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| ***Subject: English/Character Ed***  ***Grade:9-12*** | | | **Common Core Lesson Plan** | |
| ***Date(s):***  9-20 to 9-25 | | ***Teacher: Snider*** | | ***Overview: The students will research and write/argue the pros and cons of designer babies*** |
| Standards Addressed: |  | | | |
| CCRA W10 | Write routinely over short and extended time frames for a range of tasks, purposes, and audiences | | | |
| CC ELA. L2 | Demonstrate a command of convention of English capitalization, punctuation, and spelling when writing | | | |
| CC SL 1 | Prepare and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas, and expressing their own clearly and persuasively. | | | |
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| Objective(s): | | | The students will research “designer babies” and develop their own definition for what they are and what they represent.  The students will use evidence based claims to back up their opinion of designer babies and their effect on the future.  The students will watch “My Sister’s Keeper” and write a response to a writing prompt in their journals  Students will use research information they discovered to back their opinion on designer babies in their writing journals and use the information in a class debate. | |
| Background Knowledge: | | | The term "**designer baby**" was originally derived from "[designer clothing](http://en.wikipedia.org/wiki/Designer_clothing)" and used pejoratively as implying [commodification](http://en.wikipedia.org/wiki/Commodification) of children. The term can refer to the use of [Pre-implantation genetic diagnosis](http://en.wikipedia.org/wiki/Preimplantation_genetic_diagnosis) to select desired qualities of a child, and also has been used to describe the babies that would result if human [gametes](http://en.wikipedia.org/wiki/Gametes), [zygotes](http://en.wikipedia.org/wiki/Zygotes), or [embryos](http://en.wikipedia.org/wiki/Embryos) were to be [genetically engineered](http://en.wikipedia.org/wiki/Genetic_engineering). | |
| Materials Needed: | | | Computer, internet, paper, writing journal | |
| Procedure/ Agenda: | Predict: | | What is a designer baby? How will they affect our future? | |
| Think: | | Changing technology has created what type of fertility opportunities for those who cannot have babies or are predisposed to genetic defects? | |
| Ink: | | Research designer babies. Develop your own definition for what they are. What pros and cons do they create? Are they ethical? Develop your own position on whether it is right or wrong based on your research. | |
| Pair/Share: | | Discuss your findings in small groups. How do your ideas and feelings differ from others in the class? | |
| Present: | | Be prepared to discuss as a class your findings and feelings. Be prepared to back your opinions with evidence based claims from your research. | |
| Lesson Extension: | | | Divide students into groups and assign each group to be pro or con for designer babies. Have a class debate having each side give their evidence based arguments for or against. | |
| Differentiation: | | |  | |
| Assessment: | | | Grade writing using rubric. Did students use evidence to back their arguments? | |
| Additional Resources: | | |  | |
| Notes: | | |  | |