b>pose</b> (verb): lead to, create the possibility of</p>	<p><b>representar</b> (verbo): generar o crear la posibilidad de algo</p>
<p><b>rightly</b> (adv.): with good reason</p>	<p><b>correctamente</b> (adverbio): con buena razón</p>
<p><b>rollout</b> (noun): a public introduction</p>	<p><b>lanzamiento</b> (sustantivo): una presentación pública</p>
<p><b>simultaneously</b> (adv.): at the same time</p>	<p><b>simultáneamente</b> (adverbio): al mismo tiempo</p>
<p><b>summit</b> (noun): a meeting or conference</p>	<p><b>cumbre</b> (sustantivo): una reunión o conferencia</p>
<p><b>*technology</b> (noun): machines that help people do things easier and faster</p>	<p><b>*tecnología</b> (sustantivo): máquinas que ayudan a la gente a hacer las cosas de manera más rápida y sencilla</p>

LESSON TITLE 

# Technology Can Distract Drivers

CERCA QUESTION Could government over-regulation prevent pro-safety breakthroughs in the future?  
El exceso de normativa gubernamental, ¿podría prevenir progresos a favor de la seguridad en el futuro?

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## Summary

**English** There is a great deal of new technology in cars meant to make the roads safer, particularly by taking driving out of the hands of humans as much as possible. Distracted driving already kills nine people and injures more than a thousand people every day in America, according to the Centers for Disease Control and Prevention. There is also new technology that keeps people connected to streaming music and to one another, through phone calls and verbal texting. A balance is needed. Trying to outlaw certain automotive technology could backfire by discouraging pro-safety breakthroughs in the future. The benefits of any new technology must always be weighed against the **imperative** of making sure drivers mind the road.

**Español** Hay mucha tecnología innovadora en los nuevos automóviles que tiene la finalidad de hacer de las calles lugares más seguros. Particularmente, al llevar la conducción fuera de las manos de los humanos, en la medida de lo posible. Las distracciones al conducir matan a nueve personas y lesionan a más de mil personas todos los días en los Estados Unidos, según el Centro para el control y la prevención de enfermedades. También hay nuevas tecnologías que mantienen a las personas conectadas descargando música y conectadas entre ellas por medio de llamadas o mensajería de voz. Se necesita un equilibrio. Tratar de proscribir ciertas tecnologías automotrices podría ser contraproducente al desalentar el progreso a favor de la seguridad futura. Los beneficios de cualquier tecnología nueva deben sopesarse contra la **imperativa** necesidad de garantizar que los conductores estén pendientes del camino.

# Technology Can Distract Drivers

Could government over-regulation prevent pro-safety breakthroughs in the future?

## 4 Summarize

**Technological advancements such as** \_\_\_\_\_ **can overcome driver distractions such as** \_\_\_\_\_.

**At the same time, government regulation also** \_\_\_\_\_.

## 5 Build Your Argument

**Claim** **Government over-regulation [could/could not] prevent pro-safety breakthroughs**

**Reason because** \_\_\_\_\_.

**Evidence** **Technological advancements such as**

\_\_\_\_\_

**Reasoning** **have the effect of making roads safer by**

\_\_\_\_\_.

**Counterargument** **Some people argue that government regulation might** \_\_\_\_\_.

**However, others say that** \_\_\_\_\_ **would keep us safer on the road.**

# Technology Can Distract Drivers

Could government over-regulation prevent pro-safety breakthroughs in the future?

## 5 Build Your Argument

**Claim** *Pro-safety breakthroughs [will/will not] be prevented by government regulation*

**Reason** *because* \_\_\_\_\_.

**Evidence** *Technological advancements such as*

\_\_\_\_\_ help \_\_\_\_\_.

**Reasoning** *This is important because*

\_\_\_\_\_.

**Counterargument** *Some people argue that*

\_\_\_\_\_.

*However,* \_\_\_\_\_.

**Evidence** *Regulation might also* \_\_\_\_\_.

**Reasoning** *which* \_\_\_\_\_.

## 6 Create Your CERCA

**Government regulation of technology in cars can**

\_\_\_\_\_, **which**

\_\_\_\_\_.