Section 1, Lesson 2, Activity 6

Monitor Moment:
Monitor how well students currently understand the elements and relationships of the food system by reviewing their expository paragraphs in response to the question: What is a food system?

Scoring Notes:

- References to information and evidence from two online sources they study in Lesson 2: "The Food System" informational article and the "Nourish Food System Map," a diagrammatic representation of the food system.
- Paragraphs should be introduced by a topic sentence that presents a direct response to the question: "What is a food system?" Students may include sentences such as:
    - A food system is very broadly defined as the means by which we get our food, including the many different processes involved in feeding people.
- Student explanations should reference other interrelated systems and their influences, including social, environmental, economic, and/or farming (production) systems.
- Students may make references to visual relationships among systems that are diagrammed in the "Nourish Food System" graphic, for example:
    - The food social system that surrounds each of us and affects our "food literacy" exists at many different levels: from global, to national, to regional, to community, to one's family and friends.
- Students' responses should incorporate at least one real-world example that may be cited from any of the example stories or quotes from Wendell Berry from "The Food System" article, an example from the photo essay they examined in Lesson 1, or one from their own experiences. For example:
    - In the first example from "The Food System," Ashley's yogurt "takes a complex journey" to get "onto her plate," illustrating the complexity of the food system. (para. 4)
    - Steinmetz's photo essay "Super Size" shows a gigantic cattle feedlot with a capacity of 150,000 head of cattle that uses waste products of potato growing to feed the cattle, illustrating how one part of the food production system can be influenced by another.
    - In my family, we try mostly to get healthy food from our local food system, which means we often buy directly from farmers and produce stands or from local bakeries and meat producers.
    - "People are fed...attention to food." (Wendell Berry, qtd. in "The Food System")

Section 1, Lesson 3, Activity 5

Monitor Moment:
Monitor how well students can use a tool to form claims about food security by reviewing their **Forming Evidence-Based Claims Tools**.

Scoring Notes:

Successful use of the **Forming Evidence-Based Claims Tool** in response to the question should reference the definition and issues of food security as presented in the video.

Question: What do the two Chinese characters that make up the word *population* (a person and an open mouth) have to do with food security?

Key Details: Student details should include important evidence from the video text that answers the question. The following demonstrate details related to the question:

- Food security is defined in the video as "All people at...and healthy life."
- There are four dimensions to food security:
    - Availability - how much healthy food is grown
    - Access - how people get the healthy food that is grown
    - Utilization - how food is used and how the land is used to grow food
    - Stability - consistent access to healthy food
- The Chinese characters for *population* are a person and an open mouth.

Analyze the Details: Responses should make connections between the details cited from the text and the guiding question. The following notes identify connections between the evidence chosen above and the provided guiding question:

- The word *population* means “all people.”
- Feeding “all people” is dependent on consistent food availability and access as well as how food and the land are used.
- People have an “open mouth” when they are hungry and need access to food.

Explain the Connection: Student responses should compare the details and explain the connections among them.

- The details are connected because they emphasize that food security is an issue for “all people” and how they are able (or not) to feed their “open mouths.”

Form a Claim: Student responses should state a conclusion they have based on their analysis of the details selected. The following are examples of successful claims:

- As the world’s population grows and there are more “open mouths,” food security and its four dimensions become a greater challenge.
- There is enough healthy food to feed the world’s “open mouths,” but it is not distributed equally, which is a problem of access and utilization.
- Effectively utilizing what we have—balancing people and resources—are the keys to closing “open mouths” and achieving food security for all.

- When local food systems grow, process, package, and consume in the same community, all four dimensions of food security can be achieved and each person's needs can be met.

Section 2, Lesson 4, Activity 4

Monitor Moment:
Monitor how well students currently understand and can take a position about opposed arguments on industrial agriculture by reviewing their paragraphs in which they take a position and use evidence from the texts they have read to explain and defend it.

Scoring Notes:

Student arguments should take one of the two following positions and use (or rewrite) the statement as a topic sentence:

- Industrial agriculture has "imposed environmental costs" in our current world. To address global emissions and climate issues, we will need to change our dietary preferences and related industrial agricultural practices. ("How Does Agriculture Change Our Climate?")
- Industrial agriculture and its use of "innovation, entrepreneurship and technology" can be a solution to problems in our current world. Innovations in large-scale farming practices can help us increase productivity, feed more people, and also address problems of climate change, drought, and water quality. ("Why Industrial Farms Are Good for the Environment," para. 23)

Students' paragraphs should then develop, explain, and defend one of the two statements by discussing practices that are (or are not) "effective, safe, and sustainable," using claims and evidence from one or both of the two arguments.

For the claim that "industrial agriculture has...our current world" and the text "How Does Agriculture Change Our Climate?" students may make claims and cite evidence such as:

- **Claim:** "While global agriculture...on our climate." (para. 1)
- **Evidence:** "Right now, the...and trains combined." (para. 2)

For the claim that industrial agriculture can be a solution and the text "Why Industrial Farms Are Good for the Environment," students may make claims and cite evidence such as:

- **Claim:** "Large farmers...on the planet" (para. 2).
- **Evidence:** "[These farmers] are...the Department of Agriculture." (para. 2)
- **Evidence:** "Their technology has...time in history." (para. 2)

Section 2, Lesson 6, Activity 5

Monitor Moment:
Monitor how well students can evaluate an argument about organic farming by examining their **Evaluating Arguments Tools** and the paragraphs in their Learning Logs that summarize and evaluate the argument's central claim.

Scoring Notes:

Students should evaluate arguments presented in one of these three articles:

- "Is Organic Food Really Better for the Environment?"
- "How Organic Farming Benefits the Environment"
- "Organic Farming Is Rarely Enough"

A successful evaluation for the second argument ("How Organic Farming Benefits the Environment") might include the following evaluations (in parentheses), analyses, and text-based observations:

Issue:

- (reasonable) In its title and first paragraph, the argument clearly but very briefly identifies that it is about the "numerous environmental benefits" of organic farming.

Perspective:

- (reasonable) The author's perspective—as a promoter of organic farming—is made very clear through the eight claims she presents, each of which is supported by evidence.

Credibility:

- (strength) The author is knowledgeable about the issue—as an organic farmer and a writer of articles about the organic industry.

Bias:

- (weakness) The author has a clear bias in favor of organic farming, which may overly influence the claims she makes and evidence she cites.

Position:

- (strength) The author makes her position clear through the article's title and throughout the eight claims she makes.

Claims:

- (strength) The argument is presented through eight claims that are directly related to positive impacts on the environment.

Evidence:

- (reasonable) Five of the eight claims reference specific supporting information from studies or organizations with expertise (e.g., USDA Agricultural Research Service); the other three include explanatory evidence.

Reasoning and Logic:

- (reasonable) The argument deductively presents its overall position, then supports it through a sequence of linked claims that are directly related to environmental benefits.

Conclusions:

- (weakness) The argument would be more powerful if it restated its position at the end in a conclusion that reiterated the eight points it has made.

Convincing Argument:

- Yes, the argument is convincing to a sympathetic or objective reader; however, it does not include any counterarguments and might be less convincing to a reader who found the argument in "Organic Farming Is Rarely Enough" to be a sound one.

Explanatory Paragraph
A successful explanatory paragraph for "How Organic Farming Benefits the Environment" should be based on analyses and observations from the **Evaluating Arguments Tool** and should do the following:

- Quote or paraphrase the central claim and position of the argument: "Beyond money and...numerous environmental benefits." (para. 1)
- Explain how the argument supports its position through eight specific claims that address benefits to the environment.
- Cite specific evidence presented in the argument, i.e.: the Rodale Institute's Farming Systems Trial's side-by-side comparison of conventional and organic agriculture and its striking data-based conclusions about the positive impacts of storing carbon in the soil.
- Acknowledge the bias inherent in the argument and its limitations in not addressing perspectives on the other side of the issue.
- Be written as a clear and logical explanation and defense of the student's positive evaluation of the argument.

Section 3, Lesson 7, Activity 2

Monitor Moment:
Monitor how prepared students are to answer a question about the most critical challenges facing the food system by reviewing their Learning Log entries in which they frame an initial answer and list relevant texts and sources.

Scoring Notes:

Successful student lists should demonstrate that they:

- Have identified critical challenges that are referenced or relate to those on the infographic, i.e.:

    1. Improve agricultural productivity
    2. Ensure a sustainable natural resource base
    3. Address climate change
    4. Reduce inequality
    5. End hunger and malnutrition
    6. Make food systems more efficient, inclusive, and resilient
    7. Address the causes of poverty and migration
    8. Build resilience to crises, disasters, and conflicts
    9. Prevent food system threats

10. Promote coherent and effective governance

- For each noted challenge, include notes about why it is critical
- For each challenge, note possible sources of information from the core (and potentially extension) texts they have read.
- Make notes about how the possible sources might help them examine critical challenges in their final arguments.

Section 3, Lesson 8, Activity 2

Monitor Moment:
Monitor students' initial planning for their final arguments by evaluating the Section 3 Diagnostic Delineating Arguments Tools they plan on submitting for the following peer review.

Scoring Notes:
Successful responses might include:
Students use their Section 3 Diagnostic Delineating Arguments Tools to organize and analyze supporting evidence selected from the texts they have read and research they have done.

Central Claim (Perspective and Position): The central claim should respond directly to the subtopic question addressed and take a clear position about their chosen subtopic.

Supporting Claims: Supporting claims should be clearly stated and defensible. They should be arranged in a sequence that explains, develops, and supports the central claim (position) through either a deductive or inductive reasoning model.

Counterclaim(s): There should be at least one counterclaim that addresses positions and arguments opposed to the central claim.

Evidence Provided: The evidence listed in support of the position and claims should come from multiple sources and include recent data about artificial intelligence trends and at least one argument related to the subtopic and question.

Analysis of Evidence: The evidence should be briefly analyzed in terms of how it relates to the supporting claim, position, and subtopic question.

Text Citations: Texts from which supporting evidence is drawn should be listed with information necessary to provide citations in accordance with classroom formats and expectations.

Section 4, Lesson 2, Activity 5

Monitor Moment:
Monitor how prepared students are to develop and write their arguments by reviewing and providing feedback on their sequence of claims and supporting evidence as recorded on their Organizing Evidence Tools.

Scoring Notes:

Students' organized plans should indicate that they have a clear and defensible position, a series of supporting claims, and relevant evidence to support their argument.

Central Claim (Perspective and Position): The central claim should respond directly to the Culminating Task question: *How do we feed a growing population in a viable way?* Students should take a clear position that clarifies the challenges facing our food system and the viability of responses to those challenges. For examples of defensible positions, see the Section 3 Diagnostic scoring notes in the **Evaluation Plan**.

Supporting Claims: Supporting claims should be clearly stated and defensible. They should be arranged in a sequence that explains, develops, and supports the central claim (position) through logical reasoning. The claims should address the following issues:

- How our food system influences other systems
- What the most critical challenges facing the food system are
- How best to respond to those challenges
- Why we need agricultural practices that are viable—effective, safe, and sustainable
- Which dietary or agricultural practices we should continue and which need to change
- How a proposed solution is a viable response to feeding a growing population

An example claim that successfully identifies critical challenges (bullet 2) might be written as follows:

- If we are to feed 9 billion people in the future, we will need to address the critical challenges of food scarcity, of impacts on climate and the environment, and of our own habits regarding what we eat and how wasteful we are.

Counterclaim(s): There should be at least one counterclaim that addresses positions and arguments opposed to the central claim.

Evidence Provided: The evidence listed in support of the position and claims should come from multiple sources and include information and quotations about the food system, critical challenges faced by the food system, the viability of food production practices, and how the cited practices are responses to feeding a growing population. For the example claim:

- "Approximately one third…or in refrigerators." ("10 Things You Need to Know about the Global Food System," para. 3)

Analysis of Evidence: The evidence should be briefly analyzed in terms of how it supports the supporting claim and the central claim or thesis. For the previous example:

- Waste of food is a challenge we should be able to address, especially in the developed world, by using and distributing food that is currently left to spoil.

Text Citations: Texts from which supporting evidence is drawn should be listed with information necessary to provide citations in accordance with classroom formats and expectations. An example of a parenthetical citation is provided in the evidence example above.