

CERCA SET Government Role in Health

English Language Arts

What role should the government play in regulating health?

LESSON TITLE Big Drinks: In or Out?

CERCA QUESTION Should the government ban large, sugary drinks?

RESOURCES

- **Build Background Knowledge**
<https://www.pinterest.com/thinkcerca/big-drinks-in-or-out>
- **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 word *ban* and define it. Discuss bans in school, such as chewing gum. Explain that governments ban things too, such as smoking in public. Discuss the pros and cons of such bans.

1 Connect



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

Introduce Vocabulary



Use **Semantic Webbing** to introduce vocabulary. Create webs for all words, or the most challenging words.

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:** Why might schools try to ban certain things (cell phones, foul language, certain clothing, etc.)?

Support language acquisition using the sentence frame:

Schools might ban _____ because they are _____.

▶ **ASK:** How do you feel when a teacher or parent tells you that you cannot do or have something?

Support language acquisition using the sentence frame:

When I cannot do things that I want, I feel _____.

Discuss examples of sugary drinks and any rules students know about them, such as not being allowed to have them during dinner.

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. 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 each word to their word notebooks.

LEVEL 4-5 Bridging

Discuss what it means for a school or the government to ban something. Next, use a T-chart to list some pros and cons of banning items, such as cell phones in school or smoking in public. Have students explain whether or not they agree with different bans. Students can supply reasons for their claims using the word *because*.

LEVEL 4-5 Bridging

Complete Step 1: Connect.

LEVEL 4-5 Bridging


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 each word 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 reason why large sugary drinks should be banned.**

_____ **is one reason why large sugary drinks should not be banned.**

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.

A ban on large sugary drinks promotes public health because _____.

Government efforts to improve public health and ban large sugary drinks will affect people by _____.

Being healthy includes _____.


Banning junk food in schools is not the answer because _____.

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 is about _____.
Mayor Bloomberg thinks that banning large sugary drinks will _____.
Opponents of the ban think that _____.

 Complete Step 4: Summarize.

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 *Bans on large sugary drinks are [good/bad] for the public health.*
Reason *This claim is true because these drinks [are/are not] _____ for people.*
Evidence *The article says that Mayor Bloomberg and the Board of Health thought _____ about a ban on these drinks.*
Reasoning *This is important because _____.*
Counterargument *Some people argue that a ban on large sugary drinks would _____. However, a ban would actually _____.*

 Complete Step 5: Build Your Argument.

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.


LEVEL 4-5 Bridging

Have students share their thoughts with the group.

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

Claim *The government [should/should not] ban large sugary drinks*
Reason *because banning them [is/is not] _____ for people.*
Evidence *The article says that New York City's Board of Health thought a ban on these drinks would be _____*
Reasoning *which means that government officials should _____.*
Counterargument *While some argue that _____, In reality, it is better for government officials to _____.*
Evidence *The article also says that _____.*
Reasoning *This means 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:
Government officials around the country [should/should not] attempt to pass a ban on large sugary drinks because such bans
_____.

 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 ***Vote with Your Feet*** activity with students.

LEVEL 4-5 Bridging

Do the ***Debate Game*** with students.

Big Drinks: In or Out?

Should the government ban large, sugary drinks?

Vocabulary

American Beverage Association (noun): a trade association that represents the interests of non-alcoholic beverage producers in the United States

appealed (verb): requested that the next level up of court hear the case again

ban (verb): legally forbid

cancer (noun): a tumor, or tumors resulting from an uncontrolled division of cells in the body

championed (verb): spoke in public in favor of an idea or action

civil liberties (noun): the rights that people have to act and speak freely in a society

convenience (noun): the state of being able to do something, or get something easily

diabetes (noun): a group of diseases that affect a person's blood sugar levels

enacted (verb): put a law into place

Health Department (noun): a part of government that focuses on issues related to the general health of the public

heart disease (noun): a condition where narrowed or blocked blood vessels in the heart can cause serious health problems

loopholes (noun): technical gaps in the way a rule is written that make it possible to avoid following it

Vocabulary continued

moderation (noun): the state of being or having not too much or too little

nanny state (idiom): a government that is too involved in its citizens' lives, like an overprotective babysitter

obesity (noun): the condition of being overweight to the point where it becomes a health concern

regulation (noun): a rule

responsibility (noun): the ability to make decisions for or have control over someone

struck down (verb): made a court ruling that a law cannot be enforced

tactic (noun): an action carefully planned to achieve a certain goal

targeted (verb): directing something toward a certain object or person

unfounded (adj.): having no basis in the truth

universally (adv.): in a way that applies to everyone

Big Drinks: In or Out?

Should the government ban large, sugary drinks?

Summary

There is an obesity epidemic in the United States. Because of this, one mayor, Michael Bloomberg of New York City, decided to ban sugary drinks over 16 ounces from being sold. He wanted to reduce his citizen's exposure to unhealthy amounts of sugar. This proposed ban started a huge debate about whether the need to protect public health was more important than the right of people to choose for themselves. A court ruled that the ban wasn't legal, but the debate about potential government regulations on such beverages continues.

LESSON TITLE **Big Drinks: In or Out?**

CERCA QUESTION Should the government ban large, sugary drinks?
¿El gobierno debería prohibir las bebidas azucaradas grandes?

Vocabulary

English

appealed

(verb): requested that the next level up of court hear the case again

ban

(verb): legally forbid

championed

(verb): spoke in public in favor of an idea or action

civil liberties

(noun): the rights that people have to act and speak freely in a society

enacted

(verb): put a law into place

loopholes

(noun): technical gaps in the way a rule is written that make it possible to avoid following it

moderation

(noun): the state of being or having not too much or too little

Español

apeló

(verbo): solicitó que el siguiente nivel de un tribunal escuche el caso nuevamente

prohibir

(verbo): hacer que algo sea ilegal

defendido

(verbo): dicho en público a favor de una idea o acción

libertades civiles

(sustantivo): los derechos que tienen las personas de actuar y hablar libremente en la sociedad

promulgó

(verbo): aprobó una ley

ambigüedades

(sustantivo): brechas técnicas en la manera en que se escribe una norma que hacen que sea posible no tener que cumplirla

moderación

(sustantivo): el estado de ser o tener ni mucho ni poco

Vocabulary continued

nanny state

(idiom): a government that is too involved in its citizens' lives, like an overprotective babysitter

gobierno paternalista

(expresión): un gobierno demasiado involucrado en la vida de sus ciudadanos, tal como lo haría un padre sobreprotector

obesity

(noun): the condition of being overweight to the point where it becomes a health concern

obesidad

(sustantivo): la condición de tener exceso de peso al punto en que se convierte un problema de salud

regulation

(noun): a rule

norma

(sustantivo): una regla

responsibility

(noun): the ability to make decisions for or have control over someone

responsabilidad

(sustantivo): la habilidad de tomar decisiones en nombre de o tener control sobre alguien

struck down

(verb): made a court ruling that a law cannot be enforced

anuló

(verbo): sentenció que una ley no puede ser impuesta

universally

(adv.): in a way that applies to everyone

universalmente

(adv.): que se aplica a todas las personas

convenience

(noun): the state of being able to do something, or get something easily

conveniencia

(sustantivo): el estado de ser capaz de hacer algo u obtener algo fácilmente

Health Department

(noun): a part of government that focuses on issues related to the general health of the public

Departamento de Salud

(sustantivo): una parte del gobierno que se enfoca en asuntos relacionados con la salud general de la gente

Vocabulary continued

American Beverage Association

(noun): a trade association that represents the interests of non-alcoholic beverage producers in the United States

**American Beverage Association
(Asociación Americana de
Bebidas)**

(sustantivo): una asociación gremial que representa los intereses de los productores de bebidas no alcohólicas en los Estados Unidos

diabetes

(noun): a group of diseases that affect a person's glucose (blood sugar) levels; people with diabetes have too much glucose in their bodies and can't energize cells properly and can lead to serious illness

diabetes

(sustantivo): un grupo de enfermedades que afectan los niveles de glucosa (azúcar en la sangre) de una persona; la gente con diabetes tiene demasiada glucosa en sus cuerpos y no puede energizar las células adecuadamente y esto puede generar enfermedades graves

heart disease

(noun): a condition where narrowed or blocked blood vessels in the heart can cause heart attacks, chest pains, strokes, or irregular heart beats.

enfermedad cardíaca

(sustantivo): una condición en la que los vasos sanguíneos se volvieron estrechos o se encuentran bloqueados en el corazón y pueden ocasionar ataques cardíacos, dolores en el pecho, apoplejías o latidos irregulares.

cancer

(noun): a tumor, or tumors resulting from an uncontrolled division of cells in the body. Cancers can take many different forms, and be located in any part of the body (skin cancer, breast cancer, thyroid cancer, leukemia, etc.)

cáncer

(sustantivo): un tumor o tumores que resultan de la descontrolada división de células en el cuerpo. Los cánceres pueden tener muchas formas y localizarse en cualquier parte del cuerpo (cáncer de piel, cáncer de seno, cáncer de tiroides, leucemia, etc.)

Vocabulary continued

tactic

(noun): an action carefully planned to achieve a certain goal.

táctica

(sustantivo): una acción planeada con cuidado para lograr cierto objetivo.

targeted

(verb): directing something towards a certain object or person

dirigido

(verbo): enfocar algo hacia un cierto objeto o persona

unfounded

(adj): having no basis in the truth

infundado

(adj.): que no se basa en la verdad

LESSON TITLE **Big Drinks: In or Out?**

CERCA QUESTION Should the government ban large, sugary drinks?
¿El gobierno debería prohibir las bebidas azucaradas grandes?

Summary

English Due to the obesity epidemic in US one mayor, Michael Bloomberg of New York City, decided to ban sugary drinks over 16 oz from being sold in an effort to reduce his citizen's exposure to unhealthy amounts of sugar. This proposed ban sparked a huge debate about whether the need to protect public health was more important than the right of people to choose for themselves. A court ruled that the ban wasn't legal, but the debate about potential government regulations on such beverages rages on.

Español A causa de la epidemia de obesidad en los Estados Unidos, un alcalde, Michael Bloomberg de la ciudad de New York, decidió prohibir la venta de bebidas azucaradas de más de 16 onzas, en un esfuerzo por reducir la exposición de sus ciudadanos a concentraciones no saludables de azúcar. Esta prohibición propuesta provocó un gran debate sobre si la necesidad de proteger la salud pública era más importante que el derecho de las personas a elegir por sí mismas. Un tribunal dictaminó que la prohibición no era legal pero el debate sobre las posibles regulaciones gubernamentales sobre dichas bebidas continúa con fuerza.

Big Drinks: In or Out?

Should the government ban large, sugary drinks?

4 Summarize

This article is about _____.

Mayor Bloomberg thinks that banning large sugary drinks will _____.

Opponents of the ban think that
_____.

5 Build Your Argument

Claim *Bans on large sugary drinks are [good/bad] for the public health.*

Reason *The claim is true because these drinks [are/are not] _____ for people.*

Evidence *The article says that Mayor Bloomberg and the Board of Health thought _____ about a ban on these drinks.*

Reasoning *This is important because*
_____.

Counterargument *Some people argue that a ban on large sugary drinks would _____ . However, a ban would actually _____ .*

Big Drinks: In or Out?

Should the government ban large, sugary drinks?

5 Build Your Argument

Claim *The government [should/should not] ban large sugary drinks*

Reason *because banning them [is/is not] _____ for people.*

Evidence *The article says that New York City's Board of Health thought a ban on these drinks would be*

Reasoning *which suggests that government officials should _____.*

Evidence *The article also says that _____.*

Reasoning *This means that _____.*

Counterargument *While some argue that _____.*

In reality, it is better for government officials to

_____.

6 Create Your CERCA

Government officials around the country [should/should not] attempt to pass a ban on large sugary drinks because such bans _____.