

Name: _____

Article 1

Fast Food in Schools

If you're a student at Arroyo High School, and you must have a Whopper, french fries and a Coke for lunch, you won't have far going to satisfy your fast-food
5 cravings.

That's because there's a Burger King right on campus, just outside the door to the school cafeteria, staffed by student workers dressed in neat red uniforms
10 and caps. The franchise holder? The school district itself. Even the garbage cans carry the Burger King logo.

Each day hundreds of students rush to the order windows to satisfy their fast-food fix. "I don't think it's healthy, but I
15 eat it because it tastes good," ninth-grader Chris Cook said as he clutched his lunch in a brown Burger King bag.

As one student muscled her way through the crowd on her way off campus, she berated her fellow students. "This food is so bad for you," she proclaimed.
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Everyone ignored her as they pressed toward the Burger King window dispensing Chicken Tenders, "Chick 'n Crisp" sandwiches, Hershey's Sundae Pie and other familiar fast-food items.
25 Right next to the Burger King is a door leading to the school's "Healthy Express" counter, where students can buy salads and fresh sandwiches. Of the two, Burger King is winning, hands down. In a recent visit, not a single student lined up at the
30 "Healthy Express" counter.

We sympathize with the struggle of school officials trying to accommodate the tastes of picky students. But no district should be peddling food that could contribute to the crisis of obesity
35 afflicting young people in California and the nation.
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Schools should be educating young people about healthy lifestyles and diets—not pander to tastes cultivated by
45 sophisticated marketing, busy parents and adolescents who don't understand or don't care about the long-term consequences of their decisions.

"Burger King has, in effect, bought the school's implicit approval of its product," says Allan Kanner, a Berkeley psychologist and author of the forthcoming "Psychology and Consumer Culture." "It sends a message to children
50 about what schools think is OK for them to be eating, and undercuts the message it should be sending about good health and good eating."
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But at Arroyo High, principal Richard Lloyd says the campus-based Burger King is a win-win situation. "It's been a great money-generator for the district, the service is quick and reliable, the kids like it, and for some it's their major meal
60 of the day," he said.
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But are they healthier?

The adults who run the food program at Arroyo High concede that Burger King may not offer the healthiest fare. They point out that the school is encircled by every imaginable fast-food outlet. They say having a Burger King on campus helps keep kids on campus—and leaves open the possibility that the students
70 might be tempted by healthier items at the "Healthy Express" counter.
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Schools should not be the place where kids can indulge their fast-food and sugar addictions without limits. And it is also debatable that companies with products of questionable nutritional value should not be allowed to market them to captive, and vulnerable, consumers.
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Adapted from "Battle of the Bulge: Fast food is king at Arroyo High," Editorial appearing in *San*

Rubrics

Question 28

Analytic Rubric

	Content	Organization	Language
4	The response demonstrates a clear understanding of the task. Ideas are thoroughly explained.	Organization is unified and coherent, with a logical progression of ideas.	The language of the response is clear and effectively conveys ideas. Although there may be a few minor errors in grammar, usage, and mechanics, meaning is clear throughout the response.
3	The response demonstrates an adequate understanding of the task. Ideas are adequately explained.	Organization is apparent, with ideas logically grouped.	The language of the response is mostly clear and adequately conveys ideas. There may be some distracting errors in grammar, usage, and/or mechanics, but meaning is usually clear.
2	The response demonstrates a limited understanding of the task. Explanations of ideas are incomplete or unclear.	Organization is simple, with some ideas logically grouped.	The language of the response is sometimes clear, but some ideas are difficult to comprehend. Errors in grammar, usage, and mechanics may be distracting and may sometimes impede understanding.
1	The response demonstrates little or no understanding of the task. The response lacks explanation of ideas.	Organization of ideas is not clear, with little evidence, if any, of the logical grouping of ideas.	The language of the response is mostly unclear, and ideas are hard to comprehend. Errors in grammar, usage, and mechanics may frequently be distracting and may significantly impede understanding.

Total: _____