

Mr. Heinen's 9th Grade English Distance Learning Plan

April 20-May 15, 2020

Unit Overview

The module is designed to enable you to evaluate and critically analyze several opinion pieces from 2009-11 that make proposals from different perspectives for how to address the obesity crisis and find out more about the current state of the obesity epidemic and the food that is being served at your school. You will then create a proposal, drawing on the information you have gathered through reading and investigation, for encouraging healthy eating at your school.

Office Hours

I will be available to answer any questions 9am-11am Monday-Friday
Mr. Heinen's E-mail – cheinen@tUSD.net

Unit Calendar

I have broken up this unit into a day by day breakdown of what you should be getting done each day in order to finish your final proposal by the end of the semester. The easiest way to do this is to copy and paste the activities with your answers onto a separate word document and then submit that to Mr. Heinen.

Hard Copy Work Submission

If you do not have access to the internet and are turning in hard copies of your assignments to the school, then all assignments will be due Friday May 15. Please use the following heading on your packet if you turn in anything to the school office:

Student Name:

Teacher Name: Heinen

Class Name/Subject: English 9

Period:

Assignment Week #: 1-4

Week 4

Day 1 – May 11 – Activity 16

Day 2-5 – May 12-15 – Activity 17

Activity 16 and your proposal (activity 17) due Friday May 15

Week 5 (optional)

For week 5, you may find a book of your choice to read. After you have read the book, you will write a one-page summary/review of that book. You may discuss the plot, characters, and why you would or would not recommend the book to a friend.

Good Food/Bad Food

Developed by Roberta Ching

Reading Selections for This Module:

Bittman, Mark. "Bad Food? Tax It, and Subsidize Vegetables." *New York Times* 23 July 2011, late ed.: Sunday Review 1. Print.

Article Link:

<http://www.nytimes.com/2011/07/24/opinion/sunday/24bittman.html?pagewanted=all>.

Brody, Jane E. "Attacking the Obesity Epidemic by First Figuring Out Its Cause." *New York Times* 12 Sept. 2011: D7(L). Print.

Article Link:

<http://www.nytimes.com/2011/09/13/health/13brody.html?pagewanted=all>.

Waters, Alice and Katrina Heron. "No Lunch Left Behind." *New York Times* 19 Feb. 2009: A31. Print.

Article link:

http://www.nytimes.com/2009/02/20/opinion/20waters.html?_r=0.

Web Sites for This Module

Dr. Robert C. and Veronica Atkins Center for Weight and Health UC Berkeley
<http://cwh.berkeley.edu/resources/2/20/53/16%2C38%2C96>

Food Inc.
<http://www.takepart.com/foodinc/>

Michael Pollan
<http://michaelpollan.com/>

The Edible Schoolyard
<http://edibleschoolyard.org/>

Yale Rudd Center for Food Policy and Obesity
<http://www.yaleruddcenter.org/>

Activity 16: Using the Words of Others—Incorporating Data

One of the most important features of academic writing is the use of data to provide evidence. You will want to use data from the articles you have read and the research you did on Web sites. The following activity will help you practice incorporating data and explaining its significance to your readers.

Incorporating Data from Research

Write five sentences that incorporate data, following each sentence with an explanation of the significance of the data in the light of what you have read in the three articles in this module. Be sure to change pronouns and make modifications to accurately reflect your findings. Also be sure to include the source of your data so your readers can accurately interpret its credibility. Below are three examples:

1. Based on a survey administered to 150 students at California High, almost three-quarters (73%) reported that they drank a sugar-sweetened beverage at least once a day. This is not surprising in the light of Bittman's claim that the price of these beverages is "artificially low" because of government subsidies.
2. In addition, 23% of California High students who took the survey reported that they ate lunch at a fast-food restaurant off campus. However, Brody pointed out that when schools offered healthier foods, they were more likely to be eaten at school and at home.
3. Only 40% of students said they would prefer to buy healthy snacks from school vending machines. This suggests that it will be difficult to change students' eating habits; however, Bittman points out that anti-smoking efforts have successfully reduced smoking.

Your sentences:

- 1.
- 2.
- 3.
- 4.

Activity 17: **Composing The Proposal**

You will now up your proposal. It should be three paragraphs.

Paragraph 1 – Introduce the problem and provide a thesis statement saying what your proposal is and why you think it will work at Kimball.

Paragraph 2 – Explain the reasoning behind your proposal and include evidence from your research.

Paragraph 3 – Conclusion. Restate and summarize the problem and your proposal to solve the problem.