

SAT ACADEMY 2010-2011

MONROE TOWNSHIP HIGH SCHOOL

CYCLE #1



DATES: 10/23, 11/13, 11/20, 12/4, 12/11. 12/18

The Goal of SAT Academy Cycle #1:

Build student capacity by offering academic sessions in the areas of Math, Science, Language Arts, & Social Studies. Each session will begin with a Socratic Seminar and end with a performance assessment-based student presentation to model the completed authentic learning-based project that was developed by the teachers.

ARRA Grant Funded 2010
Saturday Academy
At
Monroe Township High School

Cycle 1 Summary Report

Scott Madreperla
Eric Platt
December 2010

Cycle Overview

Cycle One of the ARRA Grant-Funded Saturday Academy at Monroe Township High School was designed to engender student growth and build student capacity in the academic areas of Math, Science, Language Arts, and Social Studies. Each session was designed to begin with a Socratic Seminar and end with a performance assessment-based student presentation. The student presentations were meant to show mastery and completion of the authentic learning-based projects that were designed by the teachers.

A rubric was developed to set criteria for and monitor student achievement and performance. The rubric was also utilized to assist with the analysis of both formative and summative assessment student data. During each three-hour Saturday session, Academy teachers guided the students to improve in the targeted areas, while expanding upon skills in which the students currently performed at the proficiency level.

All collected data has been analyzed, summarized, and reported within this document.

Student recruitment took place in two phases. The first phase involved mailing invitation to over 200 Special Education students currently in grades 9-12. High School Child Study Team members and Special Education Teachers made follow-up calls to parents of the targeted students during the second phase of recruitment. The aim of these phone calls was to promote the advantages of student participation in the Saturday Academy and also to inform parents about the focus of the Academy as it related to the specific learning needs of the individual students.

The Saturday Academy teachers created authentic learning-based projects in Math, Science, Language Arts, and Social Studies after attending a workshop on Tutorology that was conducted by Renata Mackenzie and Sherri Fatovic. During this workshop the teachers took part in a Socratic Seminar to gain hands-on knowledge of how Tutorology can be effectively applied

and used in any classroom. The workshop session focus and strategies were rooted in AVID, W.I.C.R., and student self.

Staff

<u>Name</u>	<u>Content Area</u>
Mr. Scott Madreperla	Program Coordinator
Ms. Debra Vanliew	Office Staff
Mr. Nick Veni	Technology
Mr. Eric Platt	Lead Teacher
Mr. Mike Wall	Mathematics
Ms. Abbe Lustgarten	Special Education
Mr. Ryan Tolboom	Science
Ms. Courtney Pepe	Special Education
Ms. Adele Fennessy	Language Arts
Ms. Kalynn Deedy	Special Education
Mr. Christopher Thumm	Social Studies
Ms. Michelle Ballard	Special Education

Transportation Needs

- 4 Buses
- 4 Bus drivers

Technology Needs

- Laptop Carts
- 4 Classrooms with video and projectors
- Internet Access
- Microsoft Office Suite Access
- Technology

Student Enrollment and Attendance

Total Enrollment: 44

Enrollment by Grade: Seniors – 3, Juniors – 12, Sophomores – 12, Freshmen – 17

Enrollment by Course: Math – 13, Science – 10, LA – 13, Social Studies – 8

Average Daily Attendance: 24

Student Survey Data

Students who participated in Cycle 1 for the Saturday Academy were required to complete a survey during session six of the cycle. The survey was created through the survey function provided by *Schoolwires*. Below is an analysis of the survey:

1. What skills/knowledge did you acquire by attending the Saturday Academy?

1. From Saturday Academy I learned how to use, search and write on a computer, I learned how to make a Socratic Seminar and I learned how to interact with others not just when I'm in a group but outside of this academy.
2. Yes, by being apart of the Socratic Seminar.
3. I aquired more knowledge about how the govenrment works.
4. I learned more about mangaging time while on a project, different points of view on any topic we talk about, and when reading an article you should read it once over then find any words, or saying that you didnt understand then read it over again for discussion.
5. I learned how to be a part of the socratic seminar, and how to interact with others.
6. LaL
7. speaking out in a group , working together , reading and understanding it, writing and feeling confident about it ,
8. The realality of life and much a car, a house, and buying things with your salary.
9. another name for a group discussion is a socratic seminar
10. math skills some life skills how to buy a car
11. I learned what a socratic seminar is and how to do them.
12. Not much of any thing
13. Socratic Seminar
14. I learned how to communicate better with other people and express my ideas.
15. i learned about architectural and how to build a good bridge desin.
16. i really how to build brigde and i learn about every thing
17. alot







2. What part of your portfolio are you most proud of and would be eager to share with other?

1. A part of my portfolio I'd be happy to share would be all my questions from my research and my research itself.
2. My favorite part of my portfolio that im most proud of is the one where we watched "The Simpsons." Also we had to print out some things that releted to the movie, by looking for any how on t.v that would use the bleep. I did the Jersey Shore and Family Guy.
3. Politics in america project
4. I would be most proud of is our project on politics of America. When we had made our own political party then presented it to the class. We also found what political parties we belonged to from a survey online.
5. The part of my portfolio I am proud of and eager to share with another is about the rutger student Tyler Clementi.
6. nothing
7. I was more proud of my week 1 work . It was about abusive relationships
8. When I made my dream house.
9. none
10. my house that i made on floorplaners.com
11. The part of my portfolio that I am most proud of is the one that we had to look up poems of bullying and things like that.
12. all of it
13. The projects
14. I would me most proud of my Harriet Tubman Museum brochure.
15. my bridge desin.
16. the brigde project because is funy project
17. the briges




3. How much more comfortable are you, now compared with session 1, when it comes to participating in a Socratic Seminar?

		Response Total	Response Percent
Much Better		2	12%
Better		13	76%
Neutral		2	12%
Worse		0	0%
Much Worse		0	0%
Total Respondents		17	




4. Please identify the forms of technology you have used throughout the six sessions.

		Response Total	Response Percent
Computer		13	76%
Internet		15	88%
Microsoft Word		12	71%
Microsoft Excel		4	24%
Microsoft Power Point		6	35%
Other, please specify		2	12%
Total Respondents		17	

5. How much more comfortable are you, now compared to session 1, when it comes to using technology for academic purposes?






		Response Total	Response Percent
Much Better		4	24%
Better		10	59%
Neutral		3	18%
Worse		0	0%
Much Worse		0	0%
Total Respondents		17	

6. How valuable were the daily projects in helping you learn the different skills focused on within the lessons?

		Response Total	Response Percent
Very Effective		3	18%
Effective		10	59%
Neutral		4	24%
Ineffective		0	0%
Very Ineffective		0	0%
Total Respondents		17	

7. When thinking about the previous question, what were some specific examples of skills covered within your lessons?
1. How to use microsoft word, the internet for searches and working on a computer.
 2. Well, we would sit in a circle and discuss the question and if we didnt understand it we would ask for help and she would be happy to help us.
 3. Thinking about how and why things happen. Technology skills were used.
 4. We had learned about the effects of war and what our view was on it. How it effects men, women, and children not only in our country but in others as well. In sacratic seminars I learned to be more vocal and voice my own view on a topic.
 5. How to ask the right questions in a socratic seminar, and how to expand on that topic.
 6. Essay
 7. reading and understanding what was given to us
 8. Research skills improved
 9. asking questions n setences from the text?
 10. price per sq inch down payment
 11. we learened how to find things on the internet faster and we learned better sources.
 12. Good
 13. Socratic Seminar
Reading articles and picking out important
 14. presenting, socratic seminar
 15. the differnt desins in bridges and buildings.
 16. i learn about efficiency
 17. good

8. How satisfied are you with your Saturday Academy experience?

		Response Total	Response Percent
Very Satisfied		2	12%
Satisfied		9	53%
Neutral		4	24%
Dissatisfied		1	6%
Very Dissatisfied		1	6%
Total Respondents		17	

9. If you answered the previous question with Dissatisfied or Very Dissatisfied, how could your Saturday Academy experience been better?
1. I answered with a neutral answer. It think we should have games to help us learn more instead of using the computers all the time.
 2. N/A
 3. not have it early in morning
 4. Said it was neutral.
 5. because, i was signed up to learn test taking skills, not sitting in a room for three hours doing projects
 6. i thought that the Saturday academy was good because it helps people to be more comftorable with doing their work.
 7. not have one

10. How has attending Saturday Academy affected your overall confidence as a student?

		Response Total	Response Percent
Vastly more confident		2	12%
More confident		11	65%
As confident as before		4	24%
Less confident		0	0%
Total Respondents		17	



Monroe Township High School Saturday Academy Student Rubric

Student Name: _____ Cycle: 1 2 Date: _____

Teacher: _____

	0	1	2	3	Score
Socratic Seminar	Student did not participate at all in the Socratic Seminar portion of the class	Student's contributions to the Socratic Seminar rank at Level 1 of Costa's Levels of Questioning.	Student's contributions to the Socratic Seminar rank at Level 2 of Costa's Levels of Questioning.	Student's contributions to the Socratic Seminar rank at Level 3 of Costa's Levels of Questioning.	
Authentic Learning Based Project	Student did not participate in the Authentic Learning Based Project for the day.	Student participated minimally in the Authentic Learning Based Project for the day.	Student participated generally in the Authentic Learning Based Project for the day.	Student fully participated in the Authentic Learning Based Project for the day.	
Self-Discovery	Student was unable to identify and utilize the resources necessary to complete the project.	Student was able to utilize the resources necessary to complete the project at a minimal level.	Student was able to utilize the resources necessary to complete the project.	Student was able to utilize the resources necessary to complete the project and identified and utilized additional resources.	
Project Presentation	Student did not participate in the Authentic Learning Based Project for the day.	Project is completed in an unorganized manner.	Project is completed and is well organized. The material is easy to understand.	Project is completed and is organized in a manner which enhances the contained information.	
Behavior	0	1	2	3	
				Total Score	

MATH
LESSON PLANS
&
EXAMPLES OF STUDENT WORK

Are Baseball Players Paid Too Much?

Like any other professional athlete, baseball players are paid according to their supposed worth to an organization. The only reason team owners can afford to pay baseball players the exorbitant salaries they are given is because those players generate huge amounts of revenue.

Take ticket sales, for instance. The number of tickets a given team sells each year depends mainly on three factors: 1) local fan support of the team, 2) how well the team does, and 3) the number of big-name players on the team. Some fans will go watch the team no matter what out of loyalty, some will go more often if the team is winning, and some go to see the main attractions perform: the superstars. Not only do star players usually help teams have a better chance of winning, they also attract fans that otherwise might not come to the games. All of this is money in the owner's pockets.

Another way that players create income for a team is through merchandise sales. For every [Albert Pujols](#) or [Ichiro Suzuki](#) jersey sold, the owners profit. Without any star players, a team will have trouble selling many jerseys or other merchandise linked to the player. In addition, players that are household names will increase the recognition of the teams they play for as well, which means that the overall popularity of that team's merchandise will go up.

The [Yankees](#) organization is the perfect example of how players' salaries get so inflated. George Steinbrenner, the [Yankees](#) owner, knows that New York is a huge market full of loyal fans. As long as he puts a decent product on the field, plenty of fans will show up to the games, many more will watch on TV, and he will rake in a ton of revenue. So, every year he goes out and lures some of the best free agents to New York with generous contracts.

Of course, the competition of free agency, coupled with the lack of a salary cap, drives the price of many players higher than they are actually worth. To continue to rake in the profits, owners are forced to build newer and nicer stadiums designed to squeeze more money from the fans. Or, they just raise ticket and concession prices. And as long as baseball fans are willing to pay the asking price, owners will continue to make money and baseball players will keep getting the big bucks.

Can you buy a winning baseball team?

Introduction:

Major league baseball players are paid millions of dollars by team owners. Fans are questioning whether or not their favorite teams can compete with others teams. Is it possible for a team with a minimal payroll to win the World Series?

Task:

- You will need to collect the following data.
 - The number of wins each professional baseball team had during the regular season in the year _____ (the teacher will assign this).
 - The total team payroll for each professional baseball team in the year _____.
 - The population of each city with a professional baseball team.
- Put all of your data in a chart. Data should include:
 - City
 - Team Mascot
 - Team Payroll
 - Number of regular season wins

Resources:

You will need a straightedge and graph paper to complete this activity.

You will need Internet clearance to complete this activity.

- You can access all of this information at the following sites:
 - <http://baseball.about.com/od/newsrumors/a/09teamsalaries.htm> (For Payrolls)
 - http://espn.go.com/mlb/standings/_/year/2009 (For Standings)
 - http://www.andrewclem.com/Baseball/Baseball_cities.html (for populations)

Process:

- Plot the numerical data on a coordinate plane three times:
 - **Plot I:** payroll vs wins
 - **Plot II:** population vs wins
 - **Plot III:** population vs payroll
- Find a line of "best-fit" so most of the points are close to the ruler for each of the three graphs. There are several methods to do this, but for this lesson I recommend that a ruler be placed on the graph so that about half of the data points are above the ruler and about half are below.
- Draw the line, and then write an equation in slope-intercept form.

Evaluation:

Answer each of the following questions in a Word document:

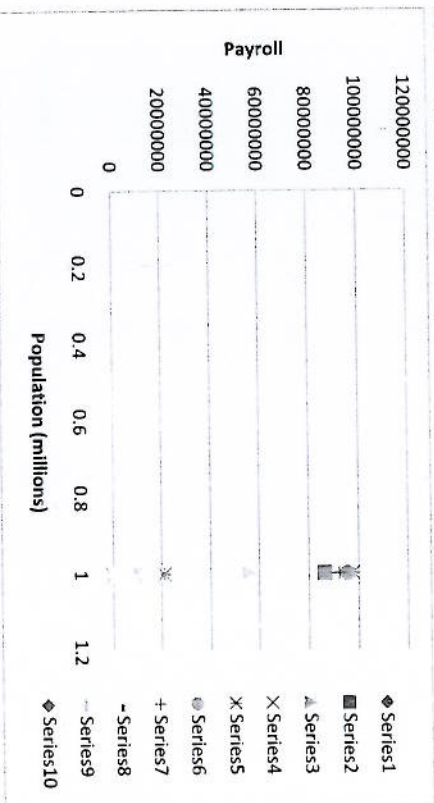
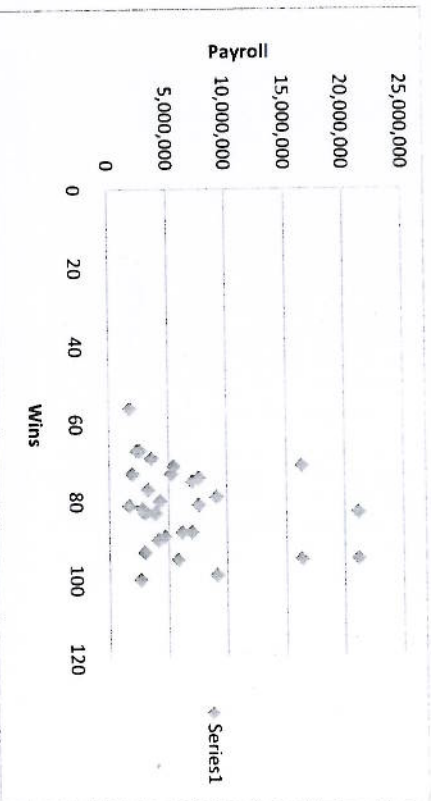
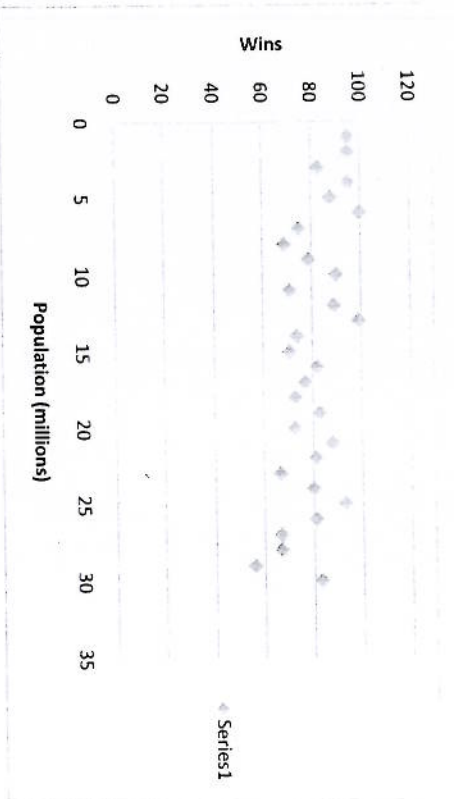
1. How much would you expect to pay a major league baseball team if you wanted them to win 100 games?
2. How many people would you expect to find in a city if the major league baseball team in that city only won 50 games?
3. Describe each of the three plots as having a positive correlation, negative correlation, or no correlation.
4. In Plot I, what does m value in the slope-intercept form represent?
5. In Plot II, what does the b value in the slope-intercept form represent?
6. What does the line on Plot I say about the relationship between the payroll of a major league baseball team and the number of games you can expect them to win?
7. What does the line on Plot II say about the relationship between the population of a major league baseball team's city and the number of games you can expect them to win?
8. What does the line on Plot III say about the relationship between the population of a major league baseball team's city and payroll of the major league baseball team in that city?
9. Examine your answer to #6. Some people are upset by this. Why?
10. Do you think all teams have an equal chance at getting to and winning The World Series? Why or why not?

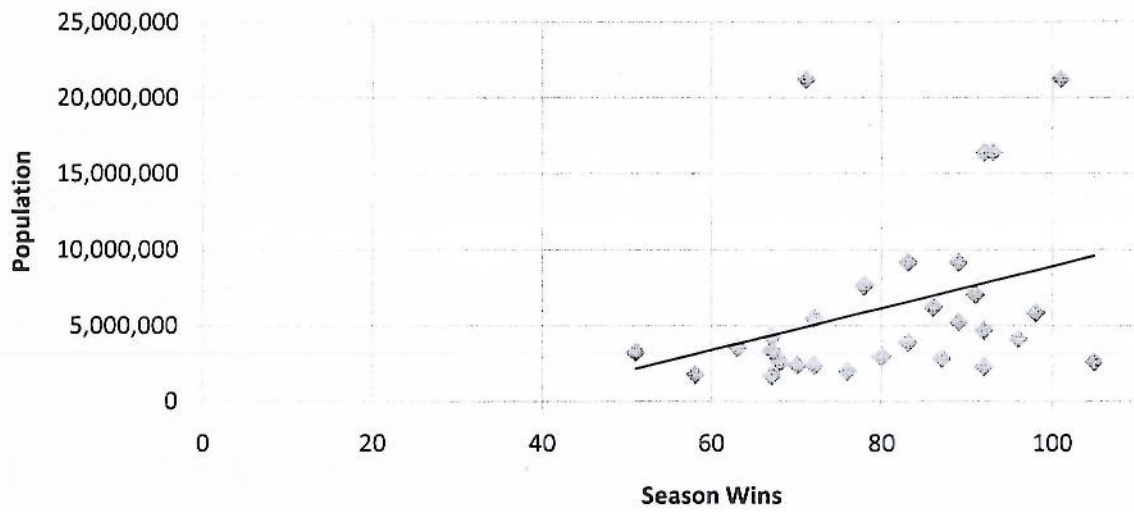
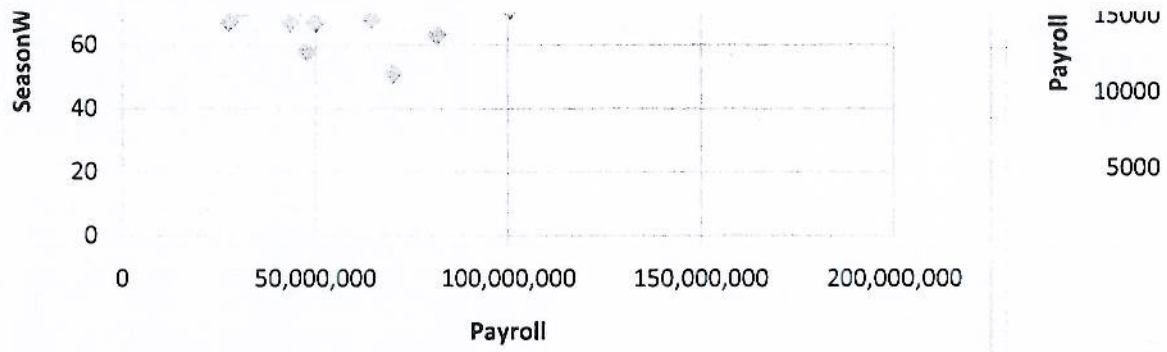
Extra Credit: Do a team payroll vs wins vs population analysis of a different professional sport. You will need to answer all questions and complete all Plots from above.

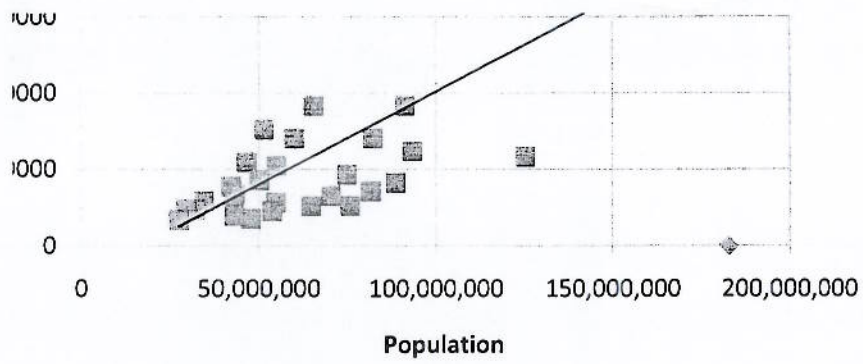
Conclusion:

Fans are upset. They know ahead of time that their team doesn't have a chance to win it all. At least that is the perception. Solutions to this problem are thrown around often (salary caps, removal of free agency), but because professional sports have become big business, the issue is becoming more complicated each year.

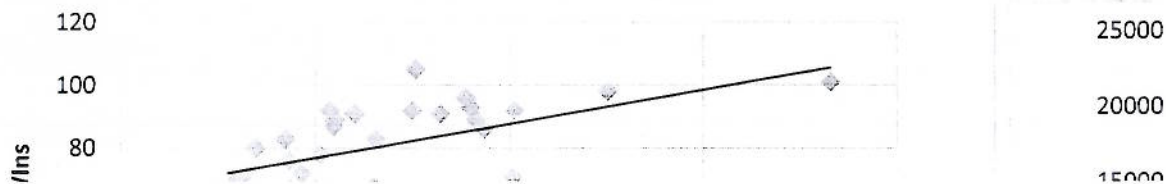
New York Yankees	208,306,817	95	21,199,865
Boston Red Sox	123,505,125	95	5,819,100
New York Mets	101,305,821	83	21,199,865
Anaheim Angels	97,725,322	95	16,373,645
Philadelphia Phillies	95,522,000	88	6,188,463
St. Louis Cardinals	92,106,833	100	2,603,607
San Francisco Giants	90,199,500	75	7,039,362
Seattle Mariners	87,754,334	69	3,554,760
Chicago Cubs	87,032,933	79	9,157,540
Atlanta Braves	86,457,302	90	4,112,198
Los Angeles Dodgers	83,039,000	71	16,373,645
Houston Astros	76,779,000	89	4,669,571
Chicago White Sox	75,178,000	99	9,157,540
Baltimore Orioles	73,914,333	74	7,608,070
Detroit Tigers	69,092,000	71	5,456,428
San Diego Padres	63,290,833	82	2,813,833
Arizona Diamondbacks	62,329,166	77	3,251,876
Cincinnati Reds	61,892,583	73	1,979,202
Florida Marlins	60,408,834	83	3,873,380
Texas Rangers	55,849,000	73	5,221,801
Oakland Athletics	55,425,762	88	7,039,362
Washington Nationals	48,581,500	81	7,608,070
Colorado Rockies	48,155,000	67	2,581,506
Toronto Blue Jays	41,502,500	80	4,263,757
Cleveland Indians	39,934,833	93	2,945,831
Milwaukee Brewers	39,934,843	81	1,689,572
Pittsburgh Pirates	38,133,000	67	2,358,695
Tampa Bay's Devil Rays	36,881,000	67	2,395,997
Kansas City Royals	29,679,067	56	1,776,062
Minnesota Twins	56,186,000	83	2,968,806



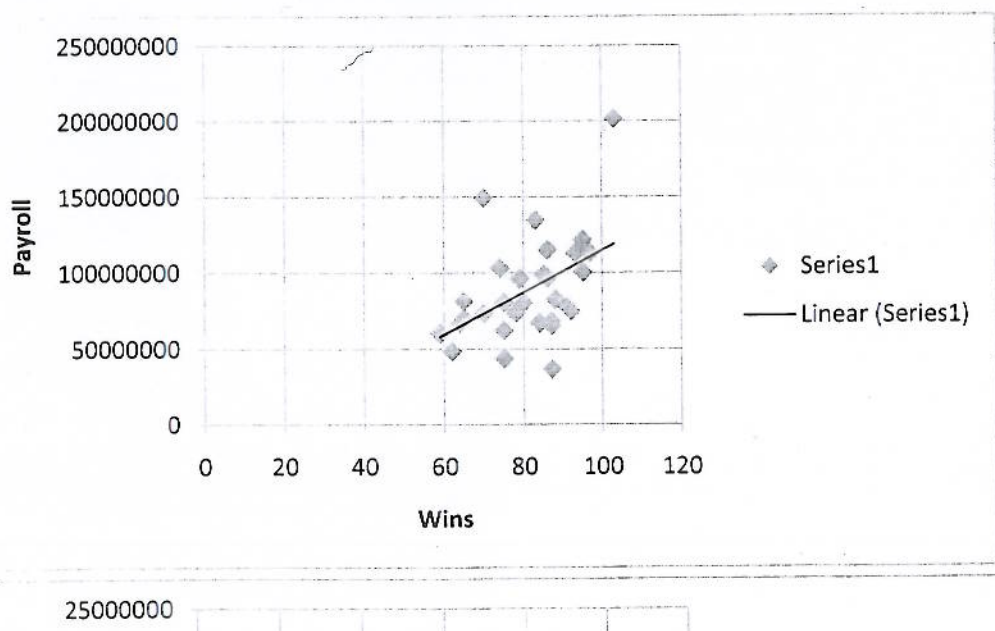


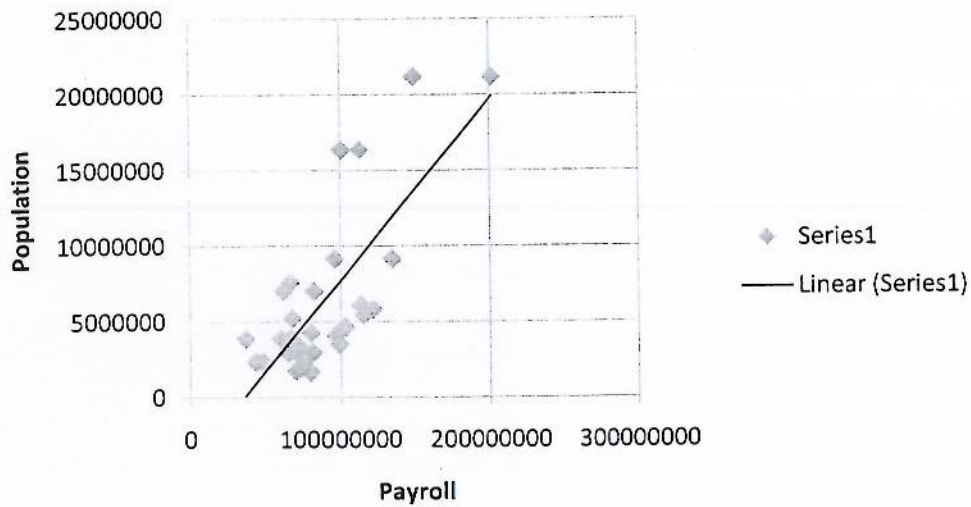
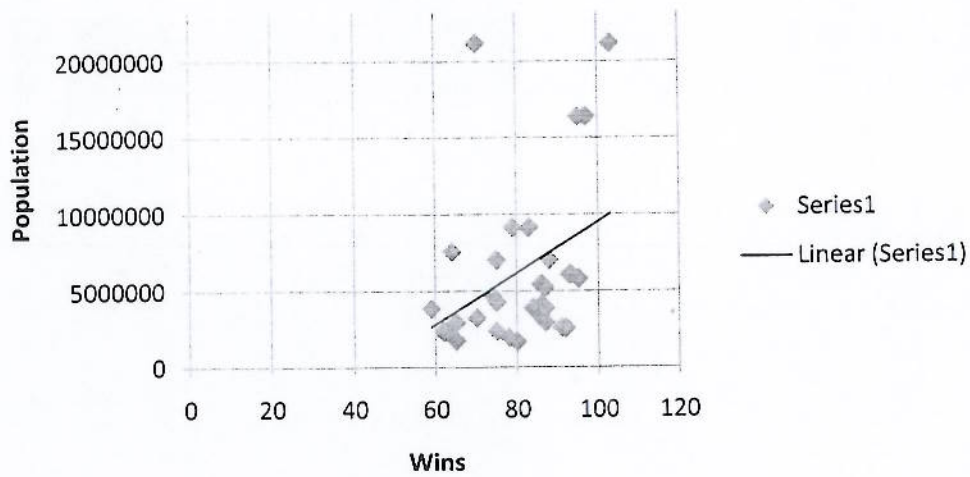


TEAM	PAYROLL	SEASON WINS
New York Yankees	182,835,513	101
Boston	125,208,542	98
Anaheim	101,084,667	92
New York Mets	100,629,303	71
Philadelphia	93,219,167	86
Chicago Cubs	91,101,667	89
Los Angeles	89,694,342	93
Atlanta	88,507,788	96
San Fransisco	82,019,167	91
Seattle	81,543,833	63
St.Louis	75,633,517	105
Houston	74,666,303	92
Pheonix	70,204,984	51
White Sox	65,212,500	83
Denver	64,590,403	68
Oakland	59,825,167	91
Dallas	54,825,973	89
San Diego	54,639,503	87
Minnesota	53,585,000	92
Baltimore	51,212,653	78
Toronto	50,017,000	67
Kansas City	47,609,000	58
Detroit	46,353,554	72
Montreal	43,197,500	67
Cincinnati	43,067,858	76
Miami	42,118,042	83
Cleveland	34,569,300	80
Pittsburgh	32,227,929	72
Tampa Bay	29,506,667	70
Milwaukee	27,518,500	67



Orioles	64	67101666	7608070
Yankees	103	201449189	21199865
Red Sox	95	121745999	5819100
Braves	86	96726166	4112189
Diamondbacks	70	73516666	3251876
White Sox	79	96068500	9157540
Indians	65	81579166	2945831
Tigers	86	115085145	5456428
Royals	65	70519333	1776062
Angels	97	113004046	16373645
Twins	87	65299266	2968806
Athletics	75	62310000	7039362
Mariners	85	98904166	3554760
Bay Rays	84	67291268	3876380
Rangers	87	68178798	5221801
Blue Jays	75	80538300	4263757
Nationals	59	60328000	3876380
Cardinals	91	77605109	2603607
Giants	88	82616450	7039362
Padres	75	43734200	2358695
Pirates	62	48693000	2358695
Phillies	93	113004046	6118463
Mets	70	149373987	21199865
Brewers	80	80182502	1689572
Dodgers	95	100414592	16373645
Astros	74	102996414	4669571
Marlins	87	36834000	3876380
Rockies	92	75201000	2581506
Reds	78	73558500	1979202
Cubs	83	134809000	9157540





How much would you expect to pay a major league baseball team if you wanted them to win 100 games? 150000000

How many people would you expect to find in a city if the major league baseball team in that city only won 50 games? About 2000000

Describe each of the three plots as having a positive correlation negative correlation or no correlation.

Population vs. wins: No correlation

Population vs. Payroll: Positive correlation

Wins vs. Payroll: No correlation

In Plot I what does m value in the slope intercept form represent? Slope

In plot II what does the b intercept for represent? Slope intercept form

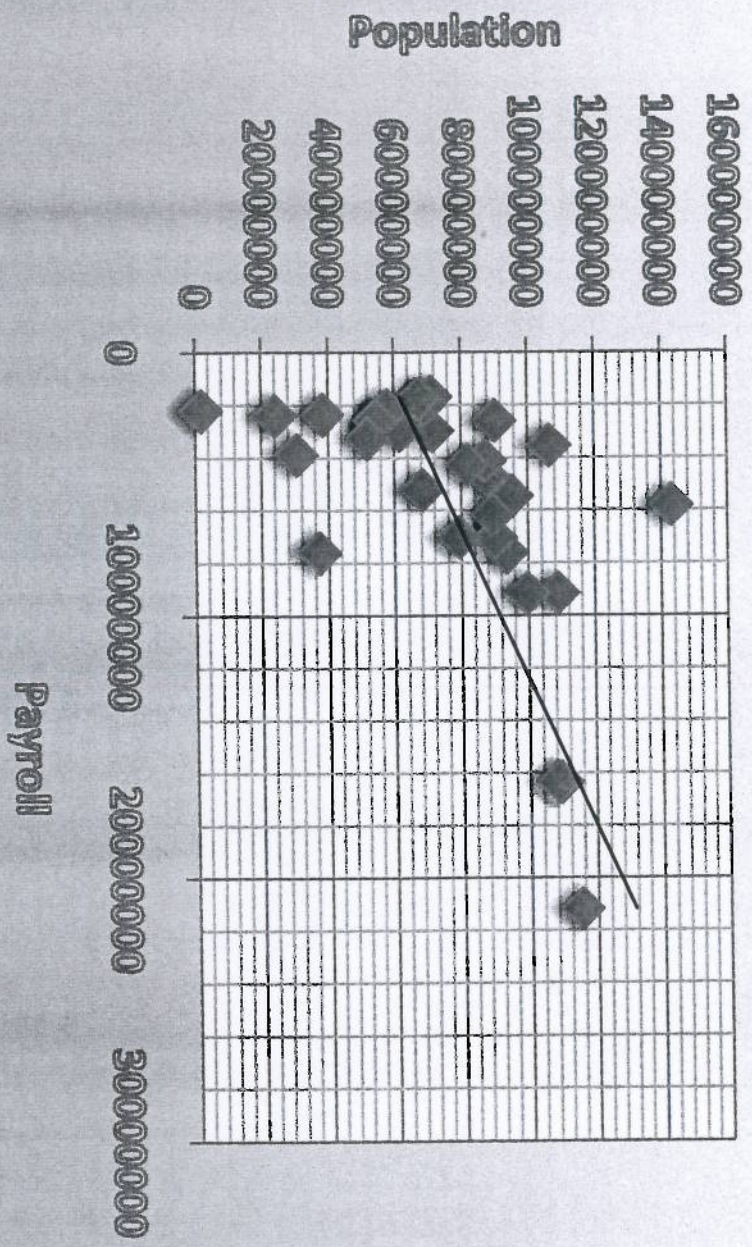
What does the line in plot I say about the relationship between the payroll of a major league team and the number of games expected to win? The more wins the players have the more they get paid.

What does the line on plot 2 say about the relationship between the population of a major league baseball team's city and payroll of the major league baseball team in that city? The line slightly decreases but the graph makes the meaning portray the more population the more payroll

What does the line on plot 3 say about the relationship between the population of a major league baseball team's city and payroll of the major league baseball team in that city? The line is increasing Showing more population = more payroll

Examine your answer to #6. Some people are upset by this. Why? Because some people may feel baseball players get over paid

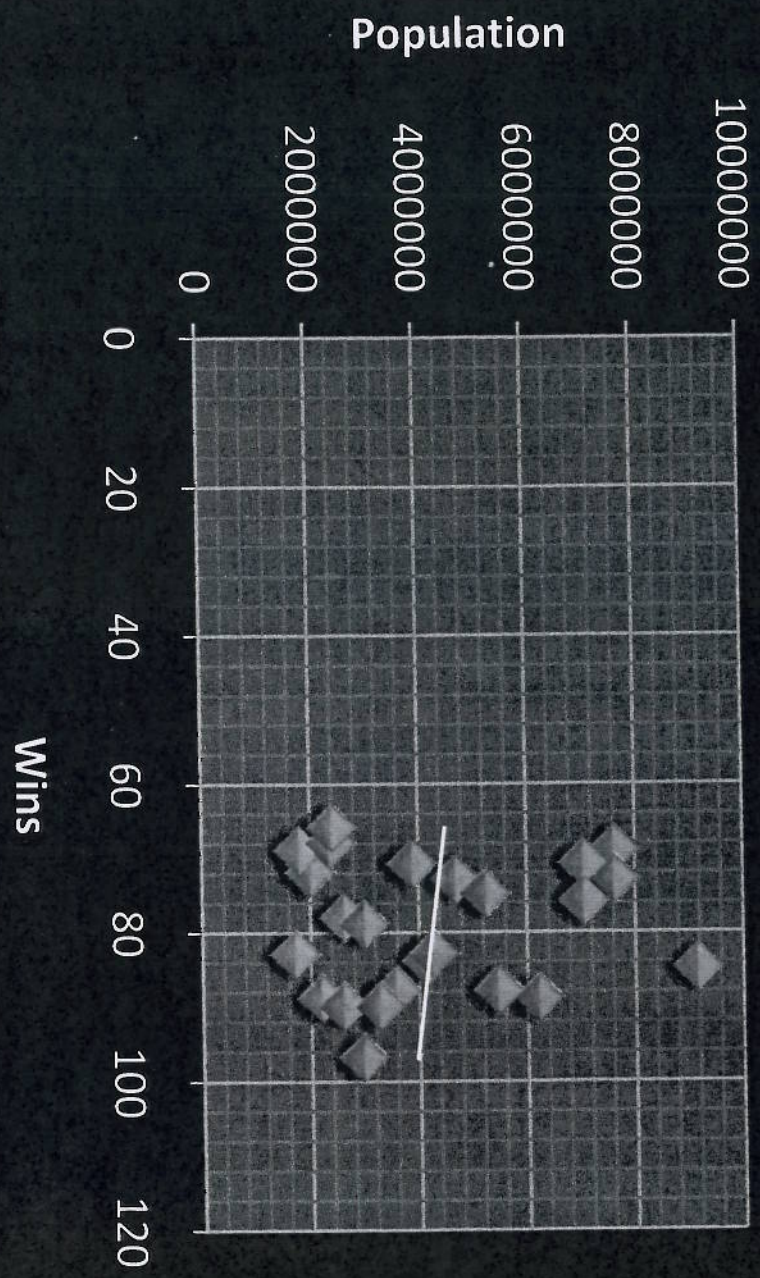
Population Vs Payroll



◆ Series1
 — Linear (Series1)

VG

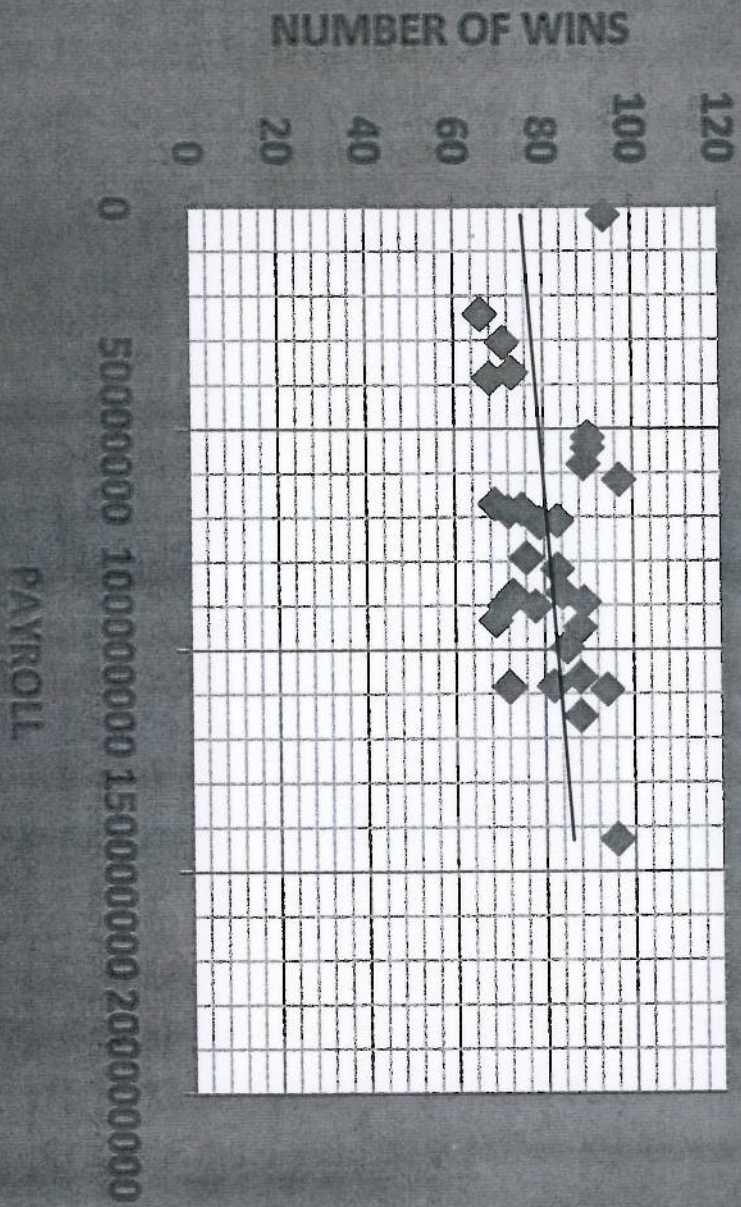
Population Vs wins



◆ Series1
— Linear (Series1)

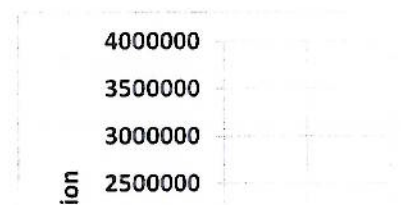
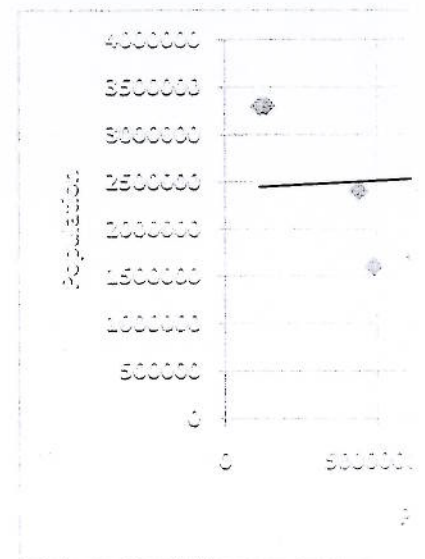
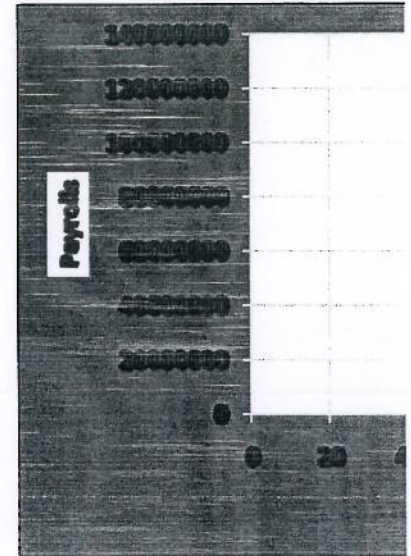
VG

WINS VS PAYROLL

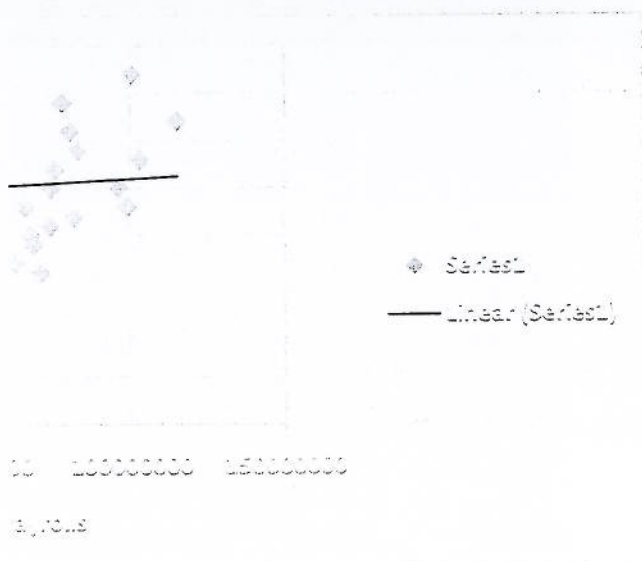
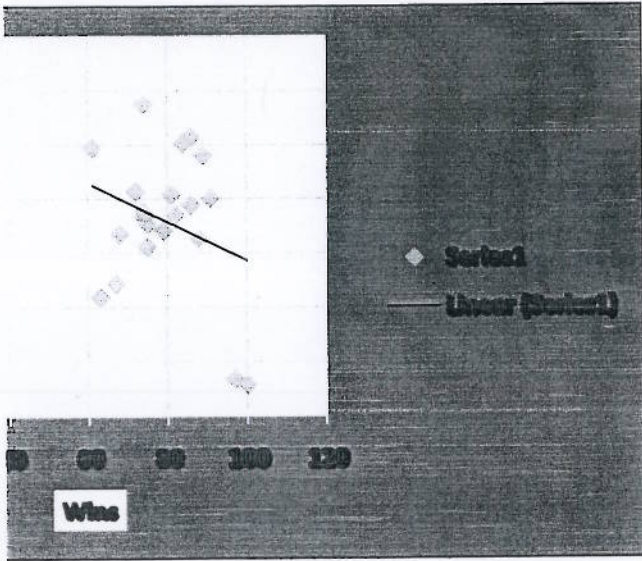


◆ SERIES1
— LINEAR (SERIES1)

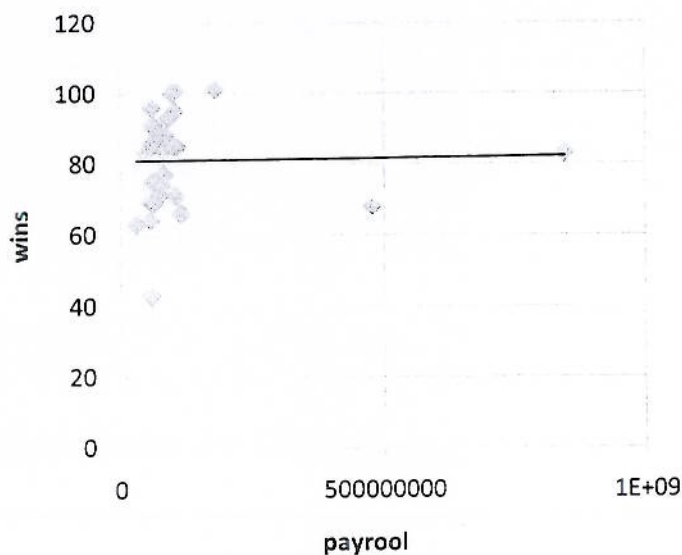
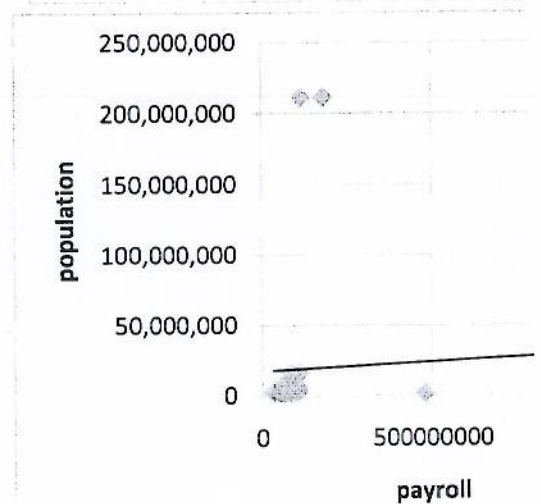
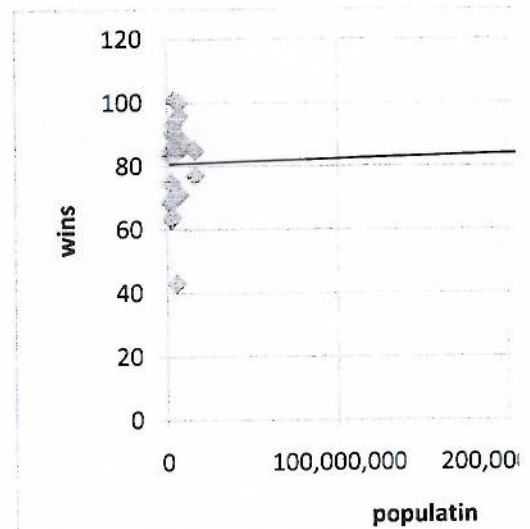
Red Socks	95	121745999	3000000
Yankees	89	201,449,189	4300000
Rays	97	63313034	1800000
Blue Jays	86	80538300	2400000
Braves	86	96726166	2500000
Marlins	84	3683400	1300000
Mets	89	149373987	4200000
Phillies	92	113004046	3400000
Nationals	59	60328000	2300000
White Sox	89	96068500	2500000
Indians	81	81579166	2200000
Royals	75	70519333	1600000
Twins	88	65299266	2300000
Cubs	97	13480900	3300000
Reds	74	73558500	2100000
Astros	86	102996414	2800000
Brewers	91	80182502	3100000
Orioles	68	67101666	2000000
Tigers	74	115085145	3200000
Pirates	67	48689783	1600000
Cardinals	86	77605109	3400000
Angels	100	11370900	3300000
Athletics	75	62310000	1700000
Mariners	61	98904166	2300000
Rangers	79	68178798	1900000
Diamondbacks	82	73916666	2500000
Rockies	74	75201000	2700000
Dogers	84	100414592	3700000
Padres	63	43734200	2400000
Giants	72	82616450	2900000



KC



new york yankees	180322403	211,199,865	101
boston red sox	104873607	5819100	95
toronto blue jays	61175638	4263757	86
baltimore orioles	75502154	7608070	71
tampa bay devil rays	31660602	2395997	63
minnesota twins	65318977	2968806	90
chicago white sox	71336029	9157540	86
kansa city royals	48475322	1776062	83
cleveland indians	58108824	2945831	69
detroit togers	59006941	5456428	43
new york mets	116253927	211199865	66
los angeles	109248680	16373645	85
cincinnati	65083196	1979202	69
milwaukee	477294226	1689572	68
philadelphia	95338704	6188463	86
pittsburgh	62314723	2358695	75
houston	79946964	4669571	87
san diego	57871722	2813833	64
florida	63281152	3876380	91
colorade	78738492	2581506	74
anahiem	83235098	16373645	77
arizona	83235098	3251876	84
chicago cubs	86576763	9157540	88
seattle	92268063	3554760	93
texas	106277880	5221801	71
atlanta	103912011	4112198	101
oakland	59596691	7039362	96
st.louis	101825848	2603607	85
san francisco	100061211	7039362	100
montreal	845853889	3326510	83



◆ Series1
— Linear (Series1)

How Much You Should Spend on a Home

<http://guides.wsj.com/personal-finance/buying-a-home/how-much-you-should-spend-on-a-home/>

For most people, a house is the biggest purchase they will make in their lives, one they will pay off for years, even decades, to come. But spending too much on a house could leave you with little money for other goals in life, such as retirement, college funds and vacation.

Before beginning a house hunt, you must first decide whether renting or buying makes the most sense.

If you're a renter, keep in mind that your rent will go up over time. Renters usually rent if they know or like the idea that they can move when and if they like. Also, renters usually do not have to pay for the maintenance, lawn care or home repairs. They also don't have to put sweat equity into the rental.

If you buy, know that you're committed to years of fixing anything that breaks in the house, manicuring the lawn, and paying for any major repairs. Renting makes sense if you plan to live somewhere for a relatively short period of time, as the costs associated with buying a home — such as escrow fees, taxes and closing costs — take some time to amortize. If you're planning to remain in a place for a longer period of time, buying a house is usually the way to go (however, this equation changes with home values in your area, employment trends and several other factors). Even though the market may fluctuate, over a long stretch you're likely to make money. And as the real estate market has shown us in 2007 and 2008, it can be a bumpy ride.

If you've decided that home ownership is right for you, the next step is deciding how much home you can afford. Typically, most lenders suggest that you spend no more than 28% of your monthly income on a mortgage. Try calculators from [1] dinkytown.com or [2] Bankrate.com to find out how much you can afford. Keep in mind, in addition to the mortgage costs, you'll have to pay the closing costs and legal fees, which are usually 2% to 3% of the house price. Also, don't forget moving fees and labor, and any fixes that you might have to make to the house upon moving in, plus monthly maintenance fees if you're moving into a condo or planned community.

When you've figured out your price range, take a look at the market and the issues that matter to you. Research school districts, crime statistics, impending construction or anything that could decrease or increase the value of a home. Look at the surrounding area to see if it's a place in which you see yourself and family. You can research at [3] greatschools.net or [4] Zillow.com.

When you've chosen a home to bid on, don't assume that the selling cost is the actual cost of the house. While real estate agents use comparable houses, or "comps" as way to price a house, consider what it might cost to buy and build a home on piece of land in that area. For a thorough assessment, hire an appraiser. You can even search zip codes online at [5] AppraisalInstitute.org.

If you have the cash to buy and upkeep, go ahead and buy a home. It's an investment that will grow over time.

How Much is a House Worth?

Introduction:

Do houses cost more depending on their size? How much more? How much should you pay for a two-bed room, one and a half bath home that has 1500 square feet?

Task:

You are going to investigate this question using algebra to determine how much a house probably costs depending on its size.

Resources:

You will need a straightedge and graph paper to complete this activity. (Graphing calculator is optional... but may be useful).

You will need Internet clearance to complete this activity.

- Use the following sites to collect data form at least **10** properties in the Monroe Township area **AND 10** properties in an area of your choosing. Be creative!
 - <http://www.weichert.com/> *this website is good for finding taxes too
 - <http://www.realtor.com/>
 - [http://www.homes.com/Real Estate/NJ/City/MONROE%20TOWNSHIP/](http://www.homes.com/Real_Estate/NJ/City/MONROE%20TOWNSHIP/)
 - [http://www.trulia.com/NJ/Monroe Township/](http://www.trulia.com/NJ/Monroe_Township/)
 - <http://www.zillow.com>

Process:

- Put all of your data in a chart. Data should include:
 1. Price
 2. Square footage
 3. Taxes
 4. Price per square foot (you will need to calculate this)
- Plot the data on a coordinate plane as a relation of price per square footage.
- Find a line of "best-fit" so most of the points are close to the ruler. There are several methods to do this, but for this lesson I recommend that a ruler be placed on the graph so that about half of the data points are above the ruler and about half are below. (*If the data look non-linear, you may explore other options for a regression line using the graphing calculator).
- Draw the line, and then write an equation in slope-intercept form (if you decide the data look linear... you may use another non-linear model if applicable)

Evaluation:

Answer each of the following questions in a Word document:

Be sure to include the URL for the location of each of the sites used for your data. (Include the room measurements.) After completing your graph and writing your equation, answer the following questions.

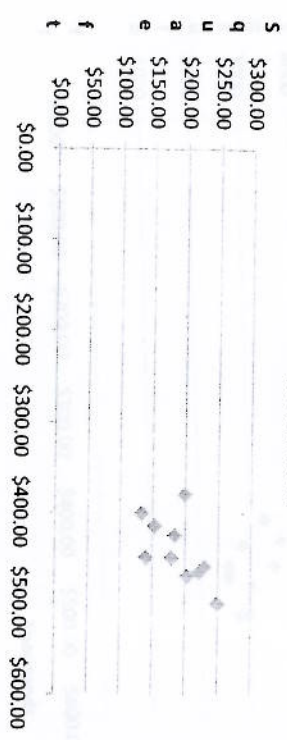
1. How much does a 5,000 sq. ft. home sell for in Monroe Township, NJ? How much in the area that you choose?
2. What does the slope m , of the equation represent relating price and square footage?
3. What does the b value in the slope-intercept form of the equation represent?
4. What does the line represented on the graph indicate about the cost of housing?
5. How would this graph vary if data was collected from other parts of the country?
6. How could this graph help if you decided to purchase a house?
7. List three factors that could make the value of a house more than the expected value as determined by its size.
8. List three factors that could make the value of a house less than the expected value as determined by its size.
9. After examining what different size houses are like, how large a home would you like to own someday?
10. How much would the home cost that you would want to own?
11. Calculate your monthly payment for the home you'd like to own (consider mortgage rate, taxes, and additional fees as applicable).

Conclusion:

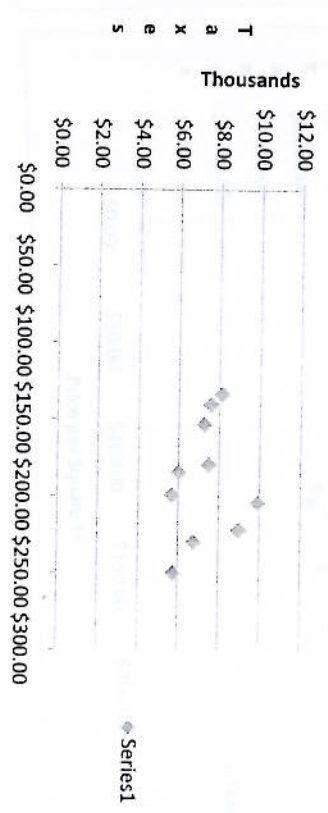
Knowing what a house is worth depending on its size is a skill that everyone can use. Knowing that you are paying the right amount for what might be the largest purchase in your life is important.

Price	Square ft	Price per Square ft	Taxes
\$499,000.00	2000	\$249.50	\$5,774.00
\$465,000.00	2100	\$221.43	\$9,000.00
\$469,000.00	2300	\$203.91	\$9,925.00
\$459,000.00	2000	\$229.50	\$6,774.00
\$379,000.00	1900	\$199.47	\$5,679.00
\$449,000.00	3200	\$140.31	\$7,595.00
\$449,000.00	2500	\$179.60	\$7,507.00
\$424,000.00	2300	\$184.35	\$6,026.00
\$414,000.00	2700	\$153.33	\$7,270.00
\$399,998.00	3000	\$133.33	\$8,139.00

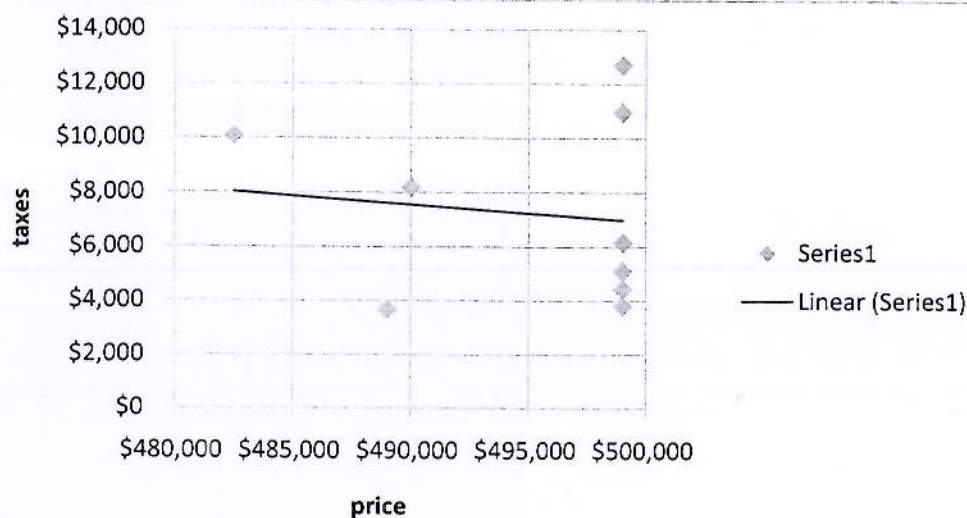
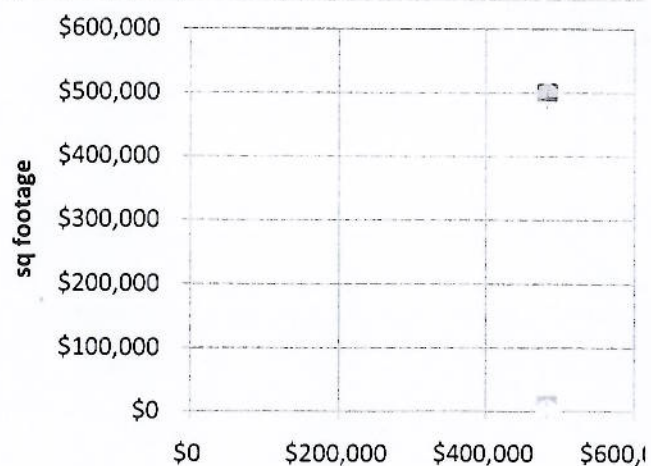
Monroe



Monroe



price	sq footage	price per sq foot	taxes
\$499,000	1936	\$257.75	\$12,700
\$499,000	9384	\$53.18	\$3,818
\$499,000	1639	\$304.45	\$6,169
\$499,000	1836	\$271.79	\$4,445
\$499,000	2362	\$211.26	\$10,955
\$499,000	2093	\$238.41	\$5,110
\$490,000	2071	\$236.60	\$8,196
\$489,000	2332	\$209.69	\$3,666
\$482,500	2034	\$237.22	\$10,061



A 5,000sq ft home sells for about 650,000 in Monroe and about 491,000 in Virginia.

The slope represents a graphs or prices decreasing

The B-Value = the Y-Intercept

The line on the graph represents the comparison between cost and taxes and the cost in comparison to the square foot.

In other countries the taxes or square foot may be completely different or they may not have any at all, the price might not always depend on how big the house is or how much the tax is. It all depends on how other people run their government.

The graph would help me find the best place to live that can be affordable to me and/or my family.

The tax can affect the value, the way the house is built, or the amount of people that can live in the house (exp. Single family, multi. Etc)

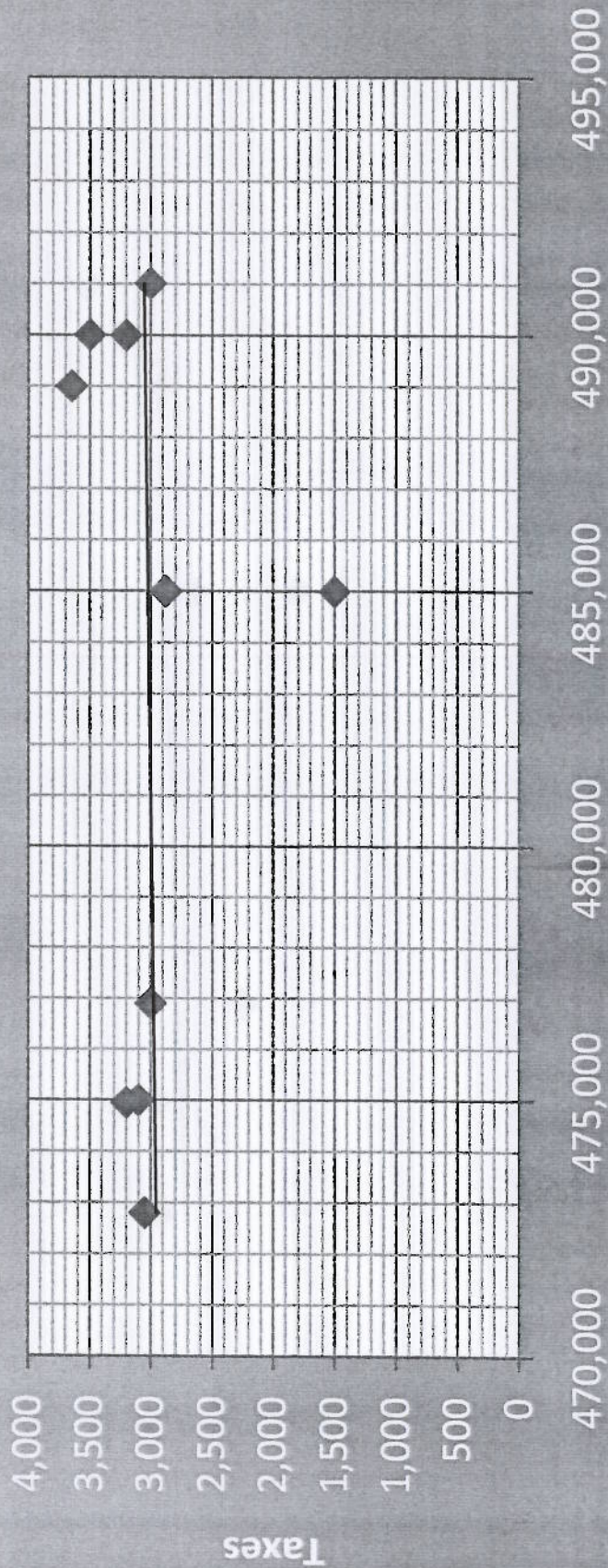
The value of the house can be less due to foreclosure, how much you may have to fix yourself, and who owns it.

I would like to own at least a 3,000 sq ft home in Virginia.

The house would cost about 485,000.

The monthly payment would be about 1,000.

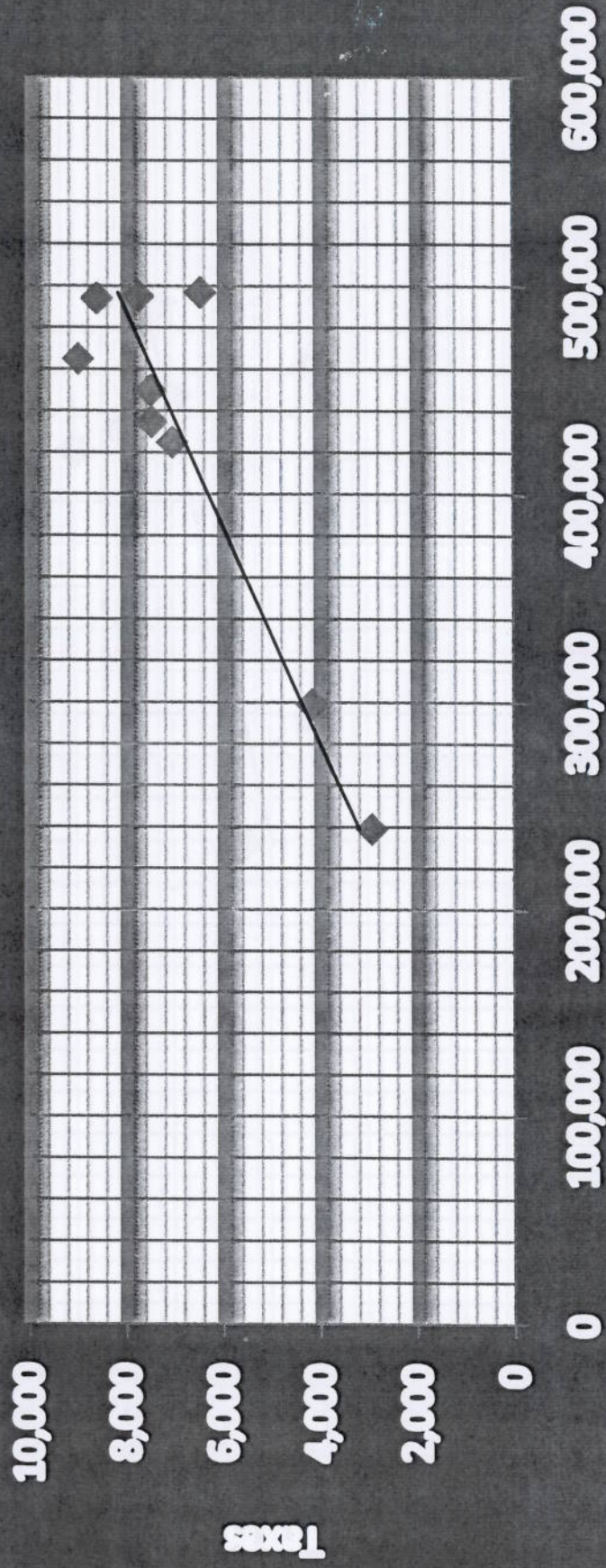
(Virginia) Taxes Vs. Prices



Prices

$$y = 0.0055x + 334.21$$

(Monroe) Tax Vs Price

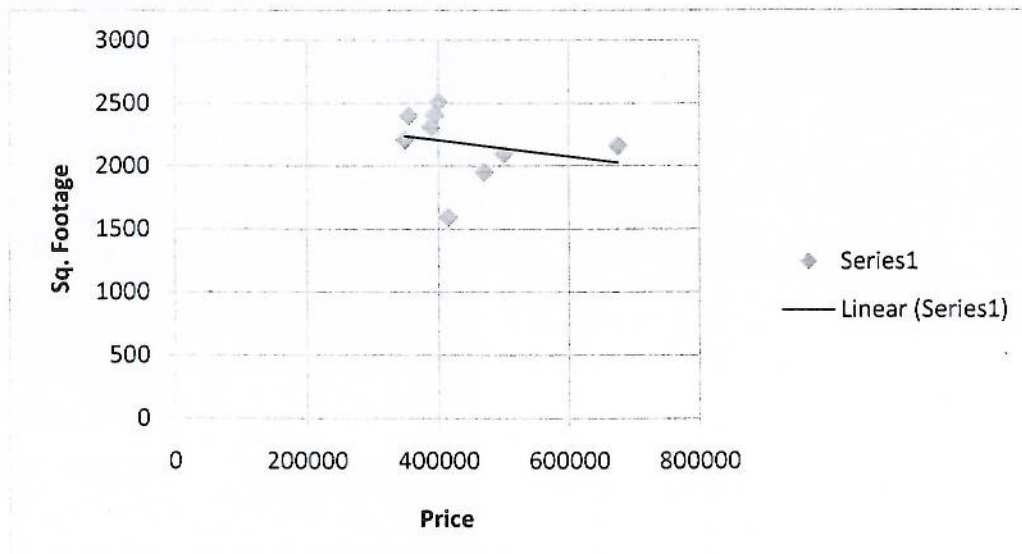
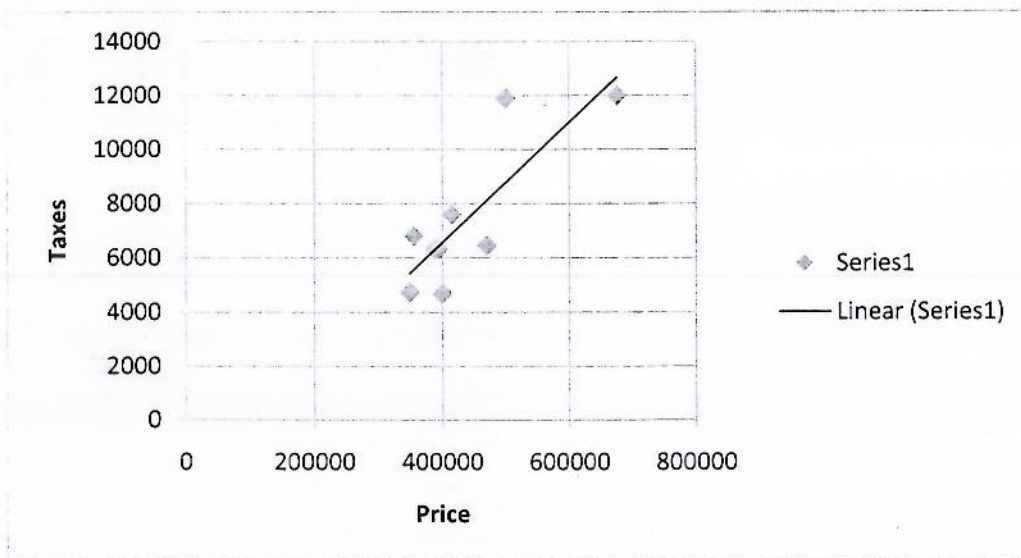


Price

$$y = 0.0193x - 1425.7$$

Monroe Tow

Price	Sq. Footage	Price Per Sq.Foot	Taxes
674900	2160	312.4537	11995
469900	1950	240.9744	6447
415000	1590	261.0063	7592
500000	2095	238.6635	11898
399999	2508	159.4892	4668
394,000	2408	163.6213	6300
389000	2309	168.4712	6300
349000	2208	158.0616	4737
355000	2400	147.9167	6802



N.J. foreclosures rise 31 percent during first half of year

It sounded too good to be true: Statistics for the first six months of the year showed the foreclosures were down despite a high unemployment rate.

Turns out, foreclosure notices were being filed so quickly, the courts could not keep up with the paperwork.

In reality, the number of homeowners in trouble in New Jersey has been soaring. Foreclosure filings increased by more than 30 percent during the first half of this year compared with the same period last year, according to new data released today by the state judiciary.

"The Superior Court clerks have been deluged and unable to keep up with the myriad of filings that come in," said Kevin Wolfe, chief of the judiciary's civil practice division.

The data is a sobering reminder that many homeowners are still hurting despite signs of stabilization in the housing market. Government programs aimed at preventing foreclosure have been slow to take hold, and advocates worry about people whose unemployment benefits have run out.

"The underlying problems aren't fixed," said Linda Fisher, a law professor at Seton Hall University.

The backlog helped homeowners in one way -- it gave them a few extra months before the banks took over. But banks had to carry bad loans while home prices continued to sink, and the risk increased that homes would be damaged by thieves, vandals or neglectful homeowners, said Jim Silkensen, CEO of the New Jersey Bankers Association.

To clear the backlog, court clerks worked overtime, including Saturdays. They're caught up through June. But the workflow is not back to normal.

"They're still way behind," said Craig Laube, president of American Foreclosures, which runs NJLisPendens.com and compiles foreclosure data in New York and New Jersey. "It's just kind of crazy right now."

In the first six months of 2009, foreclosure filings in New Jersey increased 31.6 percent -- to 31,603 -- compared to the first half of 2008, according to the judiciary.

Notices increased the most in Atlantic County, which saw a 70.5 percent jump. Hunterdon County fared the best, with a 9.9 percent increase.

Nationwide, foreclosure activity increased 15 percent in the first six months of 2009 compared with the same period in 2008, according to RealtyTrac, a private company that tracks foreclosure data.

Foreclosed homes tend to drag down the value of nearby houses, especially when there are many in a single neighborhood. But Jeffrey Otteau, whose firm Otteau Valuation Group compiles and analyzes New Jersey housing market data, said the continued foreclosure problem will, at most, forestall price increases in other areas.

"The significance of this to the housing market is real, but not dramatic," he wrote in an e-mail. Though a filing represents the first step, from the court's perspective, in a foreclosure proceeding, homeowners can still work things out with the bank by modifying their mortgage. But even with encouragement from the state and federal governments, mortgage modifications are not bringing enough relief, advocates say. New Jersey began a statewide program this year to try to help banks and homeowners work out a solution.

Of the 1,936 cases scheduled to participate in the program through July, 435 were settled, including 165 by mediation and 75 prior to mediation. Another 194 cases have been completed

but the agreements are dependent on the borrowers making a few payments before finalizing the settlements, according to the judiciary.

Banks want to keep homeowners in their homes because it is more expensive to foreclose, Silkensen said.

Fisher, who works with homeowners in Newark, said modification programs are well-intentioned but are not working because lenders are refusing to lower the principal mortgage balance.

"Many of the modifications they're agreeing to are pretty cosmetic," she said.

Al Faella, director of the Union County Foreclosure Task Force, said he's worried about homeowners who have certain adjustable rate mortgages. Some mortgages start out charging very low interest rates but after a few years begin charging double-digit rates. People are also starting to have trouble paying the mortgage because their unemployment benefits have run out, he said.

Faella said homeowners should seek help immediately. "If they wait for a couple months for whatever reason -- they're embarrassed or they think they can work it out -- the more difficult it becomes," he said.

Your Dream Home

Directions:

1. You are to make a floor design of your dream home.
2. Your floor design must have at least one of each of the following: living room, dining room, kitchen, bathroom and bedroom.
3. No two rooms may be exactly the same size.
4. On a sheet of graph paper you are to draw the floor plans.
**You can use <http://www.floorplanner.com/>
5. One block on the graph paper will represent one square foot.
6. After you are done with your floor plans you must put a fence around your yard.
7. Make sure all measurements are labeled on your graph paper.
8. Use the checklists provided to find the following:
 - a) the square footage and square yardage of your rooms.
 - b) purchase carpet for living room, dining and bedroom.
 - c) purchase tile for kitchen and bathroom.
 - d) purchase fence for the yard.
 - e) calculate the total cost to carpet, tile and put fence around your home.
9. Go on the internet or check the paper to find carpet, tile and fencing that you want in your home. You must print out your choices for carpet, tile and fence.
10. When you're done, it's time to furnish your new home. For every piece of furniture you put in your place, find the price of and record. Oh yeah, you only have \$7000 left after putting down your flooring and fence, so spend wisely.

Your Floor Plans Checklist

Dimensions in feet:

Total Square Feet (Area)

Living Room: _____ by _____

Dining Room: _____ by _____

Bedroom: _____ by _____

Kitchen: _____ by _____

Bathroom: _____ by _____

Dimensions in yards:

Total Square Yards (Area)

Living Room: _____ by _____

Dining Room: _____ by _____

Bedroom: _____ by _____

Fencing in feet:

Total Amount of Feet (Perimeter)

Fencing: _____ by _____

Carpet, Tile and Fence Checklist

Carpeting:

Type of carpet or brand name:

Color:

Cost per sq. yard or foot:

Tile:

Type of tile or brand name:

Color:

Cost per sq. yard or foot:

Fence:

Type of fence or brand name:

Cost per foot:

Cost of your dream home

	Total Sq. Yard		Cost		Your Cost
Living Room:	_____	X	_____	=	_____
Dining Room:	_____	X	_____	=	_____
Bedroom:	_____	X	_____	=	_____

	Total Sq. Feet		Cost		Your Cost
Kitchen:	_____	X	_____	=	_____
Bathroom:	_____	X	_____	=	_____

	Total Amount of Feet		Cost		Your Cost
Fence:	_____	X	_____	=	_____
Total Cost					_____

Furniture

Price

1.) _____

2.) _____

3.) _____

4.) _____

5.) _____

6.) _____

7.) _____

8.) _____

9.) _____

10.) _____

11.) _____

12.) _____

13.) _____

TOTAL:

Grading of your dream home

<u>Score</u>	<u>Possible Score</u>	<u>Your</u>
<u>Floor Plans:</u>		
<u>Design:</u>	<u>10 points</u>	
<u>Accuracy:</u>	<u>5 points</u>	
<u>Neatness:</u>	<u>5 Points</u>	
<u>Floor Plans Checklist:</u>		
	<u>10 points</u>	
<u>Carpet, Tile and Fence Checklist</u>		
<u>And printouts :</u>	<u>10 points</u>	
<u>Cost of Your Home Checklist:</u>	<u>5 points</u>	
<u>Total Grade:</u>	<u>45 points</u>	

Cost of your dream home

	Total Sq. Yard	Cost		Your Cost
Living Room:	<u>13,340</u>	<u>x 1.99</u>	=	<u>\$26,546.60</u>
Dining Room:	<u>6557</u>	<u>x 0.99</u>	=	<u>\$6491.43</u>
Bedroom:	<u>8160</u>	<u>x 1.99</u>	=	<u>\$16,230.40</u>

	Total Sq. Feet	Cost		Your Cost
Kitchen:	<u>4452</u>	<u>x 0.99</u>	=	<u>\$4407.48</u>
Bathroom:	<u>1596</u>	<u>x 0.99</u>	=	<u>\$1586.04</u>

	Total Amount of Feet	Cost		Your Cost
Fence:	<u>47,730</u>	<u>x 23.97</u>	=	<u>\$1,144,088</u>

Total Cost

Your Floor Plans Checklist

Dimensions in feet:

Living Room:

115 by 116

Dining Room:

79 by 83

Bedroom:

80 by 102

Kitchen:

84 by 53

Bathroom:

42 by 38

Total Square Feet (Area)

13,340

6557

8160

4452

1596

Dimensions in yards:

Living Room:

38 by 38

Dining Room:

26 by 27

Bedroom:

14 by 12

Total Square Yards (Area)

1444

702

168

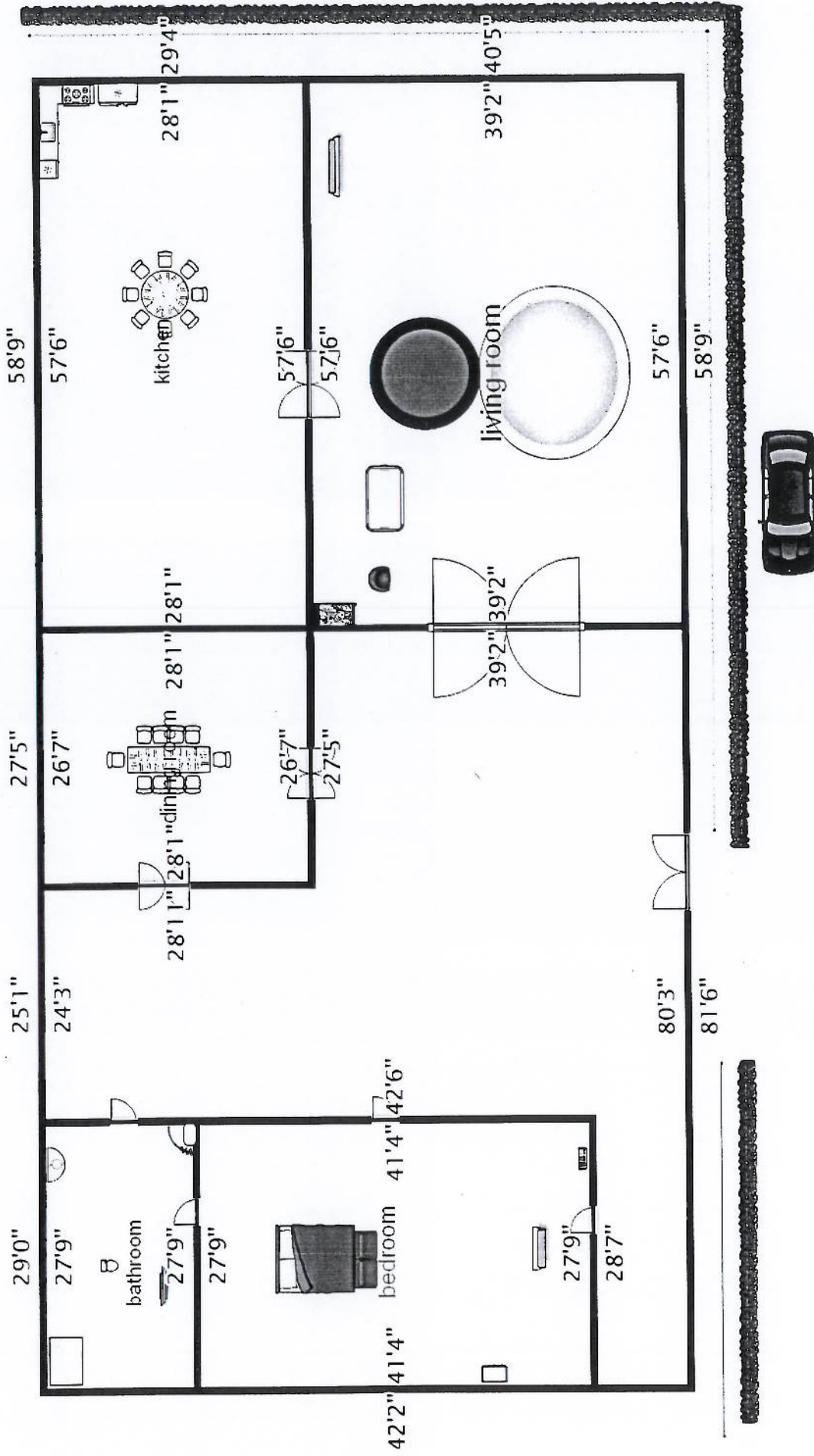
Fencing in feet:

Fencing:

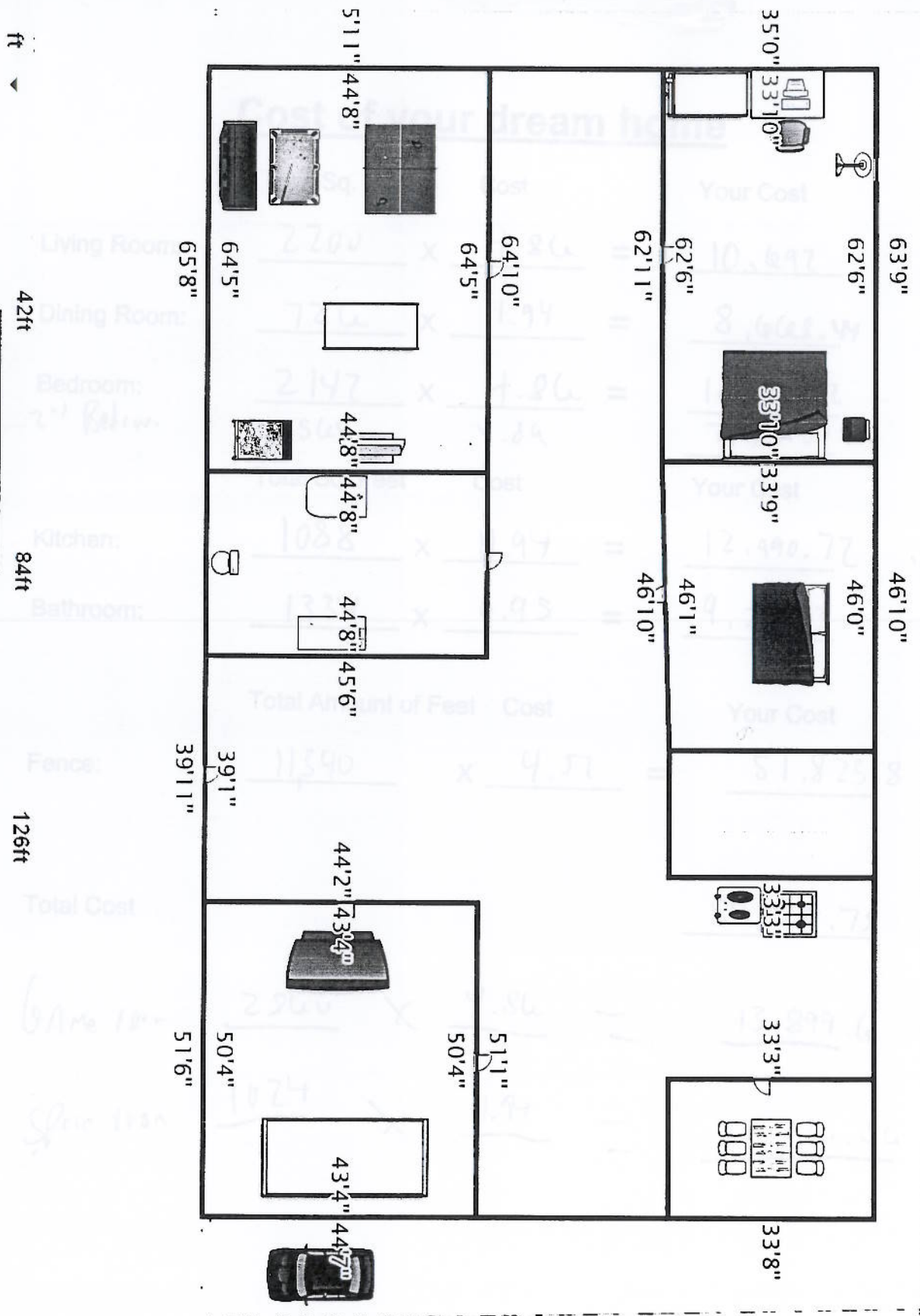
215 by 222

Total Amount of Feet (Perimeter)

47730



ft 24ft 48ft 72ft



Seniors vs. Teens: Who Are the Safer Drivers?

Posted: May 17, 2010 Picture this: You're out on the road, driving in mixed traffic with your choice of drivers to follow. One is a gray-haired senior puttering along in the right lane and the other is a fresh-faced teenager moving briskly in the left lane. Statistically speaking, which driver is safer to follow? The older driver with the slower reflexes, poorer vision, and cautious driving style, or the younger driver with faster reactions, better eyesight, and driving with the flow of traffic? The answer: Stay in the right lane, behind the oldster, and let the teenager go on his way. According to statistics from the National Highway Traffic Safety Administration and the Insurance Institute for Highway Safety, the safest drivers are in the age group between 64 and 69 years old. And studies of the data reveal that teenage drivers — especially male teenage drivers — are the most dangerous drivers on the road. "In every motorized country around the world, teenage drivers are disproportionately involved in crashes," said Dr. Anne McCartt, senior vice president for research at the Institute. "The seriousness of this problem has been recognized for decades. Only in the last few years have public policies such as graduated driving licenses been enacted to address the situation. And those laws seem to be working, but fatalities are still high." Statistics Say Seniors are Safer In 2008, 5,864 15- to 20-year-old drivers were involved in fatal crashes. That's the bad news. The good news is that number is down by 27 percent since 1998. Driver fatalities for this age group also decreased by 20 percent in the same time period. However, motor vehicle crashes still remain the major cause of death for teenagers. In 2008, 2,739 15- to 20-year-old drivers were killed and an additional 228,000 were injured in motor vehicle crashes. Sixty percent of deaths among passenger vehicle occupants ages 16-19 were drivers. Senior drivers, like teenage drivers, have higher crash rates per mile driven, especially when it comes to fatal crashes. But seniors don't drive as many miles, so a better measurement of their susceptibility to accidents can be had by com-

paring crash rates on a per capita basis. Looking at the numbers in this way shows senior drivers have much lower crash rates. Despite their increased risk of crashing per mile driven, relatively few elderly drivers are involved in accidents because of their lower rates of exposure. In addition, the rate of fatalities per capita among seniors has decreased 40 percent since 1975 and is now at its lowest level during this period. Let's look at the numbers. In 2008, 15- to 20-year-old drivers made up 8.5 percent of the U.S. population, yet accounted for 12 percent of occupant deaths among all ages in passenger vehicle (cars, pickups, SUVs, and vans). Per mile driven, teen drivers ages 16 to 19 are four times more likely than older drivers to crash. Drivers from 65 to 69 years old made up 3.7 percent of the population, but accounted for just 3.2 percent of all fatal crashes. Risky Business Major risk factors contributing to teenage crashes are those you would expect, including: • Lack of experience. Teens are more likely than older drivers to underestimate dangerous situations or not be able to recognize hazardous situations. • Poor judgment. Teens are more likely than older drivers to speed and allow shorter headways (the distance from the front of one vehicle to the front of the next). • Low seat belt usage. Compared with other age groups, teens have the lowest rate of seat belt use. In 2007, 61 percent of all 15- to 20-year-old passenger vehicle occupants killed in fatal crashes were not wearing seat belts. Preventing Teenage Driving Injuries "Almost all states have adopted some form of graduated driver licensing," said Dr. McCartt. "These laws are proving effective in reducing teenage crashes." Graduated driver licensing (GDL) systems are designed to delay full licensure while allowing teens to get their initial driving experience under low-risk conditions. Research suggests that the most comprehensive of these programs are associated with reductions of 38 percent and 40 percent in fatal and injury crashes, respectively, among 16-year-old drivers. "When parents know their state's GDL laws, they can help enforce the laws and, in

effect, help keep their teen drivers safe," said Dr. McCartt. One of the reasons for their safer driving statistics is that seniors tend to be more aware of their limitations and drive accordingly. "There may be several factors as to why seniors appear to be safer drivers, one of which may be that most teens are novice drivers and seniors have been at it a lot longer," said Patricia Swift-Oladeinde, spokeswoman at the National Highway Traffic Safety Administration. "But regardless of each person's ability, NHTSA encourages all drivers to solely focus on driving when behind the wheel. After all, one distraction can be one too many," she said.

Is the Smart Car For You?

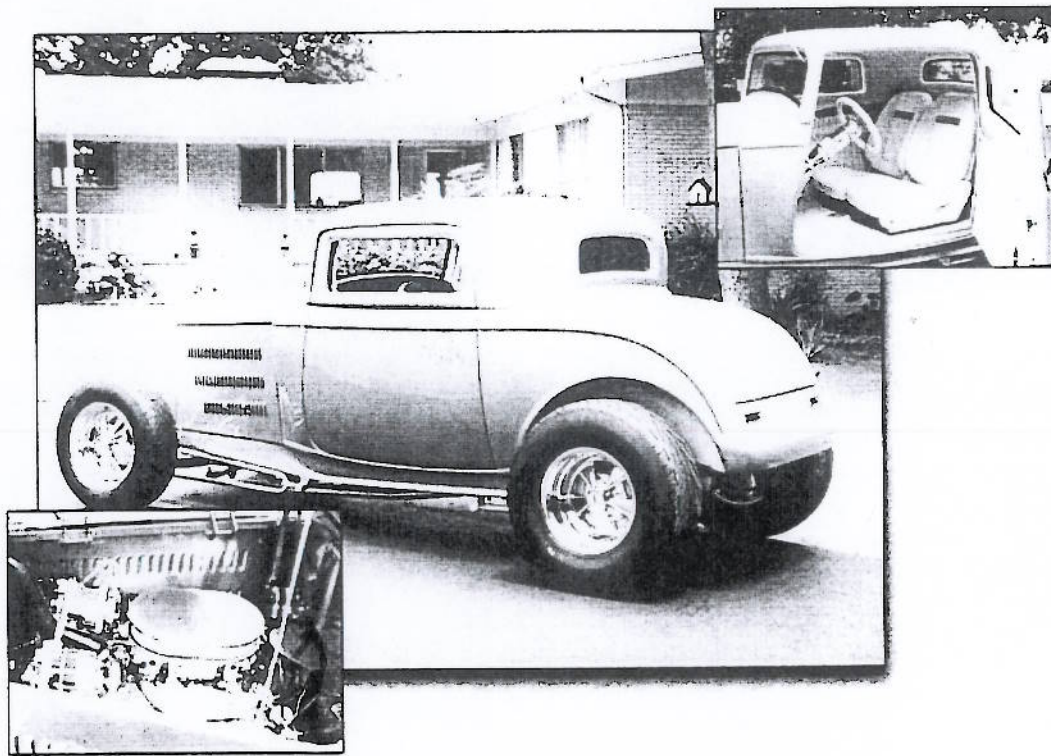
Posted: Aug 07, 2008 | By: VERENA DOBNIK NEW YORK (AP) - At just 8 feet, 8 inches long and about 5 feet wide, the two-seat Smart car turned heads as it rolled through Manhattan one recent evening at rush hour. Pedestrians in Times Square gawked. In front of Grand Central Terminal, a cabbie rolled down his window and asked, "What is it? How much?" Two nearby police officers both gave it a thumbs up. The 1,800-pound "micro-car" - more than 3 feet shorter than fellow European pip-squeak the MINI Cooper - is likely to be the smallest thing on four wheels when it hits the U.S. car market in early 2008. Produced in France by the Mercedes Car Group, the "Fortwo" model has been on a 50-city U.S. tour this summer, including Detroit, Smart USA's corporate headquarters. Its base price is \$12,000, and it's hard to beat the fuel efficiency of about 40 miles per gallon. If any car can squeeze into Manhattan parking spots, this is it. And Smart is hip: The Museum of Modern Art has displayed it as an innovative, stylish solution to two practical problems: urban crowding and diminishing energy. But the big question is: How many Americans, used to SUVs and other hefty vehicles, will take to this itty bitty car? Is it safe? "Just how many urban fashionistas are there?" wrote Juergen Zoellter in a review this spring for Car and Driver magazine, predicting only limited U.S. sales. He said the prospect of driving a Fortwo in truck traffic on American highways was "scary." "In the States, the vehicle's size may work against it," he wrote. The Smart car's U.S. crash-test results will be announced this fall, said David Schembri, president of Smart USA and a veteran auto marketing executive, previously with Mitsubishi. He said it's expected to get four stars out of a possible five. The European New Car Assessment Program crash-tested a previous model, the Smart City Coupe, and gave it a three-star rating out of a possible five. The U.S. model is almost 8 inches longer than the European one, with safety improvements including a steel safety "cage" inside, more air bags, and "intelligent" seatbelts that sense mo-

tion changes. Of course, once outside the cage, there's not a whole lot of car left. "Even with modern safety features like multiple air bags, people in small, light cars are always at a disadvantage in crashes," said Russ Rader of the Arlington, Va.-based Insurance Institute for Highway Safety. The United States is way behind the rest of the world in embracing small, fuel-efficient cars. But even abroad, the Smart car has not been profitable. With about 750,000 cars sold in 36 countries, the company reportedly has lost billions of dollars. Last year, sales fell to 102,700 vehicles worldwide from 124,300 in 2005. Still, more than 20,000 wannabe Smart owners in the United States have already signed up. Schembri calls it "the wow factor." The Smart car "challenges habits of personal mobility," said a MoMA tag for a 2002 display of the vehicle. In August, the little car was taken for test drives at East Hampton, N.Y., playground of the hungry-for-novelty rich. Commercials for the Nintendo Wii, meanwhile, a video game system, have featured a Smart in white with sky blue accents, mirroring the game's colors. Even at 6-foot-1 and "not skinny," Schembri said he fits comfortably behind the wheel. The quick-handling vehicle, with a more than 70-horsepower, 1-liter, three-cylinder engine, is "so much fun to drive it's addictive," he said. The Smart car began in the early 1990s, when Nicolas Hayek, inventor of the Swatch watch, went to Mercedes-Benz with his idea for an "ultra-urban" car with interchangeable body panels for style and color - a feature similar to the trendy Swiss watch. The prototype of the Smart City Coupe was introduced in Germany in 1997. Swatch is no longer involved with the car, but the "S" in Smart still stands for Swatch, the "m" for Mercedes, and the "art" for, well, the artsy combos that are options. For instance, it can come as a "cabriolet" (French for convertible), or if an owner gets tired of the color, the body panels - made of recycled plastic - can be removed and switched. In addition, the same Smart car can be driven either stick shift or automatic. Gears are changed using either the traditional floor

"stick," or by squeezing levers under the steering wheel - right to shift up, left to shift down. One fancier version, starting at \$14,000, includes air conditioning, alloy wheels and a panoramic roof. The convertible, starting at about \$17,000, features an upgraded sound system with MP3 capability and a six-disc CD changer. The target U.S. market, said Schembri, includes first-time car buyers, urban sophisticates, baby boomers looking for a second car, and "empty-nest" parents. The first U.S. Smart car dealerships will be announced later this year, with sales and service handled by Smart USA, a division of the Penske Automotive Group, which is distributing the car in North America and Puerto Rico.

Process:

1. Create a flyer using Microsoft Publisher so that you can sell your 1994 Pontiac Sunbird for \$1000. Find a picture of it online. Make sure to include a detailed description, contact information, and the selling price. You can find information about your car on <http://www.cars.com> Here is an example of a flyer to sell a 1932 Ford Coupe:



1932 FORD COUPE

BRAND NEW AND AVAILABLE FOR SALE, 1932 FORD COUPE, INCLUDES NEW JON BARRETT 420 HP 350 CHEVY ENGINE, POLISHED ACCESSORIES, 750 CARBURATOR, HEI IGNITION, POLISHED PULLEYS, LARGE ELECTRIC COOLING FAN, WALKER COBRA RADIATOR, CERAMIC COATED HEADERS, 350 AUTOMATIC TRANSMISSION, NEW 9" REAR END, KILBOURNE BODY AND CHASSIS ENGINEERING FRAME, BOXED RAILS AND C-NOTCHED. BODY COMES COMPLETE WITH ALL CHROME FRONT END AND LOWER REAR 4 BAR, IDIDIT SHIFT/TILT STEERING COLUMN, STEERING WHEEL, ORIGINAL CRAGER SS SUPER SPORT WHEELS WITH MICKEY THOMPSON TIRES, INTERIOR INCLUDES DOLPHIN GAUGES, AIR CONDITIONED, POLISHED LOKAR INTERIOR DOOR HANDLES, ULTRA LEATHER INTERIOR, POWER BRAKES WITH FRONT DISC AND 11" REAR DRUM. 16 GALLON POLY FUEL CELL IN TRUNK, 20 CIRCUIT EZ WIRING, CHROME HEADLIGHT BUCKETS WITH HALOGEN LIGHTS, FRONT STAINLESS SPREADER BAR, VEGA STEERING BOX WITH FLAMING RIVER U-JOINTS AND STEERING COMPONENTS, GRILL SHELL AND STAINLESS INSERT, ROOTLEIB STEEL HOOD WITH CAROLINA CUSTOM HINGE KIT

**FOR MORE INFORMATION ON THIS CAR...
PLEASE CONTACT ME AT 918-230-0013
OR E-MAIL JRMarks@SNUGHARBORHOTRODS.COM**

**Price: \$43500.
Year: 1932
Mileage: 10 miles
Country: USA
Location: OK, BROKEN ARROW
V.I.N.:
Contact Info
E-mail Seller
Seller Name: J R MARKS
Seller Telephone: 918-230-0013
Seller Cell: 918-230-0013
Website: www.snugharborhotrods.com**

2. Find 20 cars you might like to purchase and enter the following information into a spreadsheet using Microsoft Excel: make/model, year, mileage, asking price, down payment, and amount to be financed. Consider both new and used cars. You can find used cars and <http://autotrader.com> or <http://autobytel.com>.

Car	Year	Mileage	Asking Price	Down Payment	Amount Financed
Toyota Land Cruiser	1988	36,000	\$8,200	\$1500	\$6700

3. Add two columns to your spreadsheet and title one "monthly payment" and the other "insurance costs per year." Now add this information for 3 cars only – the 3 you would most likely be buying. You can obtain monthly payments for a 5 year car loan at 11% interest (sales tax 7% in NJ) at the following websites:

<http://www.bankrate.com/calculators/auto/auto-loan-calculator.aspx>

<http://www.cars.com/go/advice/financing/calc/loanCalc.jsp?mode=full>

<http://www.edmunds.com/apps/calc/CalculatorController>

You can get insurance quotes at:

<http://insurance.yahoo.com/a1.html>

Car	Year	Mileage	Asking Price	Down Payment	Amount Financed	(Monthly Payment)	(Insurance Costs per/year)
Toyota Land Cruiser	1988	36,000	\$8,200	\$1500	\$6700	\$157	\$581

4. Create a resume using Microsoft Word so that you can obtain a job and make payments on your new car. You can use a template or a wizard to do this. Print your resume.
5. Create a 6-8 slide PowerPoint presentation that summarizes the information on your top 3 cars and the one you would most likely purchase. Be sure to include the reasons why you would purchase this car and how you would go about doing it.

Evaluation:

Make sure you have the following to hand in: .

1. Flyer to sell your 1994 Pontiac Sunbird. All relevant information included.
2. Data Collection for 20 cars. All information relevant and accurate in the spreadsheet.
3. Resume. Formatted properly, relevant information included.
4. Powerpoint Presentation. Presentation is appealing to the audience, well organized, and relevant information is included.
5. Video response.

Conclusion:

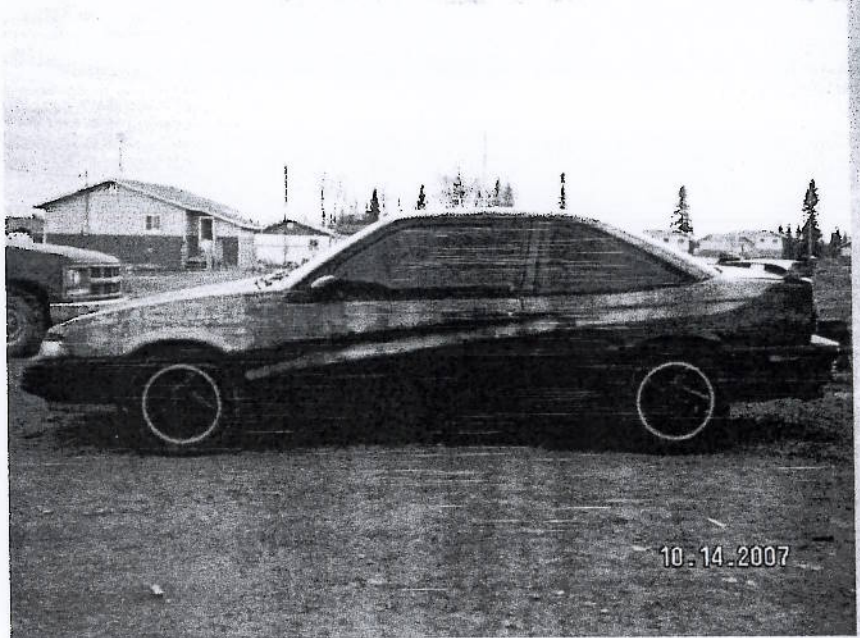
Were you able to buy your dream car? Even if you weren't, you learned a lot about the process of buying a car. You now have a better idea about the price of new and used cars, financing, and other factors such as insurance that help in determining which car to buy. You have also had to analyze choices before making a decision.

Buying a car is NOT an easy decision for the responsible and savvy consumer, especially in today's economy. In the 1950s there were under 50 different models of cars while today there are over 225. There are many different ways to buy a car now as well.

CAR 4 SALE

CONTACT ME AT 215-752-7318

- Heat and air condition
- 21 Miles per Gallon
- Automatic
- Transmission- Stock 5 speed
- Back racer bumper



1994 PONTIAC SUNBIRD

\$3,000

Anthony Rossano
215-752-7318

Anthony Rossano
215-752-7318

Anthony Rossano
215-752-7318

Anthony Rossano
215-752-7318

Anthony Rossano
215-752-7318

Anthony Rossano
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Anthony Rossano
215-752-7318

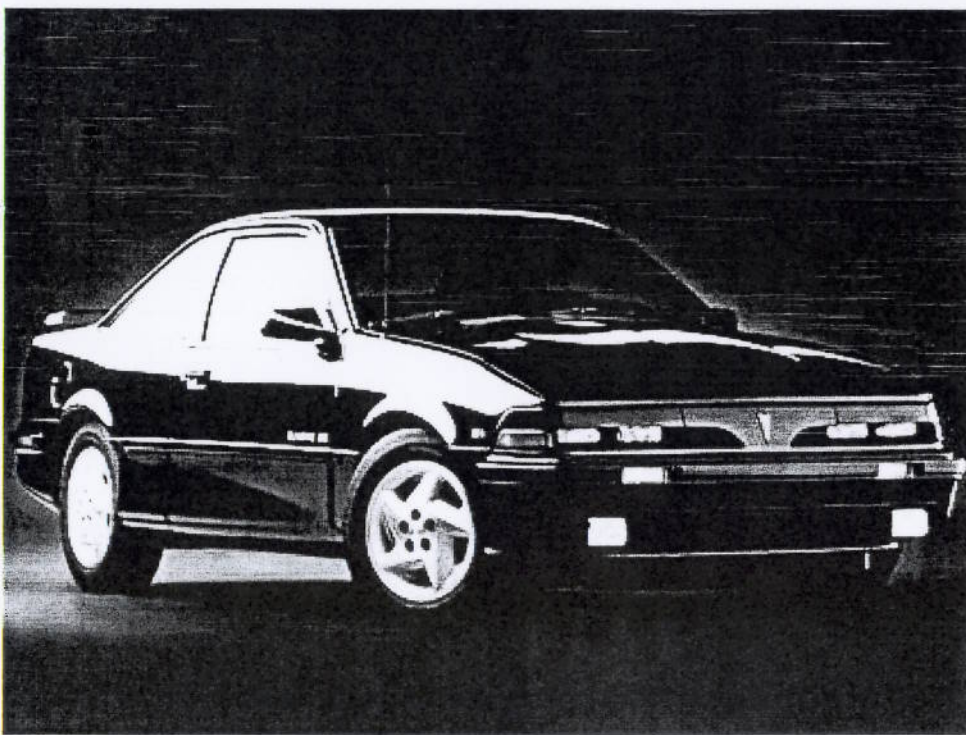
Anthony Rossano
215-752-7318

Anthony Rossano
215-752-7318

Anthony Rossano
215-752-7318

For Sale

1994 Pontiac Sunbird



- Acceleration (V6)
- Fuel economy (4-cylinder)
- Handling/road holding (SE, GT)

- Engine noise
- Rear-seat room

\$1500

Chaz Reid
732 425 6785

Chaz Reid
732 425 6785

Chaz Reid
732 425 6785

Chaz Reid
732 425 6785

Chaz Reid
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Chaz Reid
732 425 6785

Chaz Reid
732 425 6785

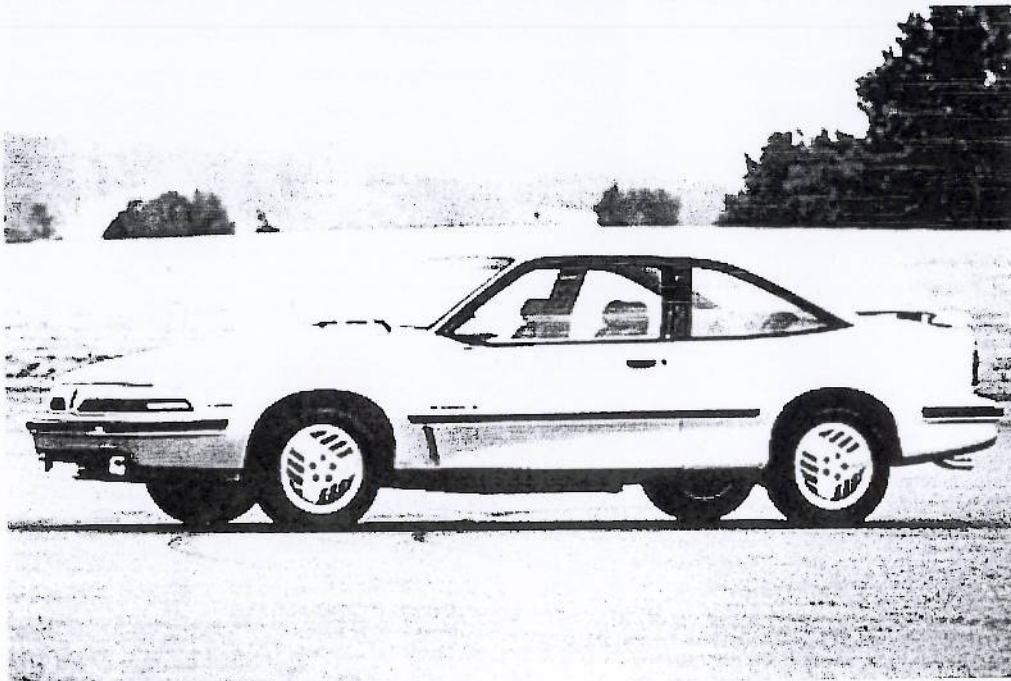
Chaz Reid
732 425 6785

Chaz Reid
732 425 6785

Chaz Reid
732 425 6785

For Sale

1994
Pontiac
sunbird



Contact person: 732-590-2365

- Standard features
- Air dam, center consoles, power brakes, clock, cloth seating,, power door locks, bucket seats, tinted glass, 14-inch wheels, 5- speed manual transmission, power steering and AM/PM Audio System

\$1,000.00

Kelly Conklin

732-590-2368

Kelly Conklin

732-590-2368

Kelly Conklin

732-590-2368

Kelly Conklin

732-590-2368

Kelly Conklin

732-590-2368

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Kelly Conklin

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Cars	Year	Mileage	Asking Price	Down Payment	Amount Finaced
Jeepwrangler sport	2006	70,856	\$15,498	2000	13,498
Volkswagon Bettle	2004	55,128	\$12,995	2000	10,995
Ford Mustang	2006	33,055	\$14,979	2000	12,979
Honda Accord	2008	80,641	13,623	2000	11,623
Toyota Camry	2007	24,806	14,995	2000	12,995
Honda Civic	2009	33,924	14,444	2000	12,444
BMW Z4 3.0i	2003	62,091	17,480	2000	15,480
Infiniti G 35	2004	95,345	12,900	2000	10,900
Dodge Charger	2006	102,345	9,995	2000	7,995
Mitsubishi Lancer ES	2009	18,586	12,995	2000	10,995
Honda S2000	2001	135,030	5,900	2000	3,900
Mazda RX-8	2006	55,846	15,995	2000	13,995
Mazda Speed6	2006	35,537	13,991	2000	11,991
Mitsubishi Eclipse GS	2009	35,829	13,294	2000	13,294
Volkswagon GTI	2007	28,978	16,995	2000	14,995
Nissan Altima	2007	26,642	14,995	2000	12,995
Chevrolet Camaro LS	2010	11,253	24,551	2000	22,551
Audi A4 2.0T	2006	106,912	13,897	2000	11,897
Acura TL	2005	84,623	15,499	2000	13,499

For Sale

**Pontiac
sunbird 1994**



Horse power 100

Rpm 5000

3-speed automatic

Tank size 15.2

Power windows

Air conditionings

Contact person: 723 853 1495

\$3000.00

Name
555 555 5555

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Adrian Sanchez

car	year	mileage	asking price	down payment
bwn m3	2003	82277	\$22,980	\$3,500
ford mustang	2006	13810	\$21,995	\$3,500
mitsubishi lancer	2003	63086	\$18,570	\$3,500
pontiac firebird	2002	62011	\$19,995	\$3,500
dodge challenger	2010	19739	\$22,999	\$3,500
chevrolet camaro	2010	10835	\$22,987	\$3,500
chevrolet cobalt	2010	16500	\$16,155	\$3,500
toyota supra	1998	142000	\$5,000	\$3,500
porsche 968	1995	74000	\$25,000	\$3,500
cadillac cts	2004	61614	\$20,955	\$3,500
mercedes-benz slk class slk 280 roadster	2007	26932	\$22,999	\$3,500
subaru impreza wrx	2008	51537	\$21,995	\$3,500
jaguar s-type 3.0	2006	30000	\$22,995	\$3,500
mazda rx-8	2009	11723	\$20,999	\$3,500

Adrian J. Turbelle

amount financed

\$19,480

\$18,495

\$15,070

\$16,495

\$19,499

\$19,487

\$12,655

\$1,500

\$21,500

\$17,455

\$19,499

\$18,495

\$19,495

\$17,499

Should We Be Concerned about Population Growth?

Introduction:

How many people are there in the United States? How many people will there be in 10 years? Too many? Will there be enough food and living space for everyone?

Task:

You will analyze data from various web sites and draw conclusions based on these statistics using a spreadsheet or graphing calculator.

Resources:

You will need Internet clearance to complete this activity.

You will need a spreadsheet program or graphing calculator to complete this activity.

Process:

- Go to the [Census Bureau Homepage](#). Record the population, date, and time for the nation in a spreadsheet (Excel) or a Stat Plotter (TI-82+).
- You will need to get population data at 10 different times that are all at least 5 minutes apart.
- Use other web sites to research questions and retrieve data.

Evaluation:

Questions to be answered in a Word document: (Be sure to include the URL of the web site that you found the answer to these questions.)

1. Is this the "actual" population count? Explain how this number was determined.
2. What is Monroe Township's most recent documented population? What is the URL (location) you were in when you determined this answer?
3. Which city in New Jersey has the highest population? What is the most densely populated county in NJ? What is the most densely populated state in the U.S.?
4. What is the name of the director of the Census Bureau?
5. What are the "fastest growing occupations"? What could contribute to the increase in this profession? What is the URL (location) you were in when you determined this

answer? [The Bureau of Labor and Statistics](#) is a great place to search for occupational growth statistics.

6. What percent of Consumer Expenditures is for food? for transportation? URL(location)? Hint: There is a search feature within the Census Bureau's web site. [The Bureau of Labor and Statistics](#) also has a search feature. There are even [Consumer Expenditure Surveys](#) found within this site (look for news releases).

7. What is the ratio, (rounded to the nearest whole number) of U.S. population to the world population? URL (location) used?

8. Return to the [Census Bureau Homepage](#). What is the population of the nation now (unless you already have 10 data points)?

9. Use the population data of the United States that you gathered.

Plot the numerical data you gathered. I suggest you record your time in decimal form. [Help with day and time to decimal form](#): This equation turns any date into decimal form:

$$\text{Day} = \text{Year} + \frac{\text{month}\#}{12} + \frac{\text{day}\#}{365} + \frac{\text{hour}\#*}{8760} + \frac{\text{minute}\#}{525600}$$

*PM hours must be in military time.

- Use your spreadsheet or graphing calculator to find the "best fit" regression line equation.

Conclusion:

10. Using your equation, predict what the population will be in 25, 50, and 100 years.

11. Using your equation, predict how long until the population will be 1,000,000,000,000 people (a trillion).

12. Do you think we have cause for concern about the population? Why or why not?

$$\text{Day} = \text{Year} + \frac{\text{month}\#}{12} + \frac{\text{day}\#}{365} + \frac{\text{hour}\#*}{8760} + \frac{\text{minute}\#}{525600}$$

*PM hours must be in military time.

Extra Credit: Explain in detail why this equation works for changing dates and times to decimal form.

Population Growth Policies May Be Ineffective and Inappropriate

WiseTo Social Issues Digest The Gale Group, Inc. All rights reserved. 2007
Viewpoint

The United States' population crossed the 300 million mark and the world population surpassed 6.7 billion in 2006. While such numbers worry population growth experts, others—particularly those representing religious interests—find the alarmed response to larger population gains the more troubling issue. The primary response to potentially unsustainable human population growth has been the introduction of family planning and birth control to areas where birthrates are highest, primarily the underdeveloped nations. However, such practices are often in direct violation of religious beliefs. According to Matt C. Abbott, a Catholic journalist, attempts to restrict population growth through birth control are an overly simplistic solution, in violation of religious law, and against common sense. Rather than advocating contraception, raising the quality of life would be more humane, Abbott argues. In underdeveloped nations, he notes, "abortion, contraception and sterilization seemingly abound; yet the most basic needs of food, clean water and medicine are often lacking."

Even among more secular debates of the issue, the same arguments for increased access to basic needs as a means of reducing birth rates are recurring. Amit Sen Gupta, of India's Public Health Campaign, notes how government officials championing family planning are shirking their own responsibility for societal failures, rather than addressing the needs of the poor. Instead of blaming lower income families, among whom birth rates are generally highest, Sen Gupta advocates improving the lives of these people, whereby "improved conditions of housing, other civic amenities, improvements in public health infrastructure, education, etc. leads to declining death rates." Sen Gupta cites precedent in places like England, where population birth levels are actually decreasing, culminating to a point where death rates outstrip birth rates.

With the spotlight on issues of population growth, more pressing concerns of contemporary society may be ignored. Health insurance care costs for the elderly may reach levels that are unsupportable by the working population, according to some analysts, yet other argue such predictions are alarmist. Robert Friedland and Laura Summer, authors of *Demography Is Not Destiny, Revisited*, worry that these pessimistic views may overshadow more important problems related to economic growth. They note that in contrast to common belief, the elderly population "is healthier, wealthier, and better educated than persons in this age group in past generations. Future groups of older people are likely to be even better off. They too will redefine 'retirement' and 'old age.'" Research of past trends in aging demonstrate, they argue, that with a healthy economy registering moderate annual growth, the elderly can be properly cared for. Sustained economic health adjusts for increases in health care costs, they add, as in the past when society "adjusted to the baby boom and to the consequences of large numbers of people moving through the schools, the labor force, and the housing, product, and financial markets." Thus, they conclude, "Issues related to the aging of our society pale in comparison to the social, political, military, and economic challenges our society has already faced."

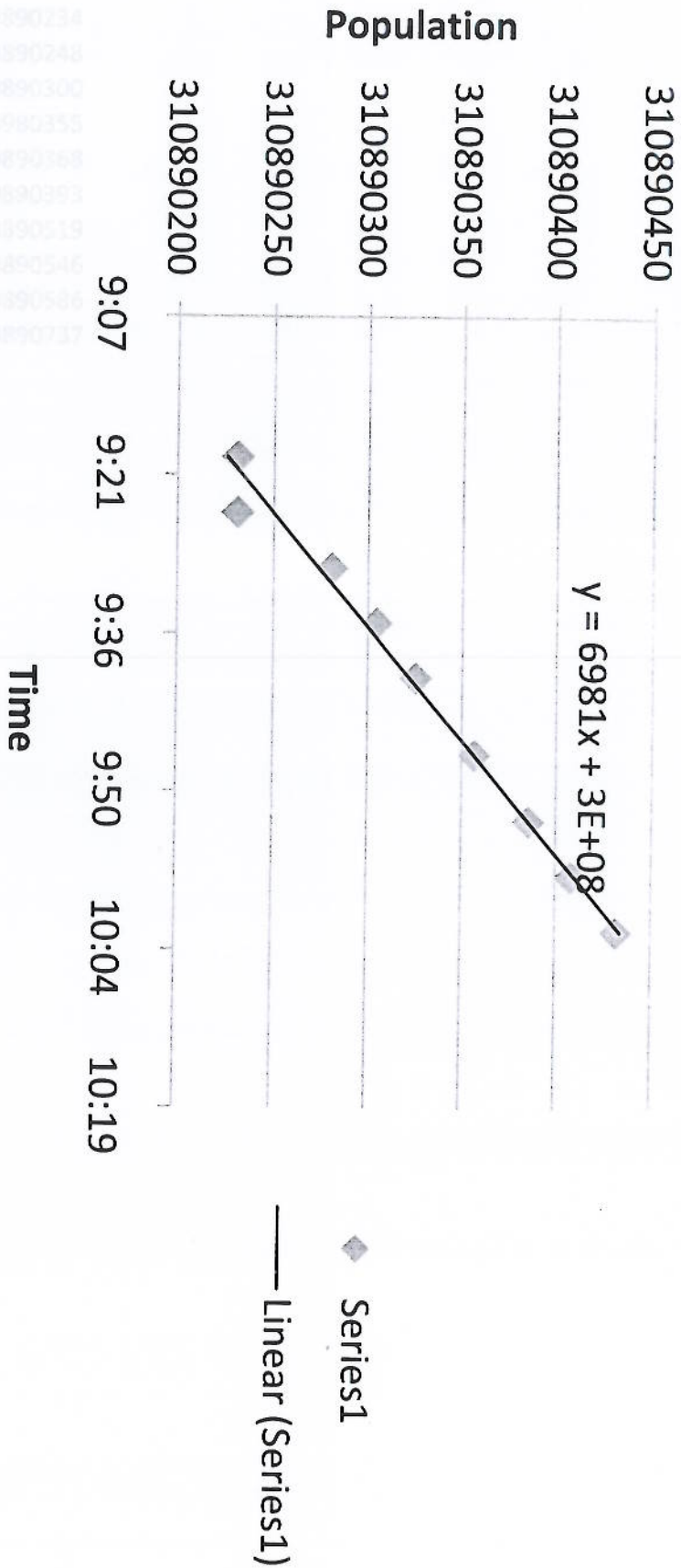
Resources

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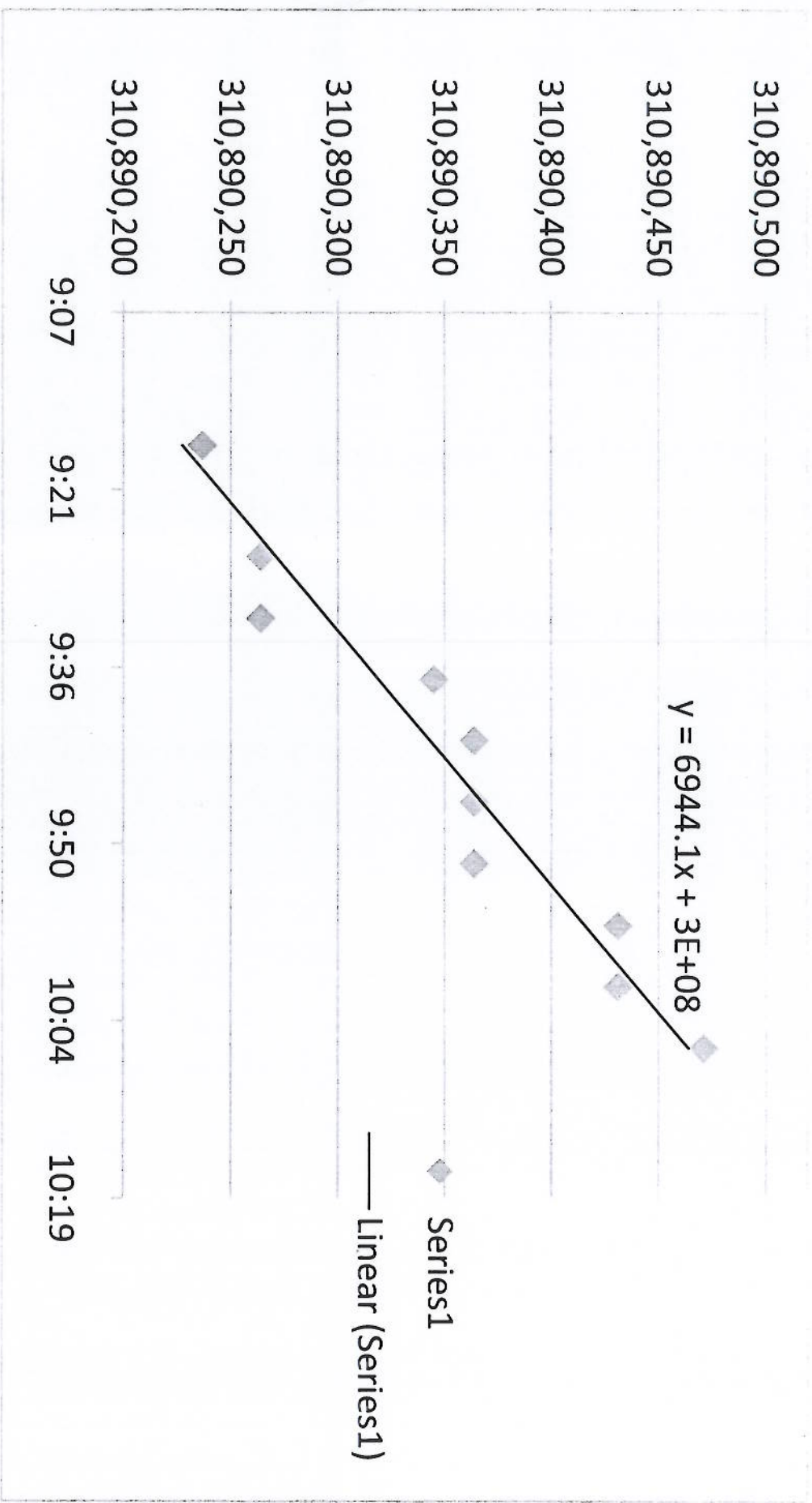
Friedland, Robert B. and Laura Summer. "Doomsday Predictions About Population Aging Are Exaggerated." *Current Controversies: The Elderly*. Ed. Tamara Thompson. Detroit: Greenhaven Press, 2006.

Sen Gupta, Amit. "Aggressive Population Control Policies Should Be Abandoned." *Population*. Opposing Viewpoints. Ed. Karen F. Balkin. San Diego: Greenhaven Press, 2006.

Time vs. Population

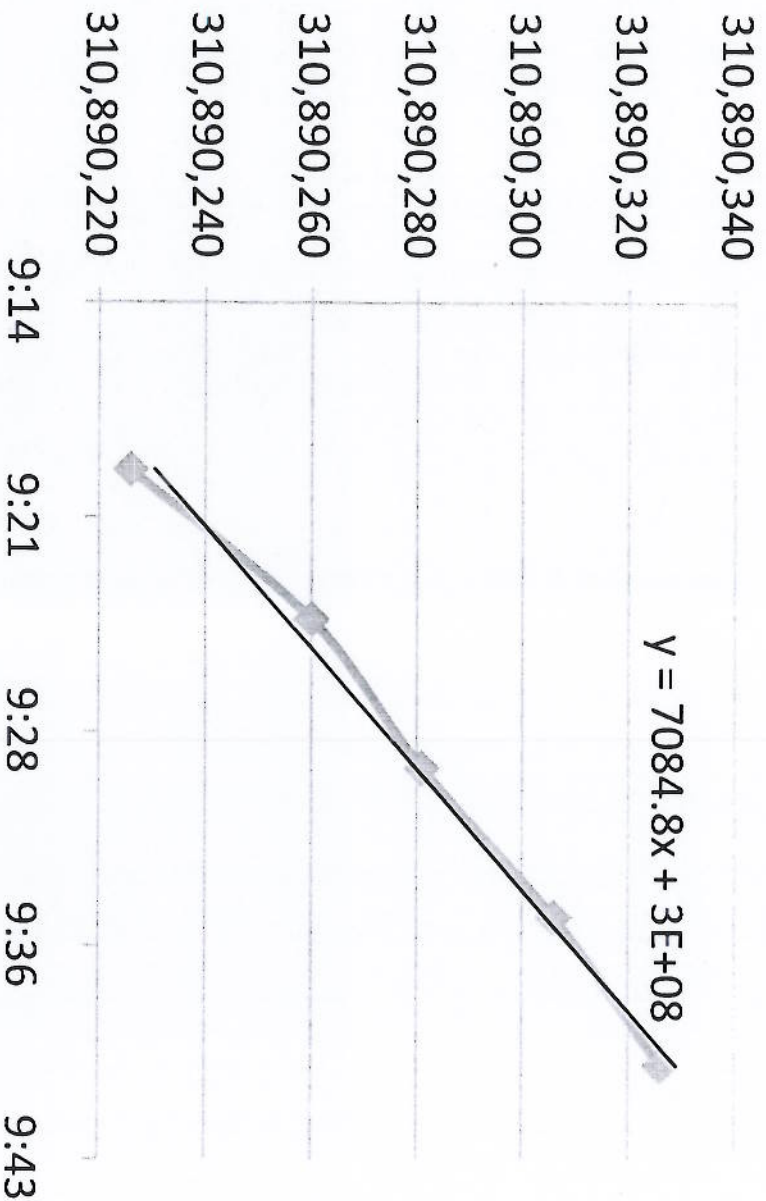


6944.1x + 3E+08



Charles River

Population



◆ Population
— Linear (Population)

Behold the Miracle of Compounding

When you're young, you have an asset money can't buy: TIME. Start saving now and turn pocket change into riches.

By Erin Burt (source: <http://www.kiplinger.com/printstory.php?pid=12775>)

November 8, 2007 Compound interest has been called the eighth wonder of the world. And with good reason. It magically turns a little bit of money, invested wisely, into a whole lot of cash. Even Albert Einstein -- a bit of a smarty pants -- is said to have called it one of the greatest mathematical concepts of our time.

But you don't need to be a genius to harness the power of compounding. Even the most average of Joes can use it to make money. Trust me. This is *so* much easier than the theory of relativity.

Here's the gist: When you save or invest, your money earns interest or appreciates. The next year, you earn interest on your original money *and* the interest from the first year. In the third year, you earn interest on your original money and the interest from the first *two* years. And so on. It's like a snowball -- roll it down a snowy hill and it'll build on itself to get bigger and bigger. Before you know it ... avalanche!

Harness the power

Here are three steps to help you make the power of compound interest or compound earnings work for you. And when I say "work **FOR** you," I mean it. Once you set up an account, you don't have to do much else. Just sit back and wait for the money to roll in.

1. Start young. When you're in your twenties and thirties, your best friend is TIME. Start rolling your snowball at the top of the hill and you'll have a much bigger mass at the bottom than someone who started halfway down.

Consider this: Amy, a 22-year-old college graduate, saves \$300 per month into an account earning 10% per year for six years. (That's the average annual return of the stock market over time.) Then at age 28, she starts a family and decides to stay home with the children full time. By then, Amy had kicked in \$21,600 of her own money. But even if she doesn't contribute another cent *ever*, her money would grow to a million bucks by the time she turned 65.

Compare that to Jason, who put off saving until he was 31. He's still young enough that becoming a millionaire is within reach, but it will be tougher. Jason would have to contribute the same \$300 a month for the next 34 years to earn \$1 million by age 65. Although Amy invested less money out-of-pocket -- \$21,600 over six years vs. Jason's \$126,000 over 34 years -- her money had more time to grow, or compound. ([Find out what it'll take for you to make \\$1 million.](#))

Bottom line: Getting rich is easier and more painless the earlier you start. Check out our [30-Minute Investing Start-Up Kit](#) to get started *right now*.

2. Remember that a little goes a long way. Don't think you have enough money to start investing? You can get into a good mutual fund for as little as \$50 a month.

Let's say a 20-year-old stashes \$50 a month into a fund earning 10% annually. He'd have \$528,000 by age 65. Not bad for practically starting with pocket change! See 20 Small Ways to Save Big to find room in your budget to get started.

A little bit can make a difference elsewhere in compounding, too. For example, if our 20-year-old earned 9% annually instead of 10%, he would amass only \$373,000 in the same period of time. That seemingly small 1% difference in performance resulted in 29% less money over the long haul.

That's why, when you're young, you need to invest fairly aggressively. You should invest nearly all your money in stocks or stock mutual funds (as opposed to bonds and other conservative investments) in hopes of netting a bigger return. You'll certainly have ups and downs, but over the long-term, TIME (again, your best friend) will smooth them out for your benefit. Crunch your own numbers with our savings calculator.

3. Leave it alone. The prospect of making a lot of money without doing anything sounds good on paper. But, admittedly, in practice, it can be maddening. Every time you receive your account statement, you watch your balance s-l-o-w-l-y inch up -- or even drop. How on earth are you ever going to get rich at this pace?

Investing is a lot like Heinz ketchup: Good things come to those who wait. You must be patient for compounding to work its awesome power. Remember that as your money earns more, it'll earn even *more*. You certainly won't get rich overnight this way. But you will get rich if you start young, invest wisely and leave it alone.

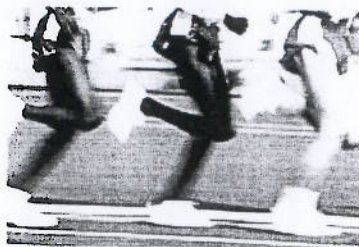
A final note

If you invest or save in a regular, taxable account, Uncle Sam will want his share. So make sure you factor that into your saving goal. However, you can invest in tax-sheltered accounts and keep more of the money to yourself. My favorite is the Roth IRA because all your money is tax-free in retirement. See Why You Need a Roth IRA to learn more.

And what about inflation? True, \$1 million won't have the same purchasing power in 40 years as it has today, but that's all the more reason to start saving now! The examples above use flat contributions -- \$50 per month, for example. But over the years, your income will rise, too. If you increase your savings with each increase in your pay, you'll give your money more fuel to compound, and you'll certainly boost your spending power down the road.

Besides, having a million bucks in 40 years is better than not having a million bucks at all. Start as soon as you can and save what you can to let compounding work its magic.

The Spirit of the Games



Introduction

The first Olympic Games featured only one event - a foot race. The Olympic Games now include thousands of competitors in about 300 events. In this investigation, you will explore how linear functions can be illustrated by the Olympics.

The Task

In your new job as a sports writer for a local newspaper, you have been assigned to write an article comparing men's and women's times in a timed Olympic event. Your article needs to contain the following information:

- a brief history of the event including the names of participants that were well-known or in some way unique, and anything unusual that may have happened over the years;
- the winning times for men and women in the same timed event, such as a swimming or a running event;
- graphs of the times over the years for the event;
- a prediction for whether the men's and women's time will ever be approximately the same.

The Process

To successfully complete this project, you will need to complete the following items.

- Find data about timed Olympic events. For help, try these Web sites.
www.hickoksports.com/history.shtml
www.cimt.plymouth.ac.uk/resources/data/olympics/olymindx.htm
www.usolympicteam.com
www.edgate.com/summergames/inactive/breaking_news/index.html
www.infoplease.com
- Make a table of the years and winning times for men and women in the same event.
- Make appropriate graphs to display the winning times.
- Research the history of the event to find any famous or unique people who have won the event over the years.
- Devise a method for determining whether the men's and women's times will ever be approximately the same in the event you chose. Include an explanation of your method in your article.
- Be creative. Add some additional data, information, or even pictures to your newspaper article.

Guidance

Here are some additional questions and ideas you may want to consider for your project.

1. How have the winning times for the event you chose changed over the years?
2. When do you think the times will be at the lowest? Is there a limit to the length of time needed to complete the event?
3. How do timed events differ from other Olympic events?
4. Have the Olympics always been held every four years? Why or why not?

QUESTION 1.

The table shows the winning times, in seconds, for the women's Olympic 400-meter freestyle swimming event.

Year	Time (seconds)	Year	Time (seconds)
1924	362.2	1968	271.8
1928	342.8	1972	259.44
1932	328.5	1976	249.89
1936	326.4	1980	248.76
1948	317.8	1984	247.10
1952	312.1	1988	243.85
1956	294.6	1992	247.18
1960	290.6	1996	247.25
1964	283.3	2000	245.80

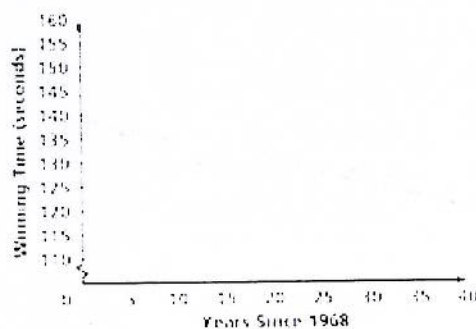
Source: *ESPN Sports Almanac*

1. To make graphing easier, change the year to *Years Since 1924*. So, 1924 will be 0, 1928 will be 4, and so on. Write the ordered pairs (years since 1924, winning time).
2. Graph the ordered pairs.
3. Is the relation you graphed in part b a function? Explain why or why not.

QUESTION 2.

Refer to question 1 that shows the table of winning times for the women's Olympic 400-meter freestyle swimming event.

1. Draw a line of fit for the scatter plot of the data, where x represents the years since 1924 and y represents the winning times in seconds.
2. Write an equation for a line of fit.

QUESTION 3.

The graph shows the winning times for the women's Olympic 200-meter butterfly. An equation for the best-fit line is $y = -0.4x + 138$.

1. Write an inequality for all points that lie below the best-fit line. What does this inequality represent?
2. Write an inequality for all points that lie above the best-fit line. What does this inequality represent?

QUESTION 4.

The table shows the winning times, in seconds for the men's Olympic 400-meter freestyle swimming event.

Year	Time (seconds)	Year	Time (seconds)
1924	304.2	1968	249.0
1928	301.6	1972	240.27
1932	288.4	1976	231.93
1936	284.5	1980	231.31
1948	281.0	1984	231.23
1952	270.7	1988	226.95
1956	267.3	1992	225.00
1960	258.3	1996	227.97
1964	252.2	2000	220.59

Source: *ESPN Sports Almanac*

1. To make graphing easier, change the year to *Years Since 1924*. So, 1924 will be 0, 1928 will be 4, and so on. Make a scatter plot of the ordered pairs (years since 1924, winning time). Draw a line of best-fit for the data.
2. On the same coordinate plane draw the line of best-fit for the women's winning times you graphed in the Exercise in Lesson 5-7.
3. Will the winning times for the men's and women's events ever be approximately the same? Why or why not?
4. If the times will be about the same, in what year would that be?

100-Meter Sprint World Record Could Go As Low As 9.48 Seconds

Stanford Daily (Dec. 10, 2008) — 2008 was a great summer for sports' fans. World records tumbled at the Beijing Olympics. Usain Bolt shattered both the 100m and 200m world records, knocking tenths of a second off each. People have been getting faster and faster over the last few decades, which made marathon runner Mark Denny, from Stanford University, wonder whether last century's massive increase in population could account for these dramatic improvements.

He also wondered whether there are absolute limits on running speeds and, if so, how close are we to them? Suspecting that there are, Denny decided to scrutinize the running performances of humans and two other famous racing species, dogs and thoroughbred horses, to find how close modern runners are to their species' peak performances.

Having found records dating back to the 1920s for dogs and the 19th century for humans and thoroughbreds, Denny looked to see whether there were any clear trends; had any of the species' performances already leveled off? Plotting the annual top running speeds for all three species over the years, it was clear that racing horses and dogs have already reached a plateau. There has been no improvement in the thoroughbred's speed in the Kentucky Derby since the 1940s and two other major US races since the 1970s, while dogs' performances also leveled out in the 1970s.

The increasing dog and thoroughbred populations hadn't improved the animals' performances. However, 'chance might still turn up a faster animal,' says Denny and he predicts that thoroughbreds could improve their top speeds by as much as 1% in the 2012m Kentucky Derby, eventually peaking at a top speed of just over 17m/s.

For humans the results were complicated by the different distances that people race. Looking at the speeds of male race winners through the years, it seems as if men still haven't reached their top speeds at any distance and Denny predicts that male 100-m sprinters could one day get the record down to an incredible 9.48s, running 0.23m/s faster than Usain Bolt's current world record of 9.69-s. Meanwhile, female sprinters' top annual speeds levelled off in the 1970s, suggesting that any improvement in their speed was not due to a population increase. However, Denny suspects that female sprinters have room for improvement too, and predicts that they could eventually knock more than 0.4s of the current 100m world record to cover the distance in 10.19s.

Looking at marathon runners, Denny predicts that males could cut the current world record, held by Haile Gebrselassie, by between 2min7s and 4min23s. And when he calculates the top speed that a human female marathon runner could achieve, Denny suspects that women could eventually cross the 42,195m finishing line in 2h12min41s. He adds that Paula Radcliffe's current world record of 2h15min25s is very close to his average prediction for the maximum marathon speed and suspects that female marathon runners could be the first group to approach his predictions and test whether they hold.

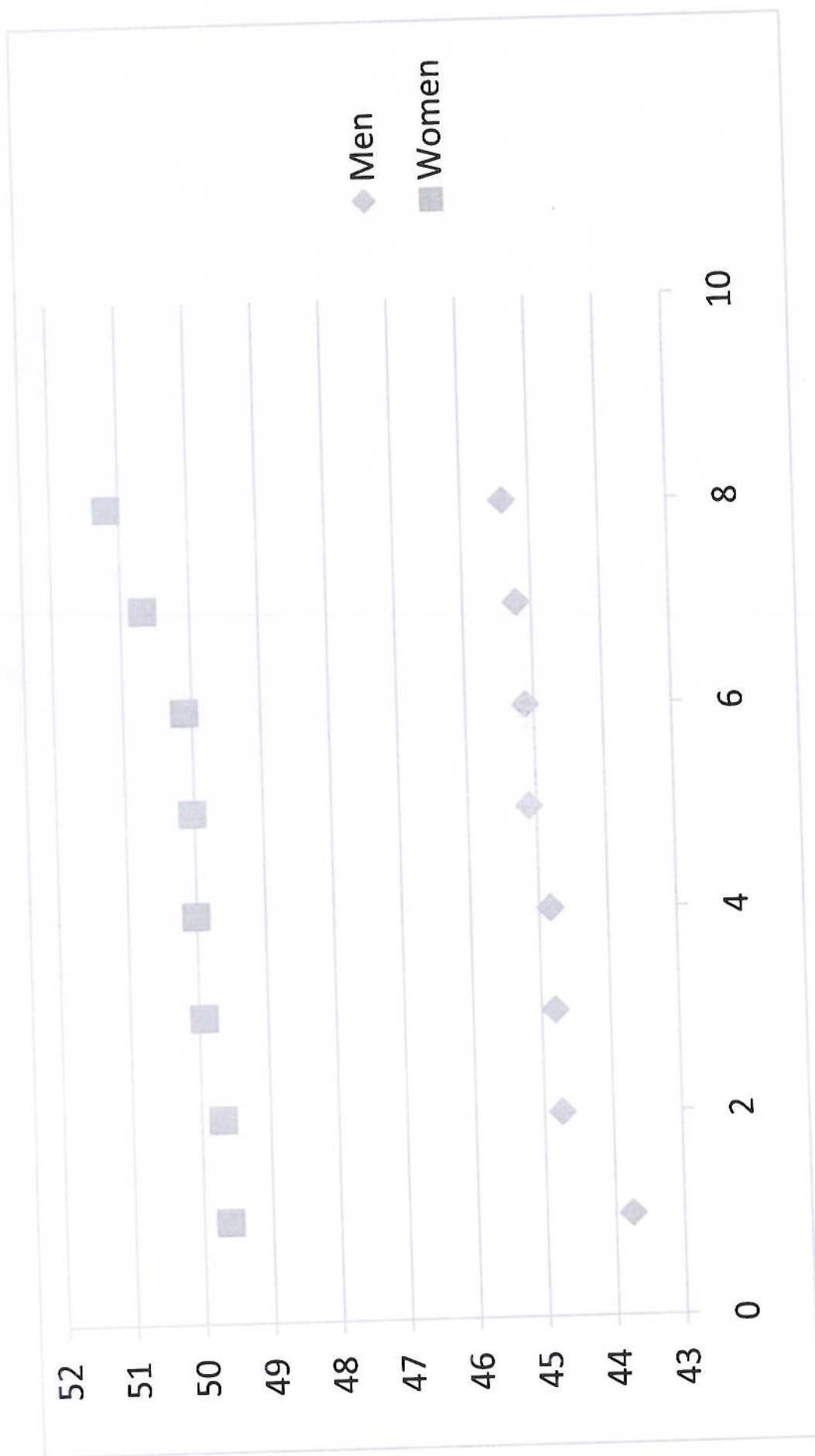
Denny is pleased to have shown that it is possible to calculate the absolute limits to speed of running animals ranging from humans to thoroughbred horses. However, he emphasizes that we have no idea what aspect of physiology restricts runners' performances, and is keen to find out what will prevent future gold medal winners from breaking Denny's Limits.

Usain Bolt- At the age of 15, Bolt won a gold and two silver medals at the 2002 World Junior Championships in Kingston. He was a subject of attraction due to his exceptional height of 6'5" and his extraordinary performance. He set his new personal best of 20.16 seconds in the 200m. Bolt also displayed a shining performance in the Jamaican sprint relay team, achieving two silver medals. He set national junior records in the 4x400m and 4x100m by finishing in 3:04.06 minutes and 39.15 seconds respectively. He won a gold medal at the 2003 World Youth Championships and set a new record of 20.40 seconds in the 200m. In his final Jamaican High School Championships in 2003, he broke the records in both the 400 and 200 meters, with 45.30 seconds and 20.25 seconds, respectively.

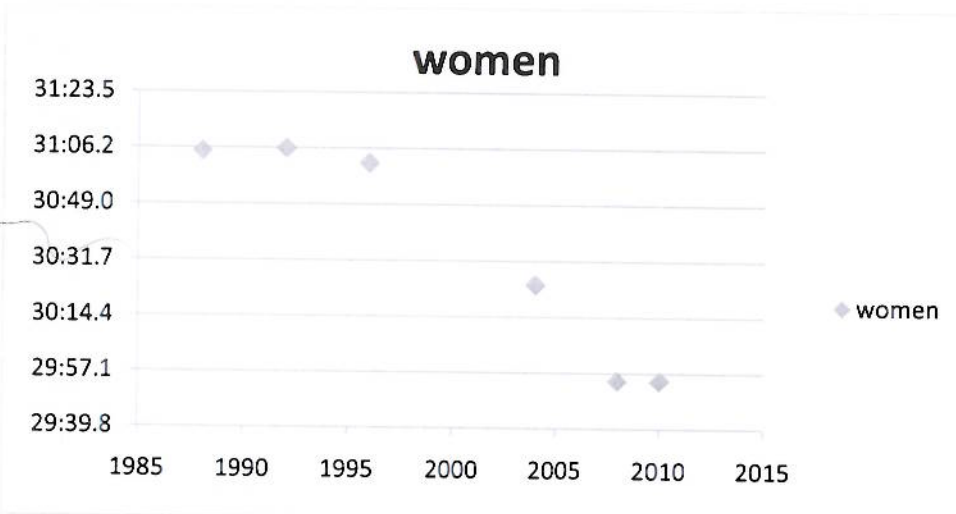
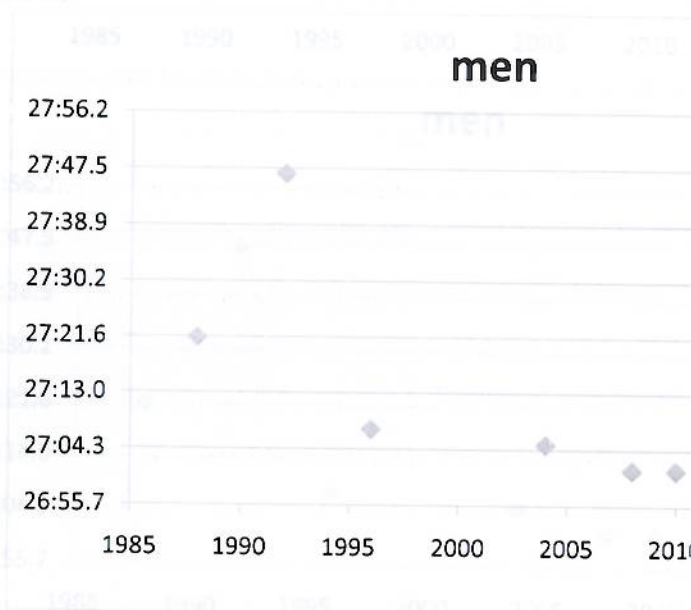
Cathy Hughes

Player	Event	Time	Year
Usain Bolt	Mens 100 Meter	9.58 S	2008
Tyson Gay	Mens 100 Meter	9.71 S	2008
Asafa Powell	Mens 100 Meter	9.84 S	2008
Florence Griffith-Joyner	Womens 100 Meter	10.49 S	1988
Florence Griffith-Joyner	Women's 200 Meter	21.34 S	1988
Marita Koch	Women's 400 Meter	47.60 S	1985
Jarmila Kratochvilova	Women's 800 Meter	1:53.28 Min	1983
Maurice Green	Men's Indoor 50 Meter	5.56 S	1999
Irina Privalova	Womens Indoor 50 Meter	5.96s	1995

Handwritten notes in the top left margin, including the word "Biology" and some illegible scribbles.



The 10000 meter run is an event that has been going on for many years even before I was born. Some year men and women ran and some year only men ran. Like in April 16, 1884 Women distance runners are denied the opportunity to run the 5000m and 10000m. There have been many winners in this running competition like Kenenisa Bekele. Jeff Galloway is a famous runner competed in the 10000 meter run has done 116 marathons. He wrote several books about running he also devised the famous Run-walk method. He is also famous in the running world as a teacher. He doesn't keep his running techniques to himself. He established a running store called phidippides and oversees Galloway production which has training groups in the United States.



Adrian jarzabski

Adrian Jarzabski

100 meter

Player	Event	Time	Year
Usain Bolt	Men's 100 meter	9.58	2008
Tason Gay	Men's 100 meter	9.69	2008
Michael Johnson	Men's 100 meter	43.18	1988
Florence Griffith-Joyner	women's 100 meter	10.49	1988
Jarmila Kratochvilova			

SCIENCE
LESSON PLANS
&
EXAMPLES OF STUDENT WORK

Saturday Academy

Lesson 1

"What is Engineering?"

Teachers: Courtney Pepe, Ryan Tolboom

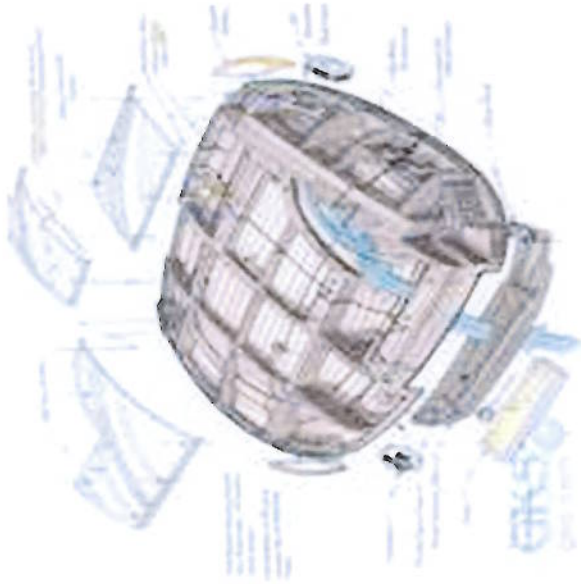
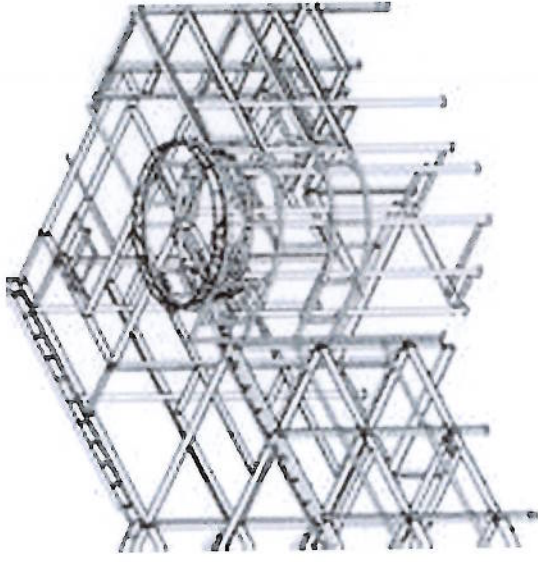
Subject: Science

Objective: SWBAT describe the process of engineering. SWBAT give three specific examples of types of engineering and the responsibilities of an engineer in that field.

Procedure: Explain the KWL process to the students. Tell the students we will be constructing a class-wide KWL for the topic "What is Engineering". Start by asking the students to describe what they already know about engineering. Write their responses on the first white board. Using what they already know about engineering ask the students what they would like to learn about engineering. Write these responses on the second white board. Tell the students that they will be constructing power point presentations to answer these questions. Have students work individually, with computers to research and answer the questions posed. Near the end of the session, have the students present their information. Print out the power points and put them in the student portfolios. At the conclusion of the presentations ask the students what they have learned. Place their responses on the third white board. Review the KWL process with the students and show them the learning progression they went through in this session.

Assessment: Students will be graded based on the Saturday Academy rubric.

Engineering.



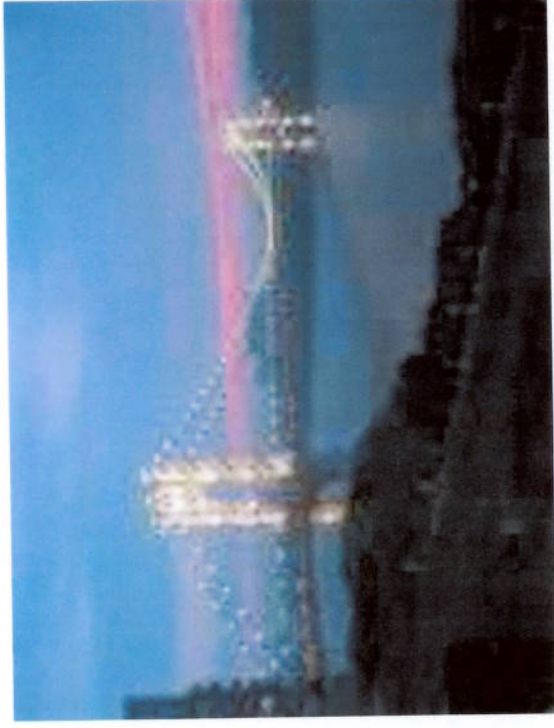
Why do they build things?

To help us with our everyday lives and to invent new things.



Where do they build these things?

Engineers build everywhere. For example, the George Washington bridge is built in New York City.



What do they build?

It depends on what kind of engineer you are. An Aerospace engineer build missiles and aircrafts. Marine engineers build ships, boats, etc. Petroleum engineers prepare extracting oil and gas from deposits below the earth. There are so many different kinds of engineers that build many different things.

How do they build things?

Depending on what kind of engineer you are, is how you build whatever your building. For example, a civil engineer would build a bridge by getting help for the design then physically putting it together from the design. They use different materials to complete the things.

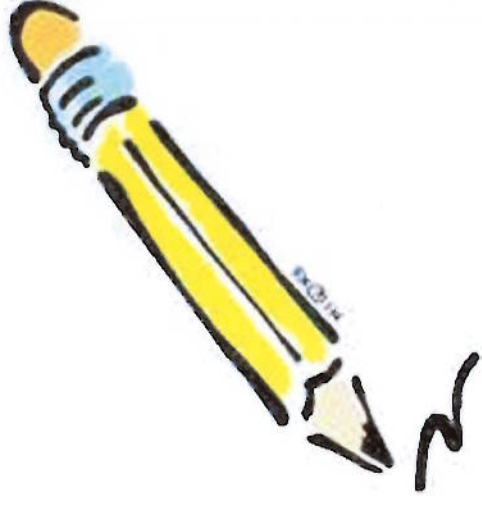
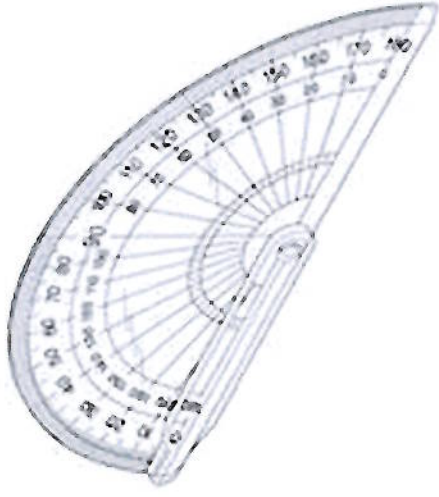
Who do they build things for?

Engineers build many things for everyone.
Engineers build roads for people to drive on, buildings to live in and work in, cars, boats; and planes to travel in, and a lot more.



How long does it take for them to build things?

Depends on what the engineer is making.
It can take months or years. Like a school
is usually built in a year and a half.





What impact does engineering have on you?

Engineering helps us everyday. It is a big impact in our lives because of we didn't have engineers, we wouldn't have electricity, roads to travel on, ships to get across water and a lot more things.

How did we develop engineering?

It started off in ancient times as humans devised fundamental inventions such as the pulley, lever, and wheel.

Saturday Academy

Lesson 2

“Applied Engineering”

Teachers: Courtney Pepe, Ryan Tolboom

Subject: Science

Objective: SWBAT describe the process of engineering. SWBAT use the engineering process in the construction of a model bridge.

Procedure: Lead a discussion centered on the following three questions: What is the purpose of a bridge? What shapes help meet this purpose? What construction techniques should be used when building a bridge? Have students reach the conclusion that bridges distribute force. Explain to students how different shapes can be used in bridges to distribute force. Draw force distribution diagrams for the students. Explain to the students the methods that are used for design and construction of balsa wood bridges. Have students begin working on the design phase of their project using the provided graph paper, rulers and pencils. Upon completion of the design phase have students begin construction. If some students finish early, have them help other students who are taking more time. Fifteen minutes before the end of class, discuss with students why they chose their designs. Guide the students such that they can express their thoughts in science-based terms. Review any construction difficulties or surprises they may have encountered. Have students explain how they utilized the engineering process.

Assessment: Students will be graded based on the Saturday Academy rubric.

Saturday Academy

Lesson 3

“Engineering Parameters”

Teachers: Courtney Pepe, Ryan Tolboom

Subject: Science

Objective: SWBAT use the engineering process in the construction of a model bridge. SWBAT explain why efficiency matters to an engineer.

Procedure: Have students complete the sides of their bridges. Have the students use masking tape to hold the sides together while the glue dries. Explain to students how the lamination process causes balsa wood to adhere. While the sides are drying, have students use the in class laptops to work on the online bridge activity. Have students read the web page about different types of bridges and then use their knowledge to select bridges for the town. Have the students discover how bridges distribute force and review the materials that are used. Have students work in a Socratic seminar to explain how different types of bridge construction and different materials affect efficiency. Have students explain why efficiency matters. Have students present their completed bridges and explain what steps they took to ensure that bridges are efficient. Remind the students that the bridges will be tested next class.

Assessment: Students will be graded based on the Saturday Academy rubric.



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Building BIG

Bridges
Domes
Skyscrapers
Dams
Tunnels



Location 2:
Build a bridge for rollerbladers and bikers
Span: 100 feet
Crossing: Stream
Connects: Two bike paths

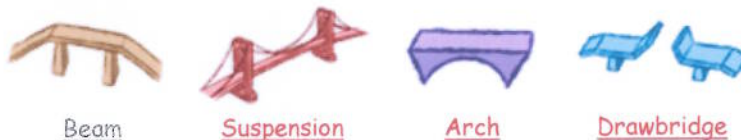
Special Notes:

"We're tired of getting bumped off the road by angry drivers! We want a simple bridge -- one that will connect the bike paths in East and West Craggy Rock over the city stream. We don't have much money, so we're not asking for much. We just want to get to work every day without risking our lives!"

-- Craggy Rock Bike-n-Blade Coalition

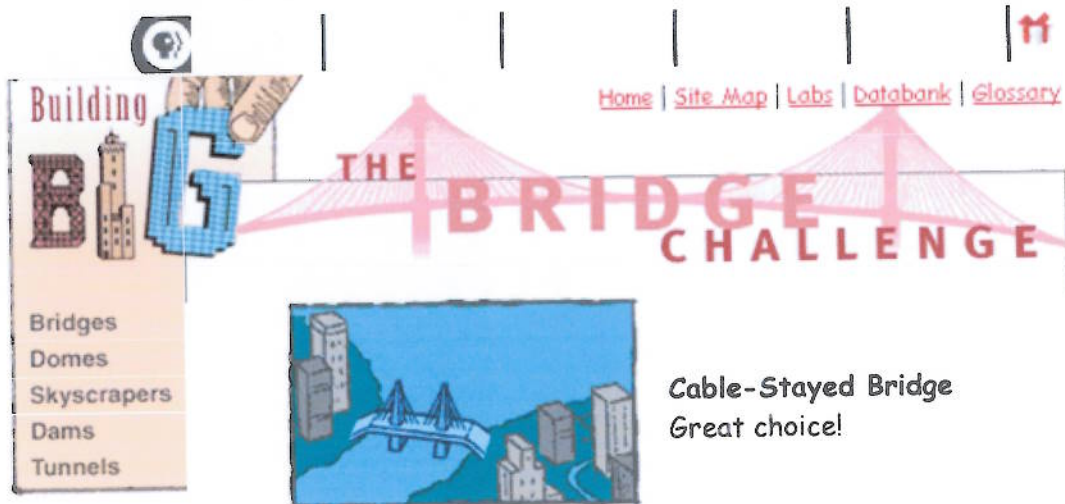
What kind of bridge should you build?

(Select one)

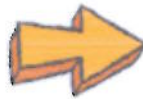


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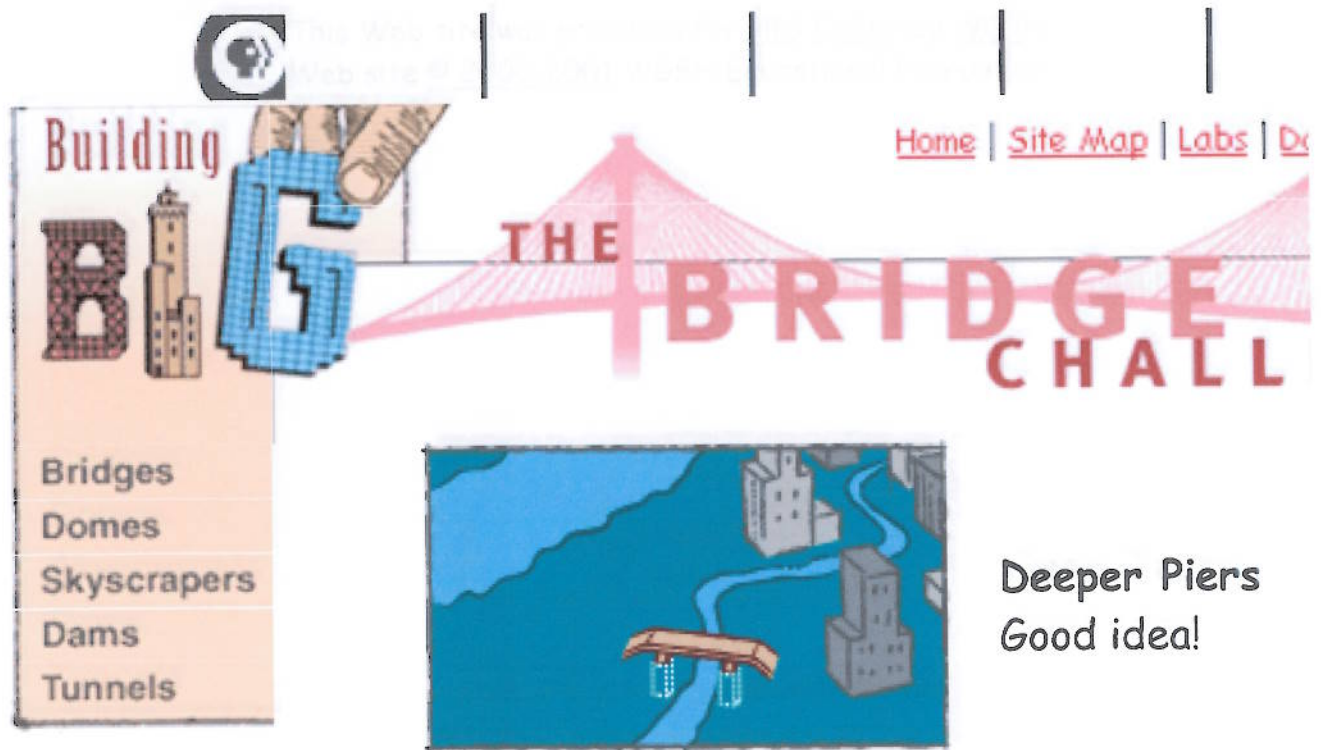
Cable-stayed bridges, like the Sunshine Skyway in Florida, have become one of the most popular bridge types in recent years. The roadway hangs from cables like a suspension bridge, forming a unique "A" shape. The mayor is happy because the bridge is made mostly of concrete, a relatively cheap material. The residents are thrilled because ships can pass beneath the bridge without causing traffic jams!



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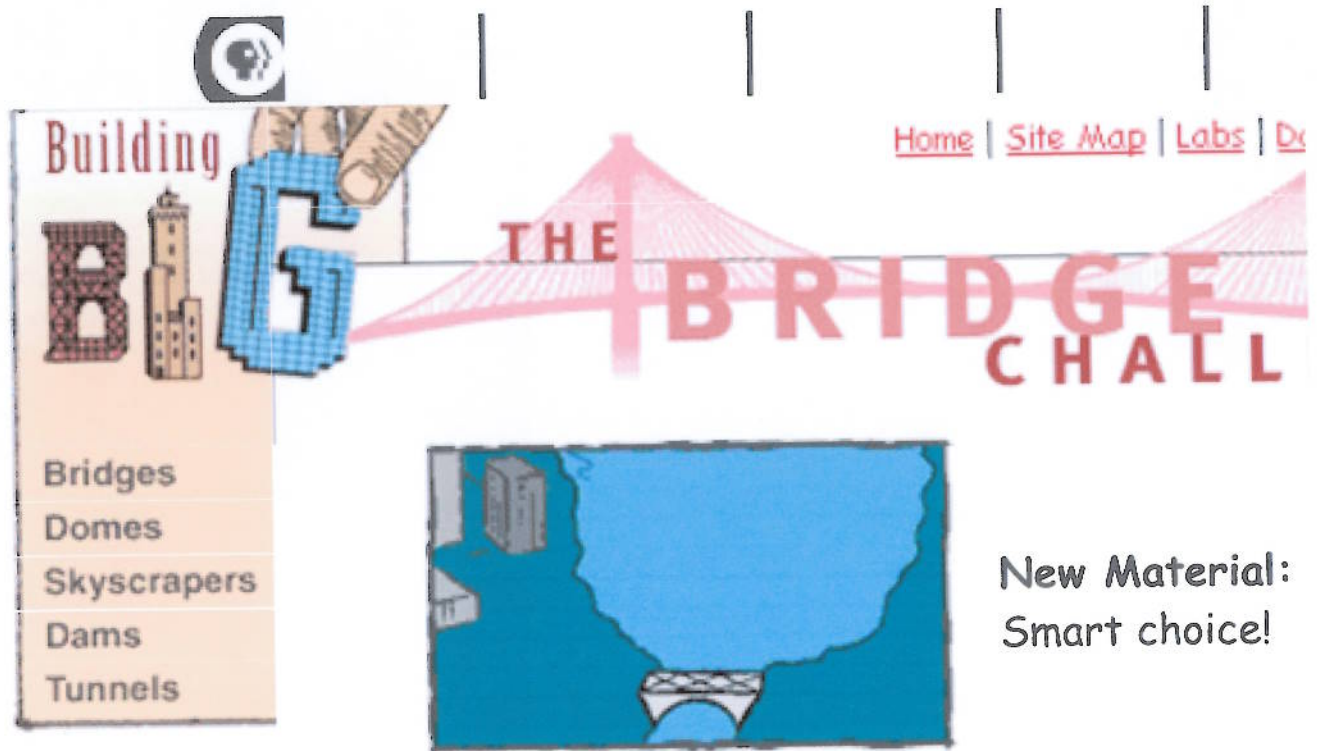


One of the best ways to strengthen a bridge in a flood is to set the piers deeper into the ground. The deeper the piers are lodged into the ground, the harder it is to knock them over. Next time floodwaters pound on the piers of your new bridge, they probably won't budge!

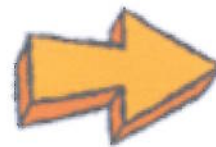


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In fact, the world's longest spanning arch bridge, the Gorge Bridge in West Virginia, is made entirely of steel strong in compression, the squeezing force that all arches experience. Steel can also be arranged into a lightweight pattern, like the Garabit Bridge in France.



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Saturday Academy

Lesson 4

"Efficiency"

Teachers: Courtney Pepe, Ryan Tolboom

Subject: Science

Objective: SWBAT explain the use of efficiency as a metric. SWBAT give examples of where its use is prevalent and explain why it is used.

Procedure: Have students test their bridges using a bucket of sand. Record the results for each bridge on a class wide data table. Record the name of the bridge, the mass of the bridge, and the mass that it held up. Have students move the desks into a circle. Explain to the students that we will be entering the Socratic seminar portion of the lesson and that everyone is responsible for participating. Distribute laptops to the students and have them research where efficiency is used, why it is used, and how it is used in the real world. Begin the Socratic seminar. Make sure each student contributes to the conversation. Make sure the following questions are addressed during the Socratic seminar:

Why is efficiency important to an engineer?

Is efficiency a fair way to rate the success of the balsa wood bridges? Why?

What other things can use efficiency as a way of rating their performance?

What does it mean to say a bridge is very inefficient?

What are some of the dangers of stressing efficiency when building something?

Collect the laptops. Perform the efficiency calculations for the bridges as a class. Review the results. Distribute the laptops and have students create a brief power point presentation that includes pictures of their bridge, the methodology of its creation, the results of testing and ways that they can improve. Have students present their Power Point presentations.

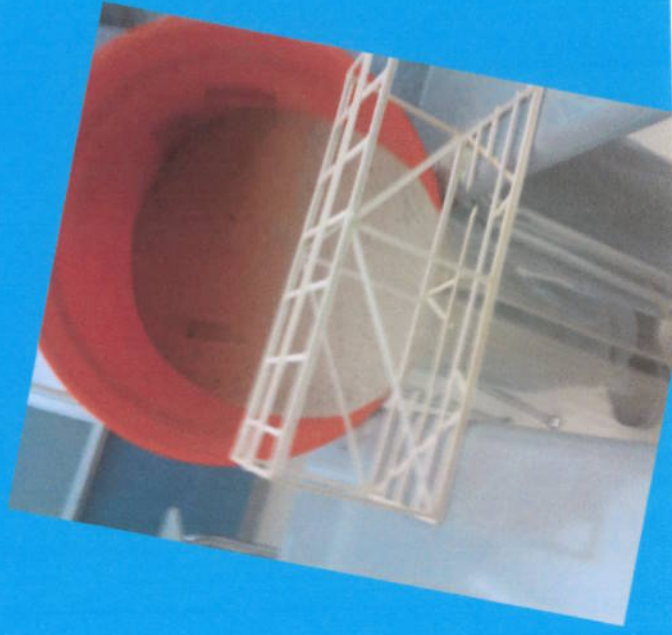
Assessment: Students will be graded based on the Saturday Academy rubric.

*My Bridge
and
Efficiency*

DECEMBER 4 2010

Why did you choose your design?

I chose my design because I thought that it would hold more sand when it would get tested.
I doubled the sticks while building it, so it would be stronger.
I used triangular shapes for the sides so it can hold up pretty well.



HOW DID YOUR BRIDGE DO?

My bridge came out great!!!!!!
I put bridge and effort into it. that says a lot.
It came in second 17.1g
Mass of bridge: 8kg
Mass held: 467
Efficiency: 467

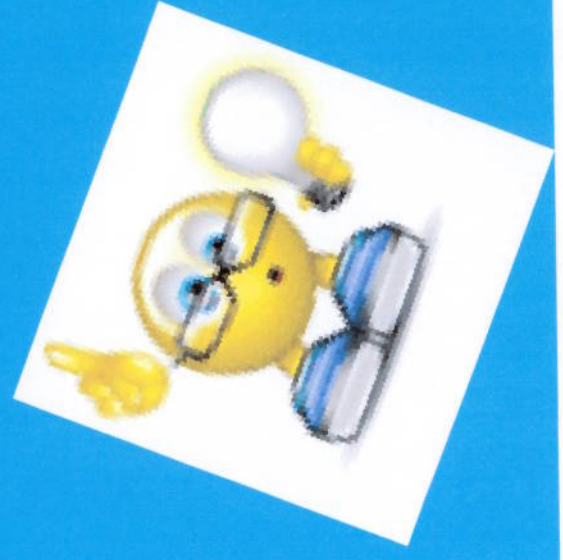
Bridge Name	Bridge Mass(g)	Mass Held
0.1g	6.1g	4kg = 4,000g
1.2g	5.0g	1kg = 1,000g
2.3g	16.5g	5kg = 5,000g
3.4g	26.4g	7kg = 7,000g
4.5g	17.1g	8kg = 8,000g
5.6g	28g	5kg = 5,000g

WHAT DID YOU LEARN?

I learned the word EFFICIENCY!!!!

Efficiency: the ratio of the output to the input of any system.

So if you work efficiency and to the best of your ability your project should come out great



YOU HAVE BEEN A GREAT AUDIENCE!!

THE
END!!!!!!!!!!!!
THANKS FOR
WATCHING!!!

, =^)

Saturday Academy

Lesson 5

“Water, Water Everywhere..., but Hardly a Drop to Drink!”

Teachers: Courtney Pepe, Ryan Tolboom

Subject: Science

Anticipatory Set: “Why do we drink water?”

Procedure:

1. Students will describe their initial knowledge about water, its composition, purification, availability and bio-chemical properties in a round-table format (Socratic Method).
2. The Instructor will present a variety of specific facts on water and its importance from a business, scientific, engineering and political point-of-view.
3. The students will be invited to investigate the topic of Water and its importance by examining articles provided by the Instructor and searching the Internet.
4. The students will compose a 750-word minimum – 1000-word maximum essay on the topic of water and its importance (using MS-Word).
5. The students will submit their essay and project its contents on a screen in order to describe/present and defend their findings (Socratic Method will be employed).

Saturday Academy Lesson #6

What is Architectural Engineering?

Teachers: Ryan Tolboom and Courtney Pepe

Topic: How do architectural engineers think scientifically when they are designing/
constructing buildings, houses, or other structures?

SWBAT: Identify what construction materials will be useful to create a house design base upon the latitude and longitude of the physical location. Justify the use of various construction materials and geometry of construction shapes based upon their function.

Procedure: Students will view about power point about various feats in architectural engineering. Laptops will be distributed to students. Students will do guided research on the internet with the following questions to guide their inquiry...

What materials do architects use to build houses?

How is building a house scientific?

How do structure and function play a role in the building process?

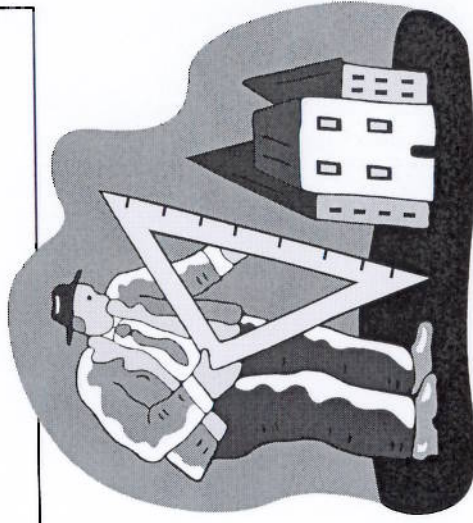
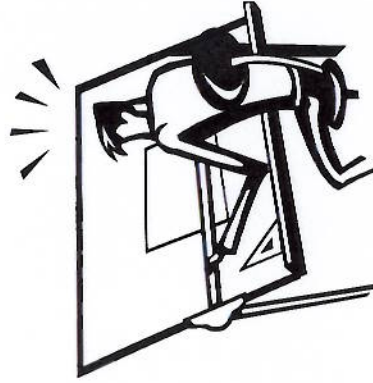
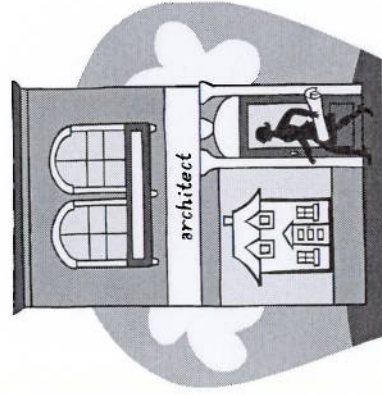
Does the physical location of a building affect the architects' choice of building materials? Why or why not?

Instructors will lead a Socratic seminar addressing the following questions and making sure that each student participates in the conversation. Students will be accountable for answering high level questions.

Instructor will then provide direction in the computer application Google Sketch-Up for students. Students then are able to create their own house using this application on the computer. At the end of class students will be required to present their house to the class as well as print out a house for their learning portfolios. Students will justify their choice of materials, locations of windows, and floor plan based upon the physical location their house. Other students will be required to ask questions of the students presenting.

Assessment: Students will be evaluated based upon the Saturday Academy rubric.

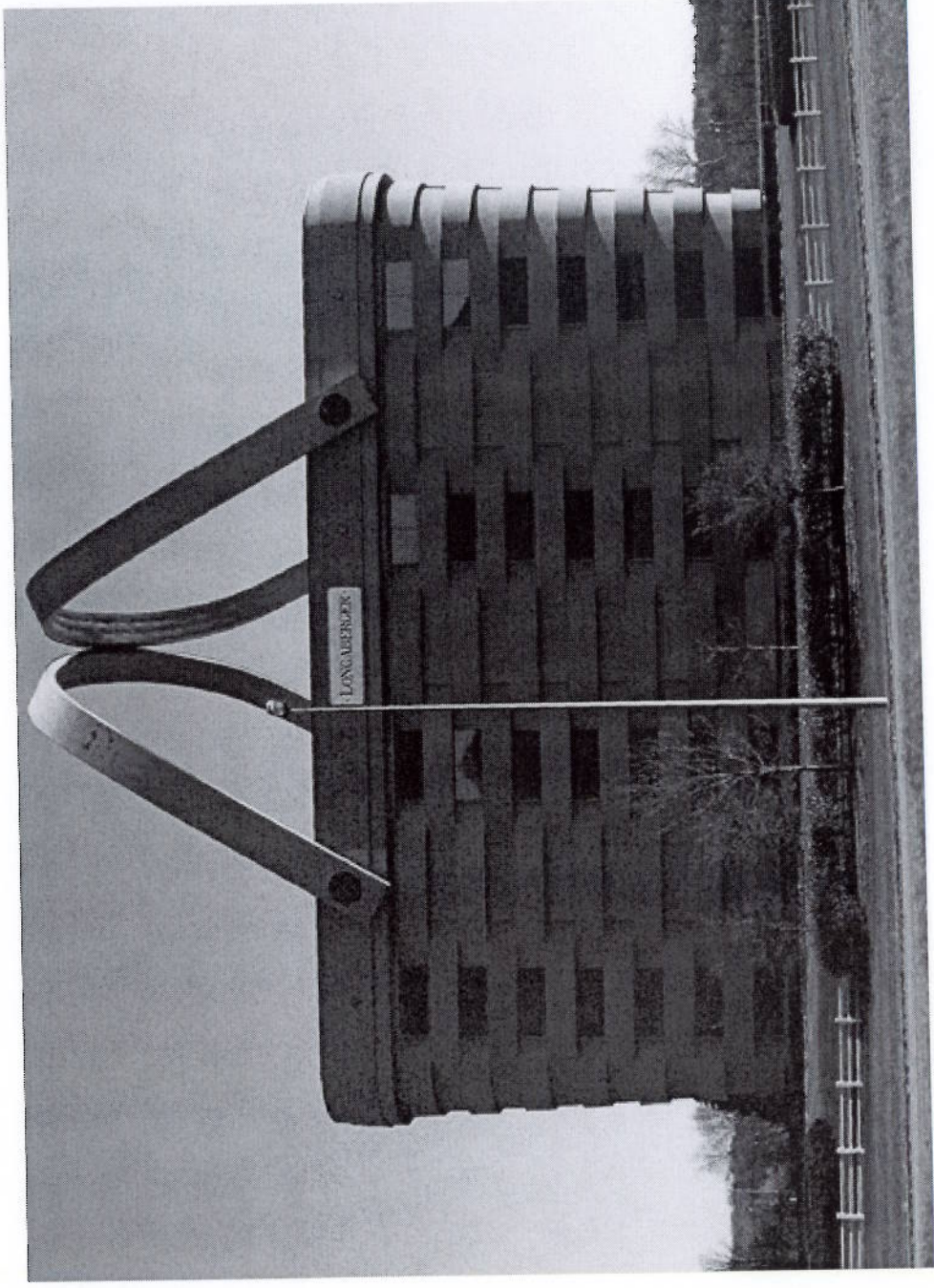
Architecture: the good the bad and the ugly



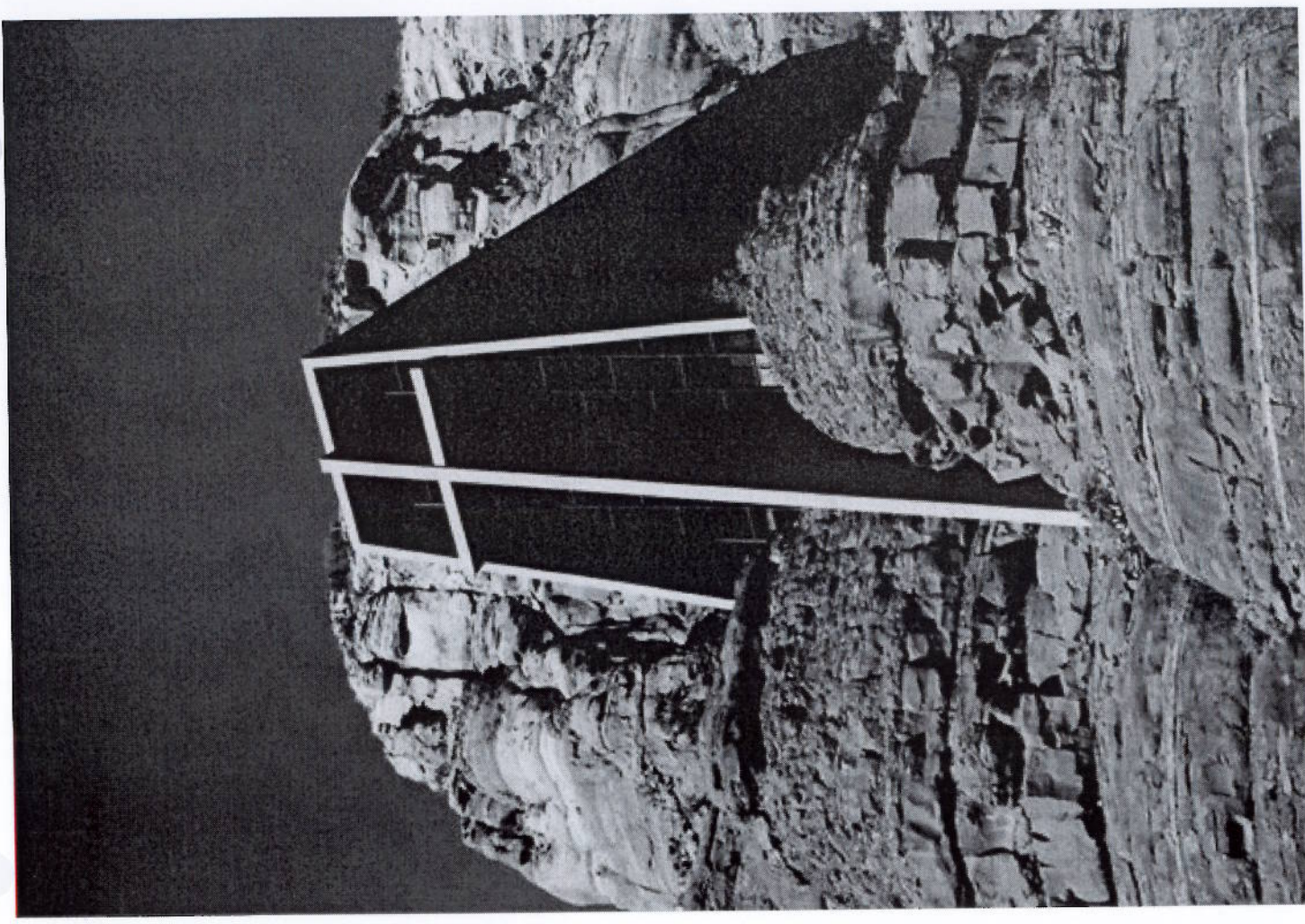
The “Crooked House” in Sopot, Poland



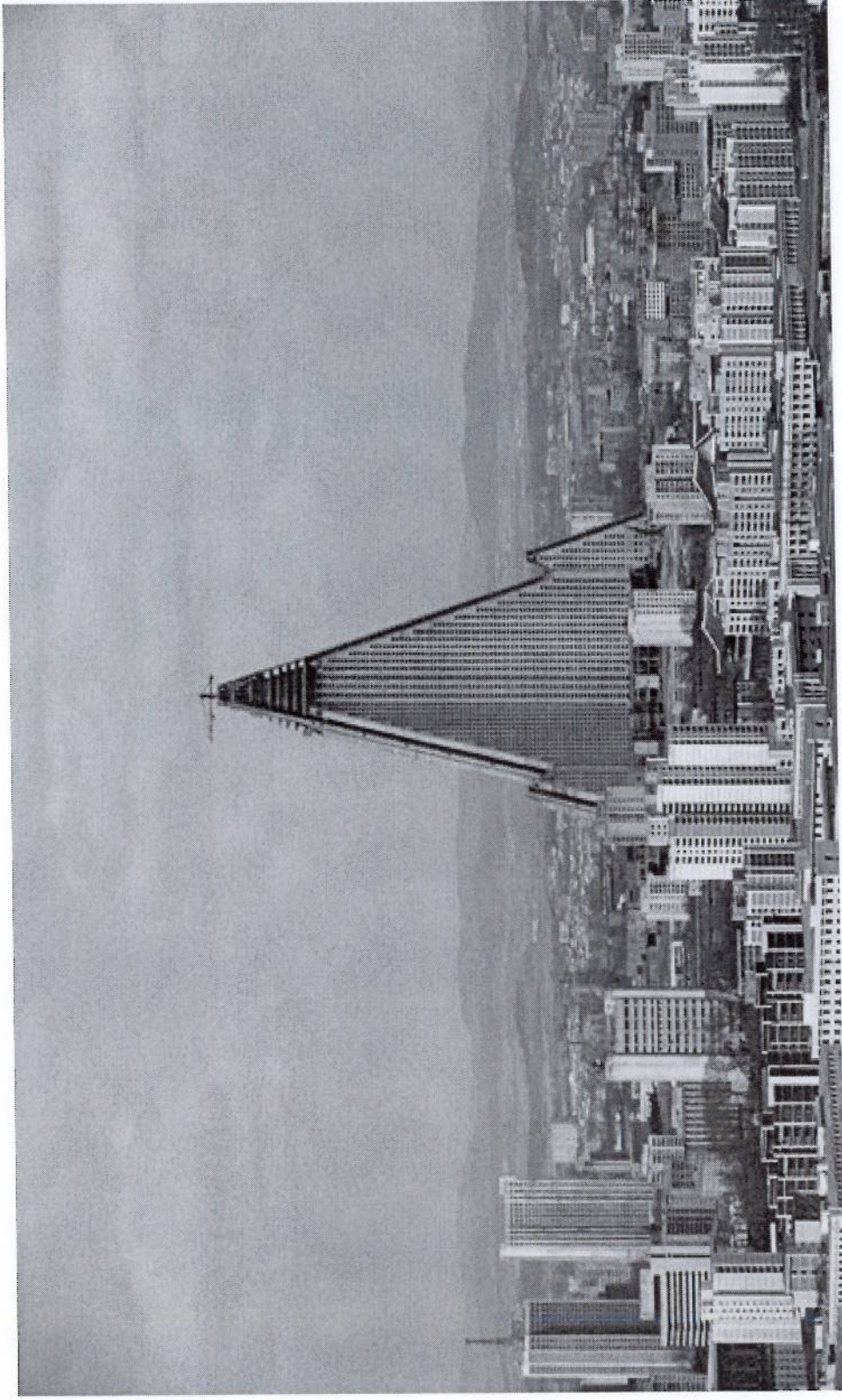
The Basket Building, Newark ??(Ohio)



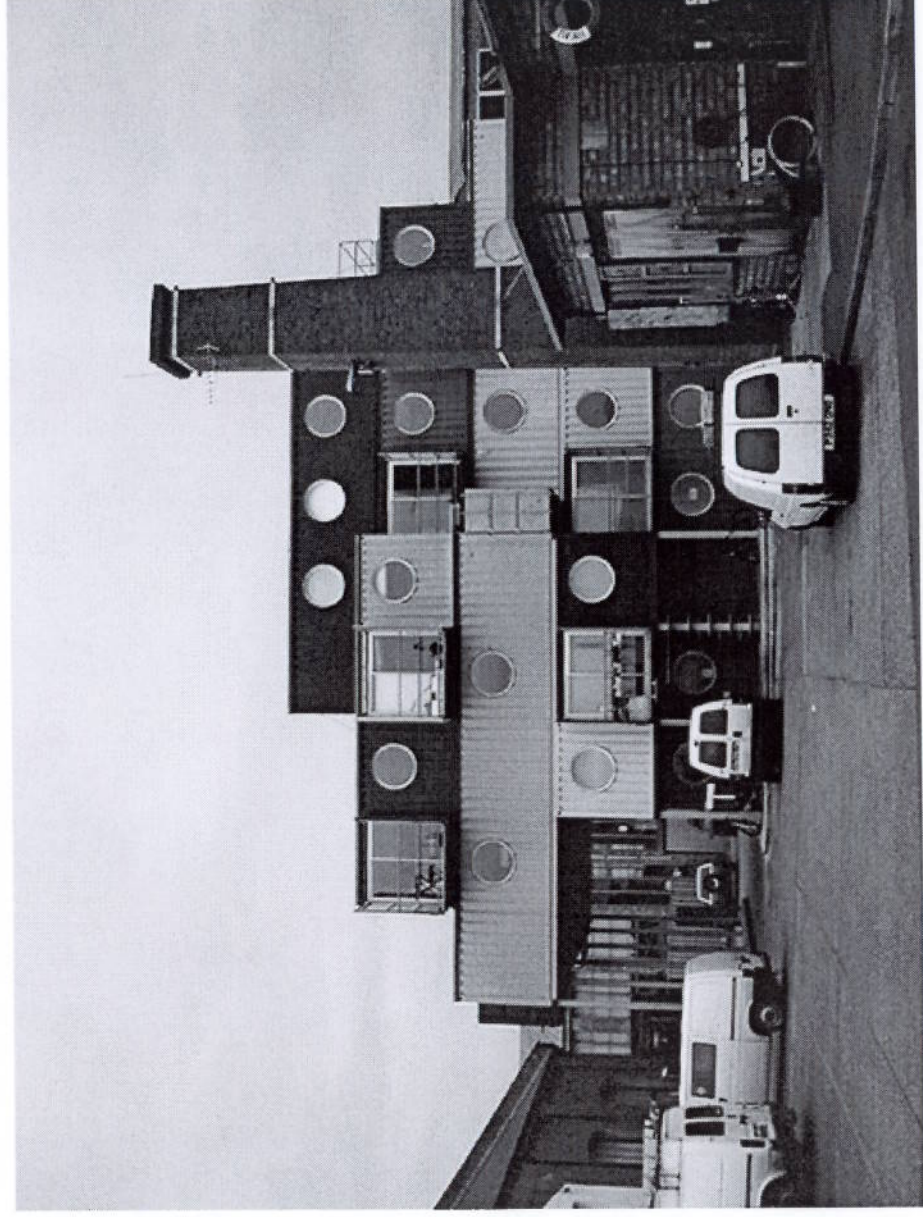
- Chapel in a Rock
- Arizona



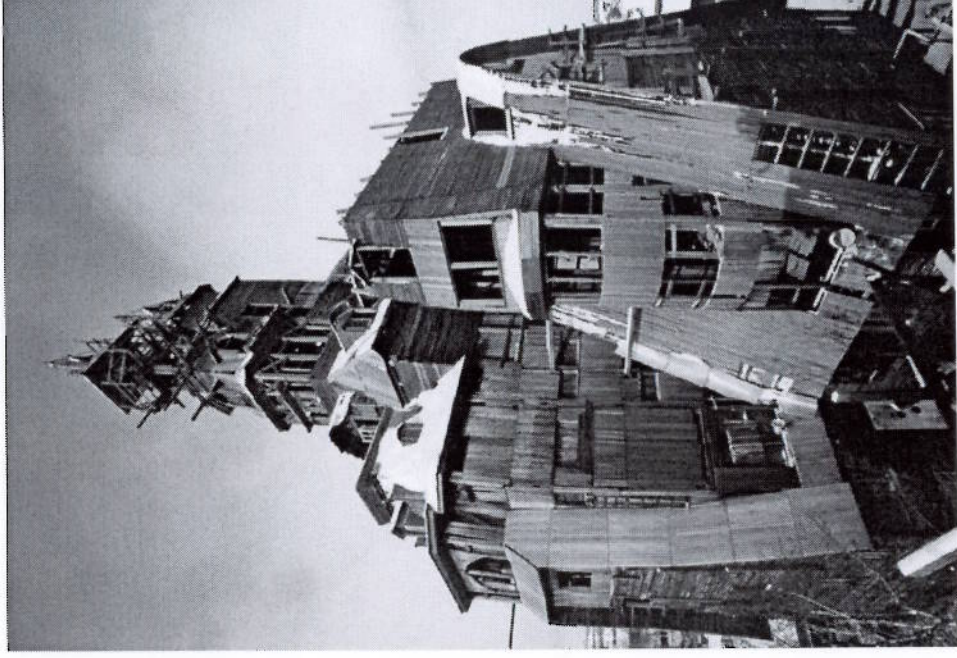
Ryugyong Hotel (Pyongyang, North Korea)



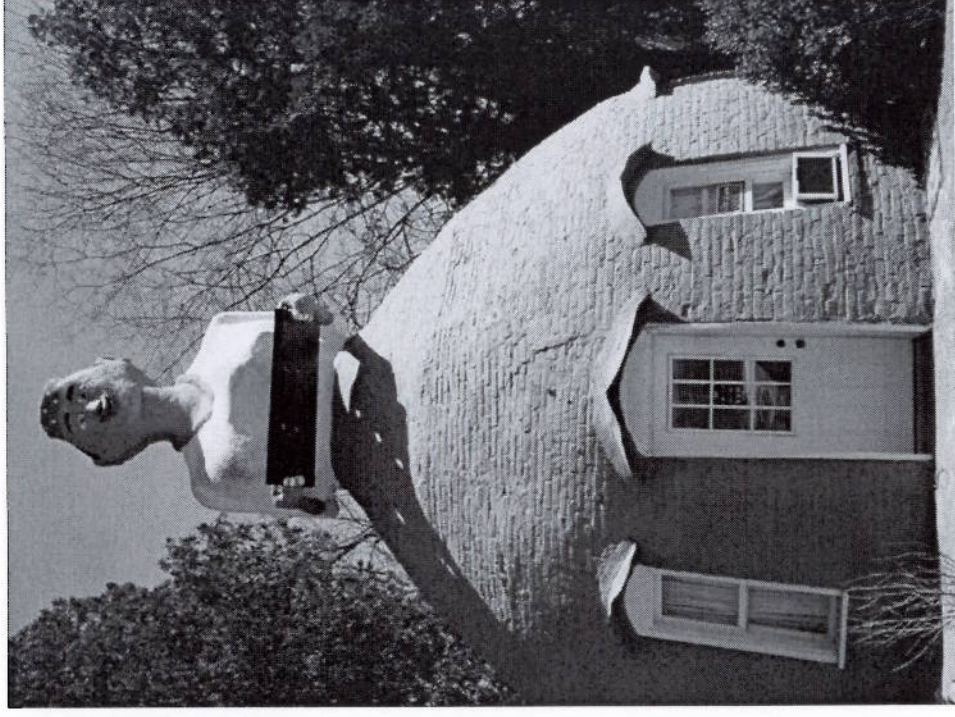
Container House in London



Wooden Gagster House (Archangelsk, Russia)



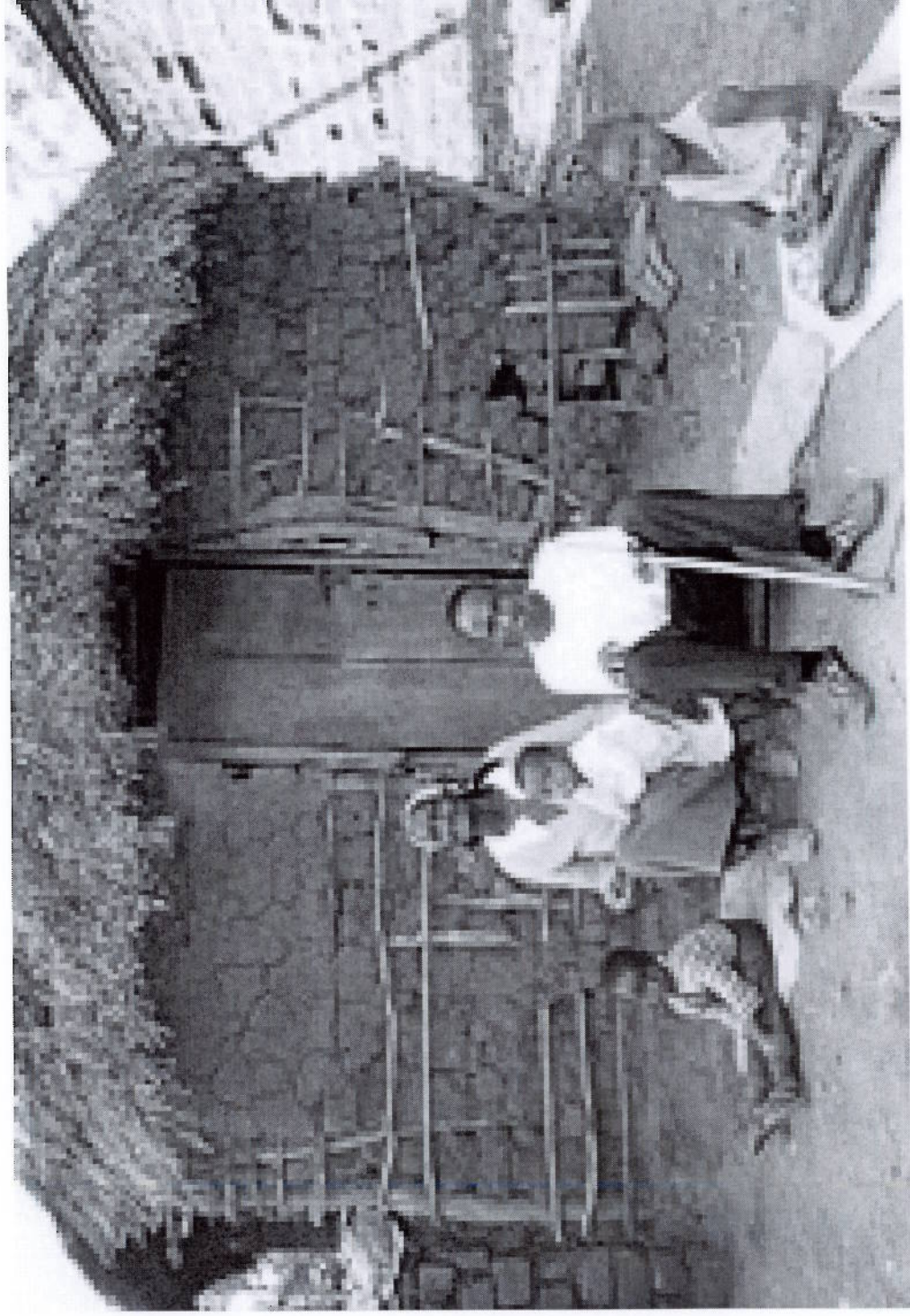
Mammy's Cupboard (Natchez, MS, United States)



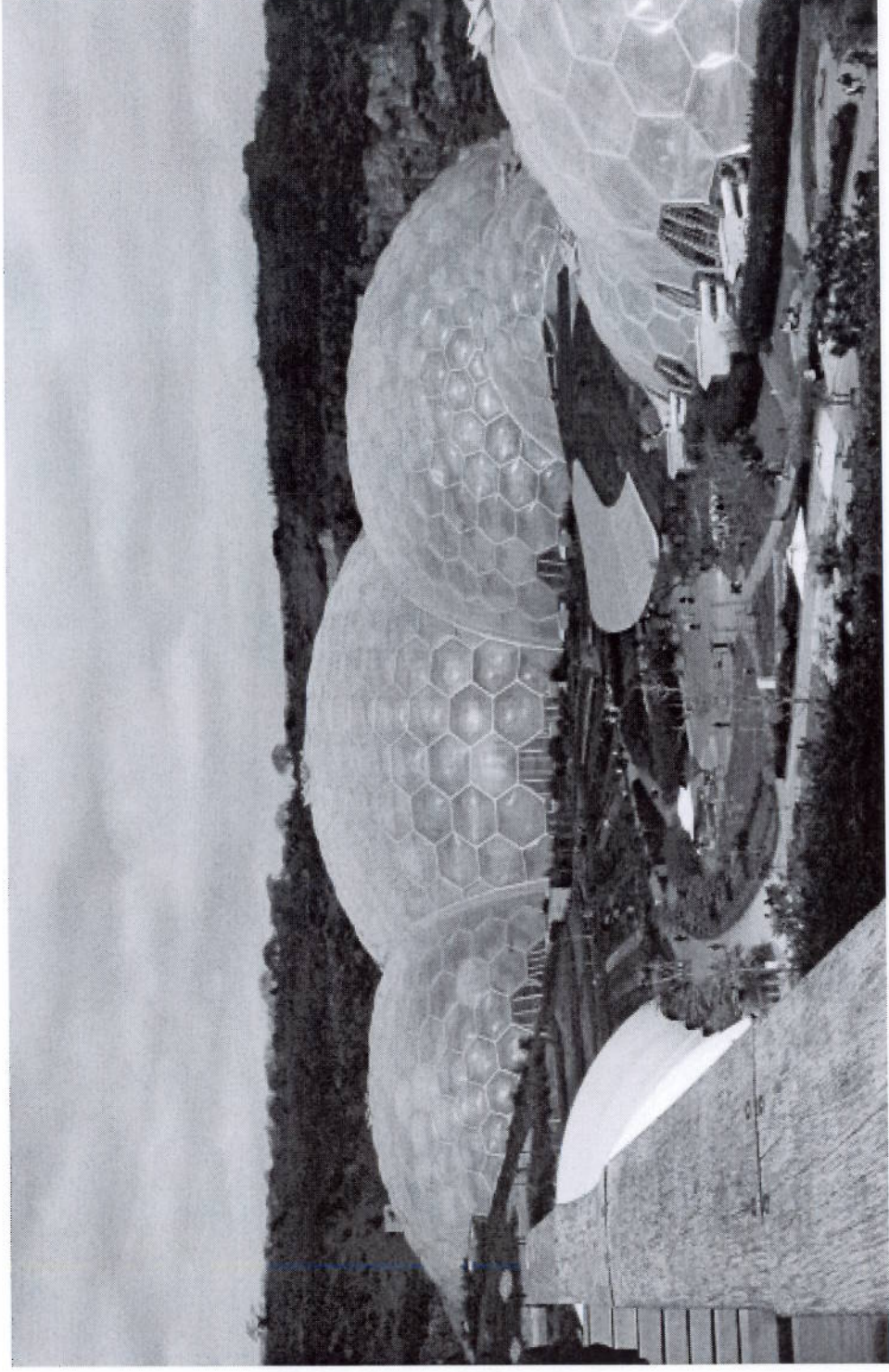
Modern Igloo (Alaska)



Kenya -- Africa



Eden project (United Kingdom)



LANGUAGE ARTS
LESSON PLANS
&
EXAMPLES OF STUDENT WORK

Saturday Academy Program- Language Arts

DAY ONE

BIG Idea: Ethics and Literature

Essential Question: How does literature aid in the understanding of ethical behavior?

DAY ONE-

Attendance/ Expectations of Course/Portfolios

Anticipatory Set:

1. Overview of Socratic Seminar
2. Read article entitled "US Teens Report 'Frightening' Levels of Texting While Driving"
3. Conduct Socratic Seminar

45 minutes

Procedure:

1. Read "Button, Button" independently and discuss as a large group
2. Upon completion, create three higher level questions regarding the ethical implications of the story

60 minutes

Inquiry and Research:

1. Research a current situation and formulate a position
2. Take notes on research- input into their portfolio

60 minutes

Presentation:

1. Review public speaking standards
2. Present position and findings to the class

30 minutes

Reflection:

Students will journal on their experience today, their findings, and the process.

15 minutes

All notes, research, handouts, and writing samples should be incorporated into their portfolios



WK 1

U.S. Teens Report 'Frightening' Levels of Texting While Driving

By Ashley Halsey III

1 A quarter of U.S. teens ages 16 to 17 who have cellphones say they text while driving, and almost half of Americans ages 12 to 17 say they've been in cars with someone who texted while behind the wheel, according to a report released Monday by the Pew Research Center's Internet & American Life Project.

2 "The percentages of drivers who report texting while driving is extremely disturbing, given the severe safety hazards this behavior causes," said Fairfax County, Va., police Capt. Susan Culin, commander of the traffic division. "However, the percentage of teen drivers that report texting while driving is even more frightening, due to their inexperience."

3 Drivers younger than 20 had the highest distracted-driving fatality rate among all age groups last year, according to the National Highway Traffic Safety Administration. Drivers 20 to 29 ranked second.

4 The administration said that 5,870 people died and about 515,000 were injured last year in accidents attributed to distracted driving. Twice as many fatalities, 11,773, were attributed to drunken driving.

5 The actual number of distracted-driving deaths and injuries might be higher. Drivers who cause accidents are no more prone to admit they were texting than they are to say they were drunk.

6 "I believe the percentage of teen drivers texting is even higher than this study reports," Culin said. "It's imperative that we take greater steps in correcting the problem by passing tougher laws and setting better examples for our children."

7 Over all, 81 percent of U.S. residents said they have used their cellphone while driving, according to the National Highway Traffic Safety Administration. Of the 82 percent of 16- to 17-year-olds who have cellphones, 52 percent said they use them while driving.

8 Teens told Pew researchers that they texted while driving to find friends, get directions and flirt. Some said they tried to restrict texting to when they were stopped at red lights.

9 "Many teens understand the risks of texting behind the wheel," said Amanda Lenhart, co-author of the Pew report, "but the desire to stay connected is so strong for teens and their parents that safety sometimes takes a back seat to staying in touch with friends and family."

10 At a conference that U.S. Transportation Secretary Ray LaHood convened to discuss distracted driving, he urged parents to set an example for their children by paying attention to the road.

11 But, the Pew report says, "the frequency of teens reporting parent cellphone use behind the wheel in our focus groups was striking, and suggested, in many cases, that texting while driving is a family affair."

LA TIMES-WASHINGTON POST - 11-16-09
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Ashley Halsey III is a Washington Post Staff Writer.



Fiction

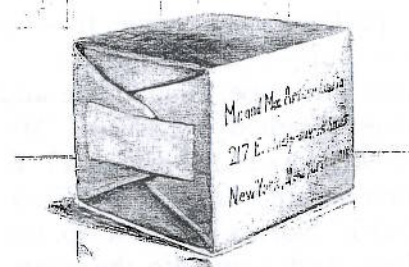
Button, Button

RICHARD MATHESON

Examine What You Know

"Button, Button" examines how people react when faced with temptation. How strong of a temptation is money to you? Would you do something unusual or even immoral to get it? Look at the following ways people make easy money. Decide which if any would be a temptation to you.

- play the lottery
- do a daring stunt
- make yourself look foolish
- do something illegal
- do something immoral



Expand Your Knowledge

Richard Matheson uses elements of both science fiction and fantasy in his writing. **Science fiction** is based on real or imagined scientific developments and often gives an imaginary or fantastical view of the future. **Fantasy**, which is highly imaginative, features characters and settings that could never be found in the real world. Typical fantasy characters might be ghosts, dragons, and sorcerers.

Enrich Your Reading

Making Predictions The main character in "Button, Button" faces a crucial choice. As you read, try to make reasonable predictions about what choice she will make, what will happen as a result, and how the story will end. Use your own knowledge of the way people behave and notice clues in the story that foreshadow later events.

■ A biography of the author can be found on page 597.

Button, Button

RICHARD MATHESON

The package was lying by the front door—a cube-shaped carton sealed with tape, their name and address printed by hand: “Mr. and Mrs. Arthur Lewis, 217 E. Thirty-seventh Street, New York, New York 10016.” Norma picked it up, unlocked the door, and went into the apartment. It was just getting dark.

After she put the lamb chops in the broiler, she sat down to open the package.

Inside the carton was a push-button unit fastened to a small wooden box. A glass dome covered the button. Norma tried to lift it off, but it was locked in place. She turned the unit over and saw a folded piece of paper Scotch-taped to the bottom of the box. She pulled it off: “Mr. Steward will call on you at 8:00 P.M.”

Norma put the button unit beside her on the couch. She reread the typed note, smiling.

A few moments later, she went back into the kitchen to make the salad.

The doorbell rang at eight o'clock. “I’ll get it,” Norma called from the kitchen. Arthur was in the living room, reading.

There was a small man in the hallway. He removed his hat as Norma opened the door. “Mrs. Lewis?” he inquired politely.

“Yes?”

“I’m Mr. Steward.”

“Oh, yes.” Norma repressed a smile. She was sure now it was a sales pitch.

“May I come in?” asked Mr. Steward.

“I’m rather busy,” Norma said, “I’ll get you your whatchamacallit, though.” She started to turn.

“Don’t you want to know what it is?”

Norma turned back. Mr. Steward’s tone had been offensive. “No, I don’t think so,” she replied.

“It could prove very valuable,” he told her.

“Monetarily?” she challenged.

Mr. Steward nodded. “Monetarily,” he said.

Norma frowned. She didn’t like his attitude. “What are you trying to sell?” she asked.

“I’m not selling anything,” he answered.

Arthur came out of the living room. “Something wrong?”

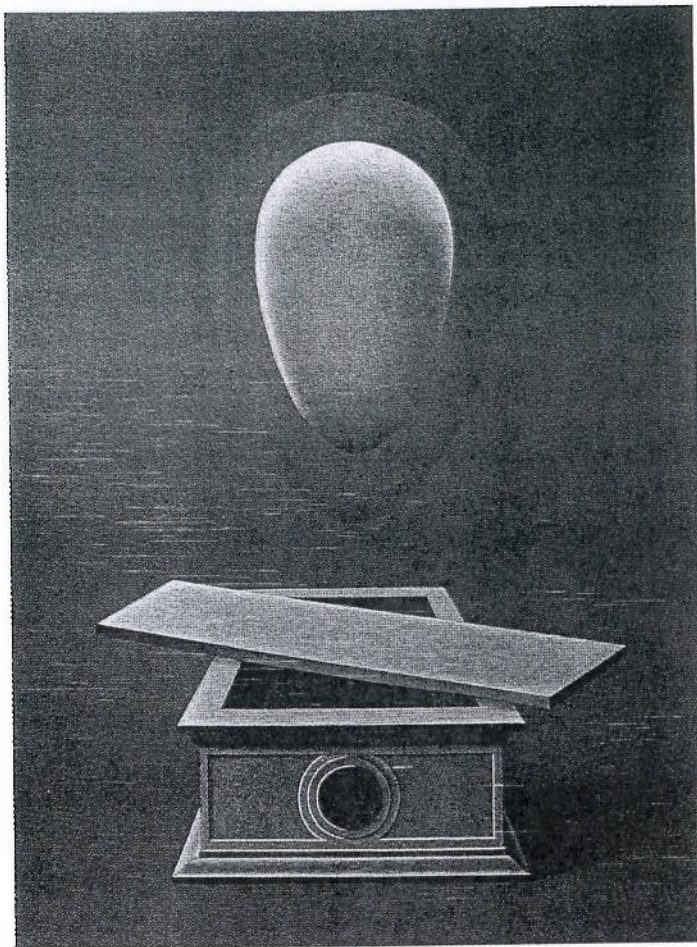
Mr. Steward introduced himself.

“Oh, the—” Arthur pointed toward the living room and smiled. “What is that gadget, anyway?”

“It won’t take long to explain,” replied Mr. Steward. “May I come in?”

“If you’re selling something—,” Arthur said.

Mr. Steward shook his head. “I’m not.”



TRANSECTION #24 1977 Clarence Holbrook Carter
Courtesy of the artist.

Arthur looked at Norma. "Up to you," she said.

He hesitated. "Well, why not?" he said.

They went into the living room and Mr. Steward sat in Norma's chair. He reached into an inside coat pocket and withdrew a small sealed envelope. "Inside here is a key to the bell-unit dome," he said. He set the envelope on the chair-side table. "The bell is connected to our office."

"What's it for?" asked Arthur.

"If you push the button," Mr. Steward told him, "somewhere in the world someone you don't know will die. In return for which you will receive a payment of \$50,000."

Norma stared at the small man. He was smiling.

"What are you talking about?" Arthur asked him.

Mr. Steward looked surprised. "But I've just explained," he said.

"Is this a practical joke?" asked Arthur.

"Not at all. The offer is completely genuine."

"You aren't making sense," Arthur said.

"You expect us to believe—"

"Whom do you represent?" demanded Norma.

Mr. Steward looked embarrassed. "I'm afraid I'm not at liberty to tell you that," he said. "However, I assure you, the organization is of international scope."

"I think you'd better leave," Arthur said, standing.

Mr. Steward rose. "Of course."

"And take your button unit with you."

"Are you sure you wouldn't care to think about it for a day or so?"

Arthur picked up the button unit and the envelope and thrust them into Mr. Steward's hands. He walked into the hall and pulled open the door.

"I'll leave my card," said Mr. Steward. He placed it on the table by the door.

When he was gone, Arthur tore it in half and tossed the pieces onto the table.

Norma was still sitting on the sofa. "What do you think it was?" she asked.

"I don't care to know," he answered.

She tried to smile but couldn't. "Aren't you curious at all?"

"No." He shook his head.

After Arthur returned to his book, Norma went back to the kitchen and finished washing the dishes.

"Why won't you talk about it?" Norma asked.

Arthur's eyes shifted as he brushed his teeth. He looked at his reflection in the bathroom mirror.

"Doesn't it intrigue you?"

"It offends me," Arthur said.

"I know, but"—Norma rolled another curler in her hair—"doesn't it intrigue you, too?"

"You think it's a practical joke?" she asked as they went into the bedroom.

"If it is, it's a sick one."

Norma sat on her bed and took off her slippers. "Maybe it's some kind of psychological research."

Arthur shrugged. "Could be."

"Maybe some eccentric millionaire is doing it."

"Maybe."

"Wouldn't you like to know?"

Arthur shook his head.

"Why?"

"Because it's immoral," he told her.

Norma slid beneath the covers. "Well, I think it's intriguing," she said.

Arthur turned off the lamp and leaned over to kiss her. "Good night," he said.

"Good night." She patted his back.

Norma closed her eyes. Fifty thousand dollars, she thought.

In the morning, as she left the apartment, Norma saw the card halves on the table. Impulsively, she dropped them into her purse. She locked the front door and joined Arthur in the elevator.

While she was on her coffee break, she took the card halves from her purse and held the torn edges together. Only Mr.

Steward's name and telephone number were printed on the card.

After lunch, she took the card halves from her purse again and Scotch-taped the edges together. "Why am I doing this?" she thought.

Just before five, she dialed the number.

"Good afternoon," said Mr. Steward's voice.

Norma almost hung up but restrained herself. She cleared her throat. "This is Mrs. Lewis," she said.

"Yes, Mrs. Lewis," Mr. Steward sounded pleased.

"I'm curious."

"That's natural," Mr. Steward said.

"Not that I believe a word of what you told us."

"Oh, it's quite authentic," Mr. Steward answered.

"Well, whatever—" Norma swallowed. "When you said someone in the world would die, what did you mean?"

"Exactly that," he answered. "It could be anyone. All we guarantee is that you don't know them. And, of course, that you wouldn't have to watch them die."

"For \$50,000," Norma said.

"That is correct."

She made a scoffing sound. "That's crazy."

"Nonetheless, that is the proposition," Mr. Steward said. "Would you like me to return the button unit?"

Norma stiffened. "*Certainly not.*" She hung up angrily.

The package was lying by the front door; Norma saw it as she left the elevator. Well, of all the nerve, she thought. She glared at the carton as she unlocked the door. I just

won't take it in, she thought. She went inside and started dinner.

Later, she went into the front hall. Opening the door, she picked up the package and carried it into the kitchen, leaving it on the table.

She sat in the living room, looking out the window. After a while, she went back into the kitchen to turn the cutlets in the broiler. She put the package in a bottom cabinet. She'd throw it out in the morning.

"Maybe some eccentric millionaire is playing games with people," she said.

Arthur looked up from his dinner. "I don't understand you."

"What does *that* mean?"

"Let it go," he told her.

Norma ate in silence. Suddenly, she put her fork down. "Suppose it's a genuine offer?" she said.

Arthur stared at her.

"Suppose it's a genuine offer?"

"All right, suppose it is?" He looked incredulous. "What would you like to do? Get the button back and push it? *Murder* someone?"

Norma looked disgusted. "*Murder*."

"How would you define it?"

"If you don't even *know* the person?" Norma said.

Arthur looked astounded. "Are you saying what I think you are?"

"If it's some old Chinese peasant ten thousand miles away? Some diseased native in the Congo?"¹

"How about a baby boy in Pennsylvania?" Arthur countered. "Some beautiful little girl on the next block?"

"Now you're loading things."

"The point is, Norma," he continued, "what's the difference whom you kill? It's still murder."

"The point is," Norma broke in, "if it's

someone you've never seen in your life and never *will* see, someone whose death you don't even have to *know* about, you *still* wouldn't push the button?"

Arthur stared at her, appalled. "You mean *you would*?"

"Fifty thousand dollars, Arthur."

"What has the amount—"

"Fifty thousand dollars, Arthur," Norma interrupted. "A chance to take that trip to Europe we've always talked about."

"Norma, no."

"A chance to buy that cottage on the island."

"Norma, no." His face was white.

She shuddered. "All right, take it easy," she said. "Why are you getting so upset? It's only talk."

After dinner, Arthur went into the living room. Before he left the table, he said, "I'd rather not discuss it anymore, if you don't mind."

Norma shrugged. "Fine with me."

She got up earlier than usual to make pancakes, eggs, and bacon for Arthur's breakfast.

"What's the occasion?" he asked with a smile.

"No occasion." Norma looked offended. "I wanted to do it, that's all."

"Good," he said. "I'm glad you did."

She refilled his cup. "Wanted to show you I'm not—" She shrugged.

"Not what?"

"Selfish."

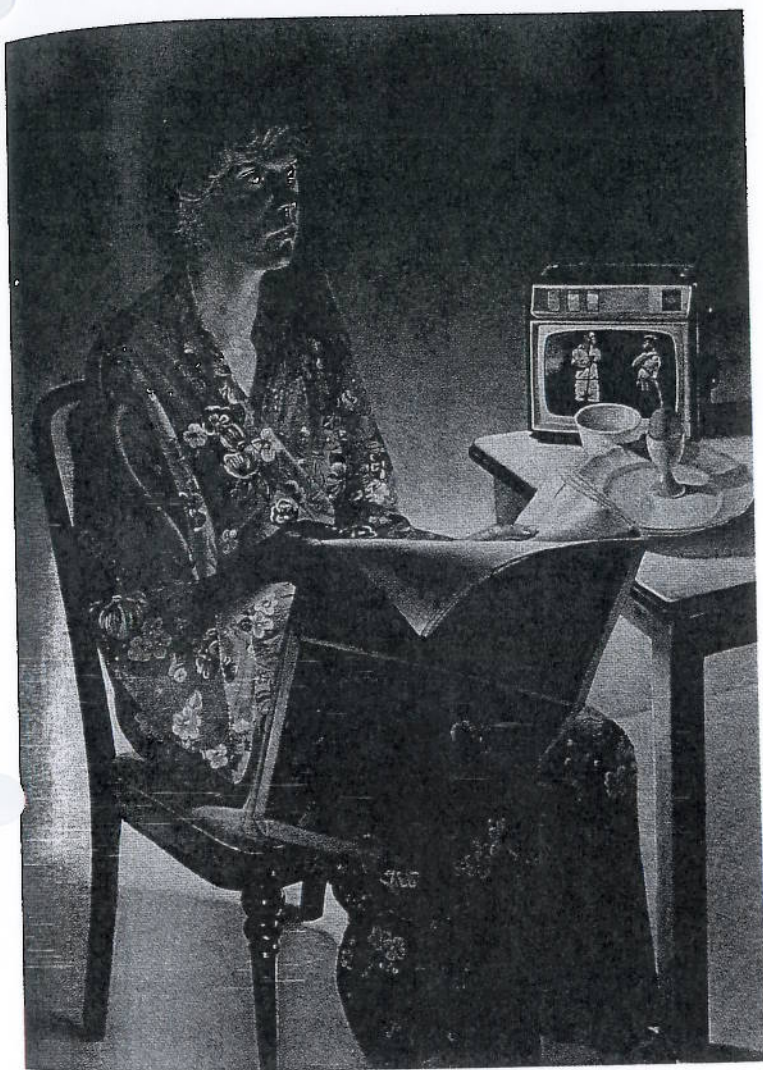
"Did I say you were?"

"Well"—she gestured vaguely—"last night. . . ."

Arthur didn't speak.

"All that talk about the button," Norma

1. the Congo: an African nation now known as Zaire.



SEVEN A.M. NEWS 1976-78

Alfred Leslie
Collection of Joseph D. and Janet M. Shein,
Merion, Pennsylvania.

said. "I think you—well, misunderstood me."

"In what way?" His voice was guarded.

"I think you felt"—she gestured again—"that I was only thinking of myself."

"Oh."

"I wasn't."

"Norma—"

"Well, I *wasn't*. When I talked about Europe, a cottage on the island—"

"Norma, why are we getting so involved in this?"

"I'm not involved at all." She drew in a shaking breath. "I'm simply trying to indicate that—"

"What?"

"That I'd like for *us* to go to Europe. Like for *us* to have a cottage on the island. Like for *us* to have a nicer apartment, nicer furniture, nicer clothes, a car. Like for us to finally have a *baby*, for that matter."

"Norma, we will," he said.

"When?"

He stared at her in dismay. "Norma—"

"When?!"

"Are you"—he seemed to draw back slightly—"are you really saying—"

"I'm saying that they're probably doing it for some research project!" she cut him off.

"That they want to know what average people would do under such a circumstance! That they're just *saying* someone would die,

in order to study reactions, see if there'd be guilt, anxiety, whatever! You don't think they'd *kill* somebody, do you?!"

Arthur didn't answer. She saw his hands trembling. After a while, he got up and left.

When he'd gone to work, Norma remained at the table, staring into her coffee. I'm going to be late, she thought. She shrugged. What difference did it make? She should be home, anyway, not working in an office.

While she was stacking dishes, she turned abruptly, dried her hands, and took the package from the bottom cabinet. Opening it, she set the button unit on the table. She stared at it for a long time before taking the key from its envelope and removing the glass dome. She stared at the button. How ridiculous, she thought. All this furor over a meaningless button.

Reaching out, she pressed it down. For us, she thought angrily.

She shuddered. Was it *happening*? A chill of horror swept across her.

In a moment, it had passed. She made a contemptuous noise. *Ridiculous*, she thought. To get so worked up over nothing.

She threw the button unit, dome, and key into the wastebasket and hurried to dress for work.

She had just turned over the supper steaks when the telephone rang. She picked up the receiver. "Hello?"

"Mrs. Lewis?"

"Yes?"

"This is the Lenox Hill Hospital."

She felt unreal as the voice informed her of the subway accident—the shoving crowd, Arthur pushed from the platform in front of the train. She was conscious of shaking her head but couldn't stop.

As she hung up, she remembered Arthur's life-insurance policy for \$25,000, with double indemnity² for—

"No." She couldn't seem to breathe. She struggled to her feet and walked into the kitchen numbly. Something cold pressed at her skull as she removed the button unit from the wastebasket. There were no nails or screws visible. She couldn't see how it was put together.

Abruptly, she began to smash it on the sink edge, pounding it harder and harder, until the wood split. She pulled the sides apart, cutting her fingers without noticing. There were no transistors in the box, no wires or tubes.

The box was empty.

She whirled with a gasp as the telephone rang. Stumbling into the living room, she picked up the receiver.

"Mrs. Lewis?" Mr. Steward asked.

It wasn't her voice shrieking so; it couldn't be. "*You said I wouldn't know the one that died!*"

"My dear lady," Mr. Steward said. "Do you really think you knew your husband?"

2. **double indemnity**: a clause in some life insurance policies in which the insurance company offers to pay double the value of the policy in case of accidental death.

Abusive Relationships results in separation between the two. Abuse does not just deal with physical, but also emotional abusive.

Being abused in a relationship is not good for anyone and there should be actions taking toward it. In this article, it says these types of relationships do not change if therapy is not involved. If the abuser is not willing to change and not seek help, you should want to permanently get away from them. Abuse is never okay to go through and should be taken under control. When ethics is put into abusive relationships, you have the right to get out of it if you've been hit on. Yes you may love the person dearly but to get hit on everyday is ridiculous. Those who abuse others could've had an emotional childhood, or been through physical & sexual abusive themselves and want to take what they've been through on others. It could even be passed down in ~~the~~ dysfunctional family. Broken promises to control games, abuse can tear up relationships in a heart beat.

10.23.10 Button, Button Response

Week 1

This short story has me realize that those around you can present themselves as someone they want you to see. Behind doors, those people can have another life that they are ashamed of or just want to keep it on the low. For me, I wouldn't want to kill someone for my own selfishness. Gaining \$50,000 is nothing compared to taking someone's life. Everyone on this earth has a ^{purpose and to take} ~~reason to be on this~~ their life is not up to me.

Saturday Academy Program- Language Arts

DAY TWO

BIG Idea: Ethics and Literature

Essential Question: How much poetic license should a student have when writing creatively?

DAY ONE-

Anticipatory Set:

1. Overview of Socratic Seminar
2. Read article entitled "High Court Considers Teen's Poetic License"
3. Conduct Socratic Seminar

60 minutes

Inquiry and Research:

1. Research court cases on poetic license and take notes
2. Complete graphic organizer on Ethical Reasoning
3. Think-Pair-Share with a Partner
4. Upon completion, create three higher level questions regarding their research

90 minutes

Reflection:

1. Students will journal on their experience today, their findings, and the process.
2. Share with the group

30 minutes

All notes, research, handouts, and writing samples should be incorporated into their portfolios

SFGate.com

High court considers teen's poetic license

Bob Egelko, Chronicle Staff Writer

Sunday, November 9, 2003

WK2

A group of noted authors, including the current Nobel Prize winner for literature, wants the California Supreme Court to come to the aid of a 15-year-old San Jose boy who was prosecuted and convicted of making criminal threats for writing a violent poem.

Poems, even violent and scary poems, are creative works that should be cut some slack by the legal system, they say.

Not this poem, say prosecutors and the courts that have reviewed it. Titled "Faces," it begins as a lonely teenager's lament ("Who are these faces around me? . . . I wish I had a choice on what I want to be like they do") but takes a sinister turn with the lines "I am Dark, Destructive & Dangerous. .

. . I can be the next kid to bring guns to kill students at school."

Two female classmates who were handed copies of the poem in March 2001 said they were terrified. Only 11 days earlier, another 15-year-old had opened fire in a high school in the San Diego suburb of Santee, killing two and wounding 13. Memories of the 1999 Columbine High School massacre in Littleton, Colo., were still fresh.

Those and other school shootings have made teachers, principals and police hyper-vigilant about hints of replays in their classrooms, to the point that casual remarks about guns have sometimes been treated like jokes about bombs in airports.

Among several such cases nationwide, one Northern California youth was prosecuted for painting a picture of a policewoman getting shot. Two Oakland teenagers were questioned by the Secret Service in April after a classroom chat about getting a sniper to "take care of" President Bush.

Questioned about his poem, the San Jose youth, George Julius T., known as Julius, said he was only joking and was having a bad day. But he was convicted by a juvenile court judge of two counts of making criminal threats, spent 90 days in juvenile hall and was expelled from school.

The lawyer who will ask the state's high court to uphold the convictions says a crime is a crime, even if it's in rhyme.

"Placing a threat in verse and labeling it poetry does not offer it any more (legal) protection than any other threat receives," California Deputy Attorney General Jeffrey Laurence said.

"His intent was not to express himself," said Richard Gardner, the Santa Clara County deputy district attorney who prosecuted Julius. "His intent was to scare the hell out of people."

But that's what poets sometimes do, said South African novelist J.M. Coetzee, the 2003 Nobel laureate, and 11 other novelists and poets who filed arguments Oct. 24 on the youth's behalf. They were joined by civil liberties and free-speech organizations, including PEN USA, which represents 2,600 literary writers.

Poems and other creative works "may indeed frighten or disturb," they told the court. "But in doing so, they contribute to our cultural fabric, encourage creativity and imagination (and) allow us to examine ourselves and others."

Disturbing violent images were common in the poetry and prose of Geoffrey Chaucer and William Shakespeare, the writers observed. Citing modern poets such as Robert Lowell, Sylvia Plath and Anne Sexton, they said poetry "is an artistic medium particularly well-suited for the examination of one's own potential for depravity. . . . The developing genre of 'dark poetry,' as practiced by Julius, is merely a continuation of this literary tradition."

A poem should not be treated as a crime, the writers argued, unless it was clearly written for some criminal purpose, like extortion.

Signers of the brief, besides Coetzee, included novelist Michael Chabon, winner of the 2001 Pulitzer Prize for "The Amazing Adventures of Kavalier & Clay"; award-winning fantasy and mystery writers Peter Straub and Harlan Ellison; and George Garrett, poet laureate of Virginia.

In January, the state Supreme Court agreed to review the case but is still receiving written arguments and has not yet scheduled a hearing. Julius, meanwhile, eventually went back to school, still lives in the area and hasn't gotten into any further trouble, said his lawyer, Michael Kresser, who declined to go into detail.

This is the first case to reach California's top court on whether a student's writings can be prosecuted as a threat, but other courts have considered similar cases.

Last year, a state appellate court overturned the conviction of a high school student from Chico who painted a picture of someone shooting a policewoman who had previously arrested the youth for marijuana possession. The court noted that the painting was done for the youth's art class and said it was unlikely to have been meant as a direct threat to the officer.

By contrast, the San Jose appellate court that upheld Julius' convictions noted that he had no poetry assignment in his honors English class, but wrote "Faces" on his own and handed it to two classmates he barely knew.

He attached a note saying the poem expressed his feelings and asked if they had similar feelings. He also asked one of the girls whether the school had a poetry club.

In a 2-1 ruling last October, the Court of Appeal said the classmates' frightened reactions were understandable and supported Julius' convictions for making criminal threats: threats to inflict death or great bodily injury that are meant to be taken seriously and cause another person reasonable fear for his or her safety.

The dissenting justice, Conrad Rushing, said Julius' classmates, and the court majority, were overreacting to a writing that was, like much of today's poetry, "mere hyperbole."

Faces

Who are these faces around me?

Where did they come from?

They would probably become the

next doctors or loirs or something. All

really intelligent and ahead in their

game. I wish I had a choice on

what I want to be like they do.

All so happy and vagrant. Each

original in their own way. They

Make me want to puke. For I am

Dark, Destructive & Dangerous. I

slap on my face if happiness but

Inside I am evil!! For I can be

the next kid to bring guns to

kill students at school. So

Parents watch your children

cuz I'm BACK!!

Lacks v. Ferguson Reorganized School District R-2, 147 F.3d 718 (8th Cir. 1998)**Facts:**

A high school English and journalism teacher failed to censor her students' creative writing assignments even though some of her students used profanity in their work. After a complaint, the school principal terminated the teacher for violating the school's "no-profanity" rule, which had traditionally not been applied to classroom exercises. The teacher sued, alleging a violation of her First Amendment rights. A jury sided with the teacher. The school district appealed.

Issue:

Whether school officials could terminate a teacher for failing to censor her students' written work without violating her First Amendment rights.

Holding:

In a 3-0 decision, an Eighth Circuit panel held that school officials did not violate the First Amendment when they terminated the teacher for allowing her students to use profanity in their classroom work.

Reasoning:

The court wrote that "a school district does not violate the First Amendment when it disciplines a teacher for allowing students to use profanity repetitiously and egregiously in their written work." The majority reasoned that the school board policy against profanity was "explicit and contained no exceptions." The school board has a "legitimate academic interest in prohibiting profanity by students in their creative writing."

Majority:

"We hold, as a matter of law, that the school board had a legitimate academic interest in prohibiting profanity by students in their creative writing." (Judge Richard Arnold)

Last updated: Saturday, November 13, 2010 | 10:48:15

be applied to him or his teaching methods.

See also: **Evans v. Selma Union High School District of Fresno County**, 222 P. 801 (Ca. 1924)

West Virginia State Board of Education v. Barnette, 319 U.S. 624 (1943)

Rosenberg v. Board of Education of City of New York, 92 N.Y.S.2d 344 (Sup. Ct. Kings County 1949)

Todd v. Rochester Community Schools, 200 N.W.2d 90 (Mich. Ct. App. 1972)

Minarcini v. Strongsville (Ohio) City School District, 541 F.2d 577 (6th Cir. 1976)

Right to Read Defense Committee v. School Committee of the City of Chelsea, 454 F. Supp. 703 (D. Mass. 1978)

Salvail v. Nashua Board of Education, 469 F. Supp. 1269 (D. N.H. 1979)

Loewen v. Turnipseed, 488 F. Supp. 1138 (N.D. Miss. 1980)

Case v. Unified School District No. 233, 908 F. Supp. 864 (D. Kan. 1995)

Campbell v. St. Tammany Parish School Board, 64 F.3d 184 (5th Cir. 1995)

Counts v. Cedarville School District, 295 F.Supp.2d 996 (W.D. Ark. 2003)

Minors' First Amendment Rights

American Amusement Machine Association, et al., v. Teri Kendrick, et al., 244 F.3d 954 (7th Cir. 2001); **cert.denied**, 534 U.S. 994; 122 S. Ct. 462; 151 L. Ed. 2d 379 (2001)

Enacted in July 2001, an Indianapolis, Ind., city ordinance required video game arcade owners to limit access to games that depicted certain activities, including amputation, decapitation, dismemberment, bloodshed, or sexual intercourse. Only with the permission of an accompanying parent or guardian could children seventeen years old and younger play these types of video games. On March 23, 2001, a three-judge panel of the Seventh Circuit Court of Appeals reversed and remanded the trial court's decision stating that "children have First Amendment rights." On Monday, October 29, 2001, the U.S. Supreme Court denied certiorari.

Interactive Digital Software Association, et al. v. St. Louis County, Missouri, et al., 329 F.3d 954(8th Cir. 2003)

St. Louis County passed an ordinance banned selling or renting violent video games to minors, or permitting them to play such games, without parental consent, and video game dealers sued to overturn the law. The Court of Appeals found the ordinance unconstitutional, holding that depictions of violence alone cannot fall within the legal definition of obscenity for either minors or adults, and that a government cannot silence protected speech for children by wrapping itself in the cloak of parental authority. The Court ordered the lower court to enter an injunction barring enforcement of the law, citing the Supreme Court's recognition in [Erznoznik v. Jacksonville](#), 422 U.S. 205, 213-14, 45 L. Ed. 2d 125, 95 S. Ct. 2268 (1975) that "speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when the government seeks to control the flow of information to minors."

SATURDAY ACADEMY PROGRAM – Language Arts

DAY THREE

BIG Idea: Ethics and Art Representation

Essential Question: Are there ethical boundaries with poetic and visual representations of tragic events?

Day Three

Attendance/Expectations of Course/Portfolios

Anticipatory Set:

1. Review steps of Socratic Seminar
2. Read article “Catholic group protests student paintings in NY”
3. Conduct Socratic Seminar

45 minutes

Procedure:

1. Read two poems – one about the Holocaust, one about 9/11
2. Upon completion, create three higher level questions regarding the ethical implications of representing these two tragic events

60 minutes

Inquiry and Research

1. Research a new poem or piece of visual art that represents a tragedy in history.
2. Create analysis points that determine whether or not the representation causes too much pain – put into portfolio

60 minutes

Presentation/Sharing

1. Students will share their findings with the class.
2. Students will also comment about the process of analyzing these poems and pieces of art.

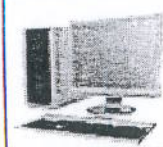
30 minutes

Reflection

Students will journal on their experience today, their findings, and the process.

15 minutes

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Catholic group protests student paintings in NY

Art at center of controversy depicts crucifix, rosary in sexually explicit light

The Associated Press

updated 6:00 p.m. ET, Thurs., June 5, 2008

NEW YORK - A Roman Catholic watchdog group is protesting a student art exhibition in which religious symbols including a crucifix and rosary are depicted in sexually explicit paintings.

"I have the sneaking suspicion that these paintings made the cut precisely because they were an assault on Catholic sensibilities," Bill Donahue, president of the Catholic League for Civil and Religious Rights, said in a statement Thursday.

The works on display at the private Cooper Union school include paintings, sculpture, graphic design and video installations chosen by the faculty. The exhibit began May 27 and ends June 10.

The target of the protest is a series of paintings by Felipe Baeza. One of them depicts a man with his pants down and a crucifix in his rectum. A Latin caption says, "The day I became a Catholic." Another painting shows rosaries with male genitalia, and a third a man with a halo and erection.

Donahue said the public "should expect more from the art faculty at a distinguished institution of higher education."

In a statement, Cooper Union responded that the art show ending the academic year is curated by faculty of the schools of architecture, engineering and art.

"Hundreds of student works are shown annually without censorship — a tradition at the school since its founding by Peter Cooper 150 years ago," the school said.

The Catholic League, a New York-based group, has a record of protesting art it deems offensive.

In 1999, then-Mayor Rudy Giuliani threatened to cut off city funding for the Brooklyn Museum if it did not remove a canvas depicting a black Madonna decorated with elephant dung and female genitalia. The Catholic mayor called it "insulting to Catholics," and the league urged a boycott of the museum.

The League also got involved in the outcry over a 1987 photograph by Andres Serrano of a crucifix submerged in urine.

The Catholic League, founded in 1973, says it is the nation's largest Roman Catholic civil rights organization.

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Clouded Sky

The moon hangs on a clouded sky.
I am surprised that I live.
Anxiously and with great care, death looks for us
and those it finds are all terribly white.

Sometimes a year looks back and howls
then drops to its knees.
Autumn is too much for me. It waits again
and winter waits with its dull pain.

The forest bleeds. The hours bleed.
Time spins overhead
and the wind scrawls
big dark numbers on the snow.

But I am still here
and I know why and why the air feels heavy –
a warm silence full of tiny noises circles me
just as it was before my birth.

I stop at the foot of a tree,
Its leaves cry with anger.
A branch reaches down. Is it strangling me?
I am not a coward. I am not weak, I am

tired. And silent. And the branch
is also mute and afraid as it enters my hair.
I should forget it, but I
forget nothing.

Clouds pour across the moon. Anger
leaves a poisonous dark-green bruise on the sky.
I roll myself a cigarette,
slowly, carefully. I live.

June 8, 1940.

Miklós Radnóti
(Translated by Steven Polgar, S. Berg &
S. J. Marks)

9/11 Poem

Cement Cloud

by Bob Holman

for Reesom Haile & Saba Kidane

Front window TV breaking news just breaking
Lucy at the assembly line. Must eat more pastries faster!
When One falls, I think if the Other comes this way
It would flatten my flat yet Dad waits for family to come
Home what is that a place of safety laughter breaks
The sky so clear and how beautifully plunging my Friends
From the flaming pickets of the "World" nefarious
Brilliance blinds from death even "Is the air controller's
Computer broken or what?" asks the newscaster when news
Is history lies jokes tell themselves leaving trails of skin

The panic from just outside is my story holes of plane
Flames of symbol clocks of hearts the ash and human
And human there is first the body keep telling yourself
That or anything because what comes next to LIFT us
Ineffable dies in the utter unspeakability political under
Standing or taking of everything the value of freedom
Of peace and the seed that grows into a home where
The door can open a fireball erupts your tongue
Is suddenly singing Remember eyes locked forever
On the double tombstone that is not there and always

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Exit Wound

Shame you think you're better
With your poker straight hair
Shame I'll be ending
Your blond potential flair

You kicked away my life,
When you kicked away my chair
You 'did it for a dare'
But now I just don't care

But Daddy didn't rape me
And Mom was always there
But still your killer's in the dock
For one last scare

You should have tried harder to make school fun
Every day the hatred, being dropped off by my Mum
You could have tried harder to make the bullying stop
But now it doesn't matter, because the safety's just gone Pop

You treated me as a monster
So a monster I became,
Since when was poverty
Such a crying shame?

So what I do is up to you
And here's my sinister plan
I'll butcher my classmates
From jock to end man

And in this dock I'll stand
To listen to my fate
All the youth gunned down
In my bloody hate

In silence, breath is bated
I shook off my scholastic hell
The one which you created
I'm guilty they can tell
I was entrapped in their hatred
It's their children's blood they smell.

Author notes

Genocide
Written October 8th, 2006

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11.20.10 - Reaction to Exit Wound

The person who wrote this poem obviously been through rough times in school by being bullied. In the first stanza, he probably been bullied by someone with blonde hair and want revenge with them & any other person that bullied him. Why does people think its okay to bully others? If bullied, do they have the right to bring a school to gun & shoot them? This poem can scare people ~~really~~ tremendously. But when I saw the comments that went with the poem, I noticed a lot of them were praising it instead of being terrified. And a shock, they are all teenagers as well. Reading this poem made me think of how bullying is a serious thing in the world.

SATURDAY ACADEMY PROGRAM – Language Arts

DAY FOUR

BIG Idea: Ethics, Art, and Censorship

Essential Question: Are there ethical boundaries concerning censorship, television, entertainment, and the arts?

Day Four

Attendance/Expectations of Course/Portfolios

Anticipatory Set:

1. Review steps of Socratic Seminar
2. Read article “What the bleep are people saying on TV?”
3. Conduct Socratic Seminar

45 minutes

Procedure:

1. Students will view an episode of *The Simpsons* and make a list of what things people may find offensive and what things people find funny.
2. Students will discuss what they recorded while watching the show.

60 minutes

Inquiry and Research

1. Research a television show, film, book, etc. that has gained popularity in the US.
2. Write a three paragraph persuasive report about the film; this should include a one paragraph summary, and two paragraph persuasive response about whether or not it is offensive and should be censored.

60 minutes

Presentation/Sharing




1. Students will share their findings with the class.
2. Students will also comment about the process of writing persuasively.

30 minutes


Reflection

Students will journal on their experience today, their findings, and the process.

15 minutes

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What the bleep are people saying on TV?

 By [Lisa Respers France](#), CNN

STORY HIGHLIGHTS

- Experts have noted an increase in cursing on broadcast television
- Everyone from celebs to the vice president has uttered forbidden words
- Brand consultant says people make too big a deal out of cursing on television
- Parents Television Council rep says viewers are growing used to hearing curse words

RELATED TOPICS

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(CNN) -- Seems like you can't turn on the television nowadays without hearing someone say something you shouldn't say on television.

It's not just "South Park," home of the frequent bleep, or HBO comedy specials, where F-words fly fast and frequently, or even broadcast TV, where words that still can't be listed on CNN.com are now part of everyday speech.

Now such language is even part of the august environs of C-SPAN: During congressional hearings investigating alleged financial fraud by Goldman Sachs, Sen. Carl Levin, D-Michigan, repeating a word in a Goldman memo, read an adjectival variation of the S-word aloud. In fact, it came up more than a dozen times during the hearing.

And then there was Vice President Joseph Biden, who made news when an open microphone captured him telling President Obama "This is a big f***ing deal!" in reference the passage of health care legislation.

The foul-mouthed politicians may just be following a trend. Experts say cursing on TV has increased, and not just on cable stations where it has become almost de rigueur. On broadcast television, characters and reality stars are saying whatever the bleep they feel like.

"[Cursing on television] has been creeping up for quite some time," said Brian Steinberg, television editor for Ad Age. "Shows like 'Southland' have tried to take it as far as it could and bleep [a certain] word out, even though it was quite clear what the word was."

There have been countless examples of curse words used on television -- quite often during live broadcasts, including Bono's "f***ing brilliant" during the 2003 Golden Globes and expletives uttered by Cher and Nicole Richie during live events. The language helped precipitate a fight by the Federal Communications Commission, which regulates the airwaves, that led all the way to the Supreme Court last year.

The justices upheld the FCC's "fleeting expletives" policy, which allows the commission to crack down on networks with fines and punishments when even one curse word is used.

Melissa Henson, director of communications and public education for the Parents Television Council, said her group has had to make its peace with the fact that viewers are more accepting of certain words.

"[The public has] come to the point where we have sort of given up and accepted the fact that some words are part of the vernacular on primetime TV," she said.

"Some of the milder profanities, like 'hell' and 'damn,' don't even register now when we hear them on TV," Henson said. "What we have seen, particularly with the advent of the popularity of reality TV, people are becoming more and more comfortable with bleeped obscenities."

The bleeped versions of those words, some of which the late comedian George Carlin immortalized in his routine "Seven Words You Can

Never Say on Television," help to pave the way for viewers to become more comfortable with the coarseness of language on TV, Henson said.

So it's no longer shocking to hear a woman called a word which rhymes with witch or some other expletive, even on shows viewers might assume would be family-friendly, she said.

"It's not just on reality shows. [It's] also on scripted comedies and some animated primetime programs like 'Family Guy' and 'American Dad,' where, given the high number of young viewers, you would think they would use a little bit more discretion with the language they use," Henson said.

Brand consultant Daniel Coffeen, who wrote an essay in defense of profanity, disagrees. "People make too big a deal out of f***ing everything. I don't understand it."

But what about the children who are exposed to such language? Coffeen said that good parenting is the best way to show your child what's acceptable and what is not.

"What I teach my kid is that there are things I can do that he can't do. I can curse, I can drink tequila, I can go out at night, I can cross the street by myself," he said. "There are things that grown-ups can do that kids can't do."

While an adjunct professor at the University of California - Berkeley, Coffeen was once reprimanded for cursing in front of his students. But his belief dovetails with that of comedian Carlin, who in the "Seven Words" monologue pointed out that there are "no bad words."

"Bad thoughts, bad intentions ... and words," Carlin said.

Much of the language trend has to do with competition, observes Ron Simon, a curator for The Paley Center for Media. In a 500-channel multimedia universe, broadcast television has to contend with many more outlets for an audience.

"The [broadcast] networks are trying to show that they are the equivalent of those other forms of entertainment," he said. "Obviously what can be said in American culture has expanded."

After all, he pointed out, something like a Biden slip of the tongue is no longer limited to those who catch the moment.

"Those types of things now go viral," Simon said. "Now everyone in the country can see it because of things like YouTube."

It could be that television is only mirroring the real world, and the real world has gotten coarser. In February, the California Assembly passed a resolution to establish the first week of March as "Cuss Free Week" throughout the state.

Given all that, Coffeen would rather have television focus on good programming.

"Obviously I don't give a [expletive]," Coffeen said. "The offense to me is sh***y art, it's bad television. It's the same bourgeois family on the same formulaic sitcom that, to me, is a moral and aesthetic offense."

Find this article at:

<http://www.cnn.com/2010/SHOWBIZ/TV/04/29/cursing.on.television/index.html?iref=allsearch>

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Pack your bags, gel your hair, and get tons of sun block. We're going to the Jersey Shore. Jersey Shore is one the most popular and controversial show in the U.S. The show deals with Italian American stereotypes. The show includes eight housemates that spend the summer together. The first season was shot in Seaside Heights, NJ. The second season the crew when south to Miami, FL for the winter.

I believe this show is very negative because it's making New Jersey look bad. Some of the cast members aren't from Jersey. It's taking a bunch of people who are from New York and putting them in Jersey as if that's where there from, and there really not. The Italian organization wanted the show to get cancelled. It's showing false information about Italian ethnicity. Fifty Nine percent of Jersey has watched the show had a false view of what New Jersey is like.

To wrap things up, Jersey Shore is a disgrace against Italian Americans and all of New Jersey. Partying and drinking shouldn't be overdone, there should be a limit.

Saturday Academy Program- Language Arts

DAY FIVE

BIG Idea: Ethics and Immigration

Essential Question: Should laws against immigration exist in the United States of America?

Day Five

Anticipatory Set:

1. Review procedures of Socratic Seminar
2. Read article entitled "Movie Reviews: The Short Life of Jose Antonio Gutierrez"
3. Show a clip of the movie to pique interest
4. Conduct Socratic Seminar

45 minutes

Procedure:

1. Jigsaw- Work in pairs to actively read one contemporary news article on immigration.
"Advocates hope Arizona law is catalyst"
"New Rules for Local Immigration Enforcement Begins"
"Immigration Officials Consider New Fee Increases"
2. On chart paper, delineate specifics of the article and summarize its contents

60 minutes

Presentation/Sharing:

1. Present their findings.
2. Use findings as a springboard for discussion among peers.

45 minutes

Writing Component & Technology:

1. On laptops, type a 2-3 paragraph synopsis of the ethical implications of citizenship, immigration, and naturalization.
2. Place in portfolio.

45 minutes

Reflection:

1. Students will journal on their experience today, their findings, and the process.
2. Share with the group

15 minutes

All notes, research, handouts, and writing samples should be incorporated into their portfolios

Helium

Entertainment:
Movies

Movie reviews: The Short Life of Jose Antonio Gutierrez

by Philo Gabriel

"The Short Life of Jose Antonio Gutierrez" is a documentary about the first U.S. soldier killed in the current war in Iraq.

Gutierrez was an illegal immigrant from Guatemala. There is a program that allows such immigrants to change their legal status if they'll serve a term in the military, and he was a part of that.

The movie traces his story from his childhood in Guatemala living on the streets and in orphanages, to his journey through Mexico and into the U.S., to his entering the military, to his death. It uses interviews with the person who runs an orphanage in Guatemala where he lived, his sister, people who knew him in the military, and various others.

I would say the movie tries to do multiple things, and it does all of them reasonably well but not great.

Partly it's a biographical, mostly laudatory, account of this individual. But it also tries to make various political points, and not just the obvious ones that a story like this would automatically make if it were on CNN or something in the mainstream media like that (e.g., that all U.S. soldiers - but especially any that die - are brave and heroic and altogether perfect in every way, that foreigners who come here - at least the good ones - are so grateful for the opportunity that they're eager to repay their benefactor society by joining the military, etc.). Instead it contains more leftist points about how U.S. policies in countries like Guatemala create or add to the mess that people who come here are fleeing from, how undeservedly miserable a life illegal aliens have in this country, how illegal immigrants are forced into devastating choices like becoming mercenaries and being sent overseas to fight in dubious wars, and so on.

It's trying to do so much that it really can't go into ideal depth on any of these things. So it thought-provokingly raises issues about U.S. foreign policy and immigration policy and such, but there's no time to present a detailed case about any of them.

On the biographical side, I felt like the movie enabled me to get to know and feel for Gutierrez somewhat, but I think it was hampered by a lack of material. There are many tidbits of information from interviews with people who knew him, but it doesn't feel like a complete picture.

And there are almost no relevant visuals. One consequence of that is that since - like seemingly all documentaries - the movie wants to avoid at all costs showing mostly talking heads, there's a lot of "generic" footage. So, for instance, since

1

2

next page >>

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Immigration Officials Consider New Fee Increases

By Teresa Watanabe and Anna Gorman

LOS ANGELES -- U.S. immigration officials are considering another possible round of fee increases and budget cuts next year, prompting concern among immigrant rights groups.

Alejandro Mayorkas, the new director of the U.S. Citizenship and Immigration Services, said during a visit to Los Angeles on Wednesday that "financial challenges" have caused the agency to consider potential fee increases but no decision has been made.

The agency is facing a \$118 million revenue shortfall this year in part because applications for citizenship and skilled worker visas are below projections, according to officials.

Most experts blame the citizenship application decline on a fee increase of 69 percent to \$675 in 2007.

But immigration officials said the agency is required by law to be self-supporting and that the fee increase was required because a special congressional appropriation to help reduce application backlogs had run out.

To help close the shortfall, Mayorkas said the agency has requested \$206 million from Congress.

"It is financially responsible to examine all of the options that are available ... as the agency confronts financial challenges," Mayorkas said.

Immigrant advocates said, however, that any additional fee increase would severely hamper legal immigrants from pursuing citizenship.

"Right now the high cost of citizenship is putting the dream of naturalization out of reach of low- and moderate-income legal permanent residents, and any future increase will just make the situation worse," said Rosalind Gold of the National Association of Latino Elected and Appointed Officials Educational Fund in Los Angeles.

Mayorkas, a Cuban immigrant and former top Los Angeles federal prosecutor, took over as head of the immigration agency last month. He said he would seek to make it "one of the jewels" of the Obama

administration through engagement with the public, efficient service and transparent procedures.

As an example, Mayorkas cited the bilingual Web site launched this week that includes a way for people to receive e-mail updates on the status of their applications. He said the agency had made significant progress in reducing application backlogs, dropping the wait on citizenship applications from more than one year to less than five months.

In addition, the agency is determined to improve integration of new immigrants and citizens, Mayorkas said. Just last week, U.S. Citizenship and Immigration Services announced that 13 organizations will receive a total of \$1.2 million in federal funding to expand citizenship education and preparation programs.

And the agency is preparing for the possibility of legislation that could result in millions of undocumented immigrants applying for legalization, Mayorkas said. Already, he said, the agency has more than 130 support centers throughout the nation ready to accept more than 6 million applications.

"We are focused on ensuring that we are ready to address comprehensive immigration reform," Mayorkas said.

LA TIMES-WASHINGTON POST - 09-23-09

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Teresa Watanabe and Anna Gorman are Los Angeles Times Staff Writers.



New Rules for Local Immigration Enforcement Begin

By Anna Gorman

RALEIGH, N.C. -- Luz Maria Diaz knew what happened to illegal immigrants at the Wake County jail. But her teenage daughters didn't.

So when the girls were arrested after fighting on their high school campus in September, they freely admitted that they were born in Mexico. Detention officers at the jail checked their immigration status and promptly handed them over to federal authorities.

Now Diana, 16, and her sister, Yolanda, 18, are battling to stay in the country.

"I never thought this could happen ... for a simple fight," their mother, Diaz, 35, said. "I was in shock."

The Wake County Sheriff's Department is one of eight local law enforcement agencies in North Carolina and 66 across the nation authorized by the federal government to identify illegal immigrants and process them for possible deportation under a program known as 287(g). Virginia is the only other state with more participating agencies. There are four such agreements in California.

Immigrant advocates and some lawmakers have been highly critical of the program because of reports of racial profiling and civil rights violations. The Congressional Hispanic Caucus has called for an end to the program.

Responding to concerns, the Obama administration announced in July that participating agencies would be subject to federal supervision and required to focus their efforts primarily on serious and violent criminals. Police agencies must sign new agreements by Wednesday.

If police agencies fail to follow the new rules, they risk losing their enforcement authority, said Alonzo Pena, deputy assistant secretary at U.S. Immigration and Customs Enforcement. One high-profile participant, Joe Arpaio, sheriff of Maricopa County in Arizona, who is being investigated by the Department of Justice, said last week that federal authorities are stripping him of his authority to make immigration arrests on the streets.

Wake County Sheriff Donnie Harrison, who joined the federal program in June 2008 and signed a new agreement Tuesday, said his deputies would continue arresting people for minor crimes, including traffic violations, if they fail to provide valid identification and would continue checking the immigration status of foreign-born people taken to his jail. As of Oct. 1, the sheriff's staff interviewed about 3,760 foreign-born inmates and processed about 2,650 for possible removal.

Whether immigration authorities move forward with deportation is up to them, Harrison said.

"That's an ICE problem," he said. "We're going to continue to do our job."

Diaz led her daughters across the border more than 10 years ago to seek a better life for them. If her daughters are ordered deported to Mexico, Diaz said, the whole family -- including her U.S.-born son -- will go too. She can't imagine sending her daughters alone to Mexico, a country they don't really know.

Yolanda Diaz, who was arrested on suspicion of simple assault, said the arrest has dashed her plans of going to college in the U.S. Her sister, Diana, arrested on suspicion of disorderly conduct, said she just wants to graduate from high school here.

"It's not fair," she said. "Other people have done much worse things than this."

Their attorney, Marty Rosenbluth with the Southern Coalition for Social Justice, said the government's 287(g) program wasn't designed to pick up undocumented immigrants like the Diaz sisters. "I appreciate that they are saying they are prioritizing dangerous criminal aliens," he said. "That is not what we are seeing."

Another one of his clients, Luis Cruz Millan, 30, an illegal immigrant from Mexico, was ordered to report to an immigration officer after being arrested last month; he was listening to music too loud in a car outside the Raleigh house where he was living.

He and his fiancée, Belinda Masterman, a U.S. citizen, had gotten into an argument, so Cruz went to

Advocates hope Ariz. law is catalyst

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Reform movement on immigration sees a flurry of activity

Advocates hope Ariz. law is catalyst

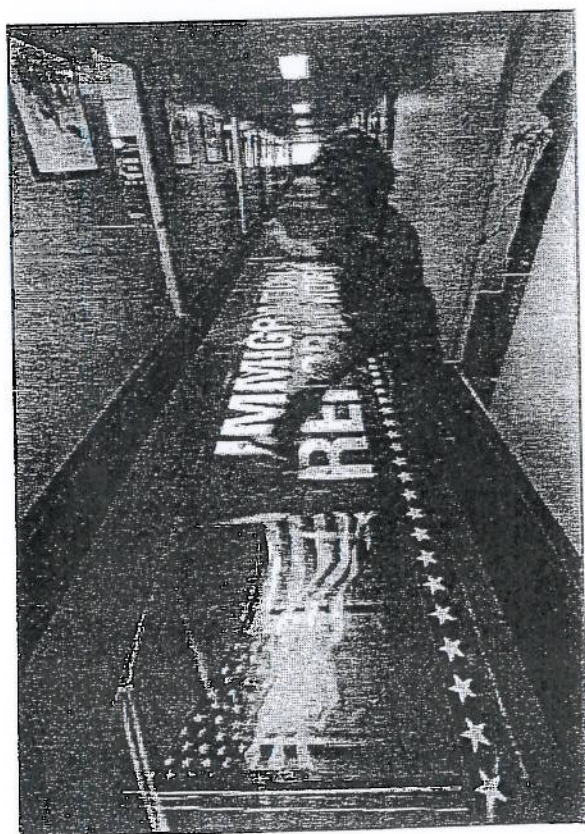
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 DAMIAN DOVARGANES / THE ASSOCIATED PRESS Caroline O'Connor hops over a sign that will be used in a rally today in Los Angeles.

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CHICAGO - Immigrant-rights activists hope Arizona's controversial immigration law will spark enormous crowds of people to protest in rallies nationwide and add urgency to pleas for federal immigration reform.

Advocates hope Ariz. law is catalyst

Dozens of marches are planned for today in cities across the country from Los Angeles to Dallas to New York.

"What happened in Arizona proves that racism and anti-immigrant hysteria across the country still exists. We need to continue to fight," said Lee Siu Hin, a coordinator with the Washington, D.C.-based National Immigrant Solidarity Network.

Activists believe opposition to Arizona's new law - which requires authorities to question people about immigration status if there's reason to suspect they're in the country illegally - could be the catalyst needed to draw record-breaking crowds similar to those four years ago.

That's when more than a million people across the country united to fight federal legislation considered anti-immigrant. Though the bill, which would have made being an illegal immigrant a felony, was unsuccessful, it triggered massive marches across the nation.

Since then, the movement has fractured and attendance has dropped sharply as attempts to reform federal immigration policy fizzled. In 2006, nearly half a million people took to Chicago's streets. Last year, fewer than 15,000 participated in the rallies, held annually on May 1 because it's a traditional day of protest and International Workers' Day.

But after the Arizona law was signed into law last week, immigration reform advocates have seen a flurry of activity.

Relying on online social networking, churches and ethnic media to mobilize, activists have called for a boycott of Arizona businesses and protested outside Arizona Diamondbacks baseball games.

Earlier in the week, two dozen activists chanting "Illinois is not Arizona" were arrested for blocking traffic outside an Immigration and Customs Enforcement facility in suburban Chicago.

While supporters say the law is necessary because of the federal government's failure to secure the border and growing anxiety over crime related to illegal immigration, critics say it's unconstitutional and encourages racial profiling and discrimination against immigrants or anyone thought to be an immigrant.

Activists fear that without federal legislation in place to address the estimated 12 million illegal immigrants living in the U.S., other states will follow Arizona's lead and pass similar legislation.

"If Republicans and Democrats do not take care of this albatross around our necks, this will in fact be the undoing of many, many years of civil-rights struggle in this country," said Jorge-Mario Cabrera, a spokesman for the Coalition for Humane Immigrant Rights of Los Angeles, where a downtown march is planned on Saturday. "I'm hoping that there is enough fire in people's hearts and minds to urge them to be mobilized."

But the chances that the federal government will step in this year with a comprehensive immigration reform bill seem slim.

President Obama once promised to tackle immigration reform in his first 100 days, but has pushed back that timetable several times. He said this week that Congress may lack the "appetite" to take on

Advocates hope Ariz. law is catalyst

immigration after going through a tough legislative year.

However, the president and Congress could address related issues, like boosting personnel and resources for border security, in spending bills this year.

Meanwhile, activists say problems with a broken immigration system continue to affect millions - raids on workplaces create mistrust of authorities and separate families with mixed immigration status, employers take advantage of immigrant labor, and thousands of college students are left in limbo.

Posted in Border on *Saturday, May 1, 2010 12:00 am* Updated: 11:26 pm.

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The Short Life of Jose Antonio Gutierrez

Jose Antonio Gutierrez was the first U.S. soldier killed in the current war in Iraq and he was an illegal immigrant from Guatemala. He joined the military to become an American citizen. His childhood was in Guatemala, living in orphanages and living on the streets. Then he lived in Mexico and then he came to America and lived a short life in the military.

New Rules for Immigration Enforcement Begin

Luz Maria Diaz's daughter were fighting on their high school campus and the admitted that they were illegal immigrants from Mexico. They were both arrested, Yolanda was arrested on suspicion of simple assault and Diana was arrested on suspicion of disorderly conduct. Luz Maria Diaz said that if they are deported back to Mexico then their whole family would go, including her son who was born in America. They didn't think that it was fair that they were arrested because other people do things that are more serious than what they did. The government tried to focus on serious and violent crimes.

Advocates hope Arizona law is catalyst

People protested against Arizona because they were being racist towards people with different backgrounds. Arizona has a new law that requires authorities to question people about immigration status if there is a reason to suspect that they are in the country illegally. A lot of people around the country got together to fight federal legislation considered anti-immigration.

SATURDAY ACADEMY PROGRAM – Language Arts

DAY SIX

BIG Idea: Generation World View

Essential Question: Are there ethical boundaries in how other people can stereotype and categorize an entire generation of individuals?

Day Four

Attendance/Expectations of Course/Portfolios

Anticipatory Set:

1. Review steps of Socratic Seminar
2. Read article “The Why-Worry Generation” by Judith Warner *New York Times Magazine*
3. Conduct Socratic Seminar

45 minutes

Response

1. Write a three paragraph response about how you believe your generation should be viewed. Be sure to reflect about the negative aspects of stereotyping.

30 minutes

Procedure

1. Students will view example portfolio projects.
2. Students will work to compile all of the pieces of their portfolios and add a summative personal reflection and visual enhancements such as graphics, etc.

65 minutes

Presentation/Sharing

1. Students will participate in a “Gallery Walk.” They will examine at least four other finished student portfolios and also complete peer feedback cards for those portfolios.

30 minutes

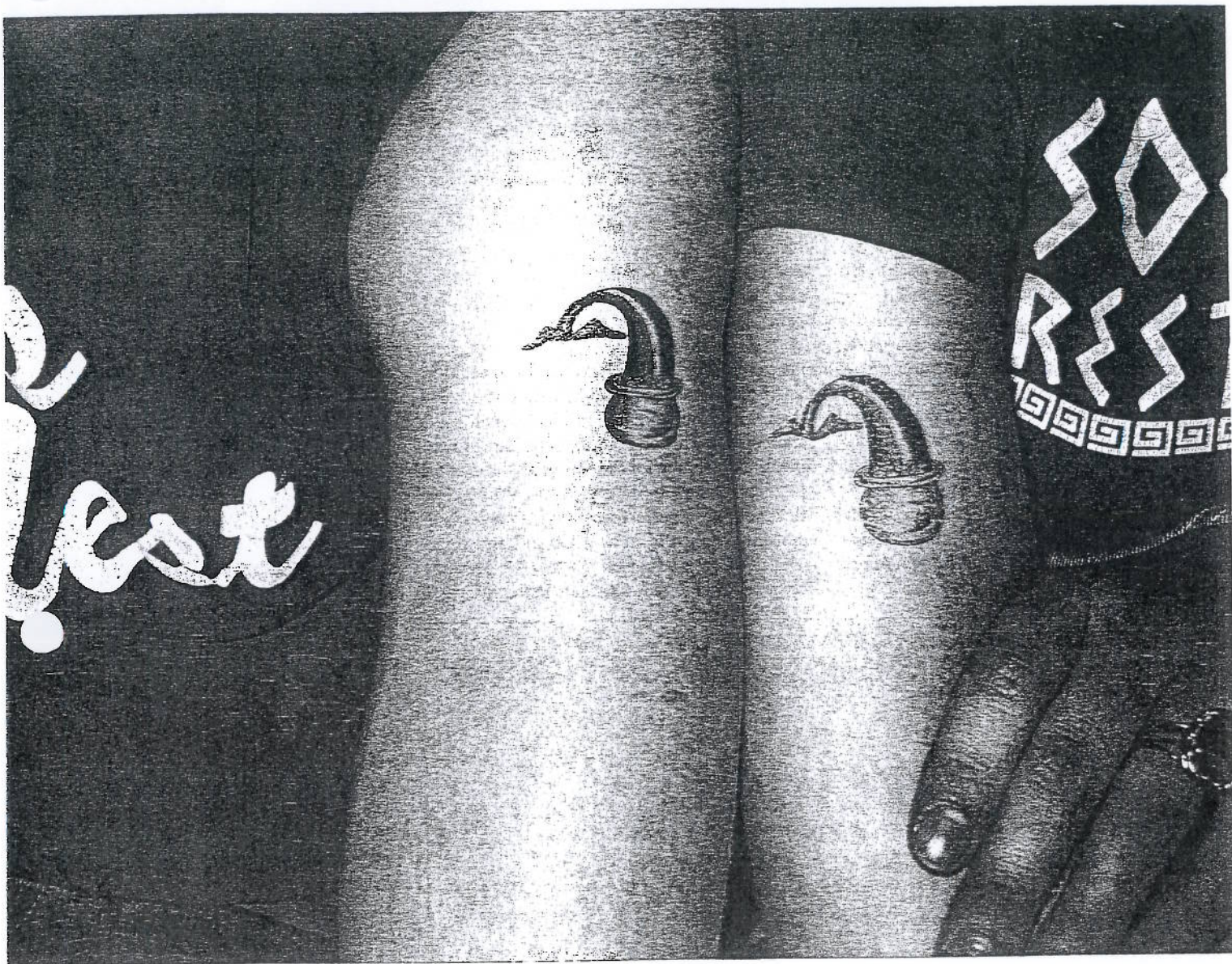
Reflection

Students will journal on their experience today, their findings, and the process.

15 minutes

41% of people between 18 and 29 say they are not happy with the way things are going in the country today.

THE WAY WE LIVE NOW



The Why-Worry Generation

Did boomer parents actually do something right? By Judith Warner

For the past few years, it's been open season on Generation Y — also known as the millennials, echo boomers or, less flatteringly, Generation Me. Once described by the trend-watchers Neil Howe and William Strauss as “the next great generation” — optimistic, idealistic and destined to do good — millennials, born between 1982 and 2002, have been depicted more recently by employers, professors and earnestly concerned mental-health experts as entitled whiners who have been spoiled by parents who overstocked their self-esteem, teachers who granted undeserved A's and sports coaches who bestowed trophies on any player who showed up.

As they've entered adulthood, they have inspired a number of books on how unmanageable they are in the workplace, with their ubiquitous iPods, flip-flops and inability to take criticism. Stories abound about them as college students, requiring 24/7 e-mail access to professors and running to Mom and Dad for help with papers or to contest a bad grade. A consensus has emerged that, psychologically, they're a generation of basket cases: profoundly narcissistic and deprived of a sense of agency by their anxiously overinvolved parents — in short, a “nation of wimps,” as Hara Estroff Marano, the *Psychology Today* editor at large, has put it.

The behavior of many of this year's college seniors might further fuel this story line. They are graduating

Judith Warner is the author, most recently, of “We’ve Got Issues: Children and Parents in the Age of Medication.”

a labor market decimated by the worst economic downturn since the Great Depression. The unemployment rate for early 20-somethings is close to 20 percent. Increased applications to grad school have turned that option of sitting out the recession into a reach. Even going into teaching — hyped a year ago as the most acceptable Plan B for high achievers turned off by (or turned away from) Wall Street — has become much tougher, as school districts have been devastated by budget cuts. Yet despite the fact that the new graduates are in no position to pose conditions for employers, many are increasingly declaring themselves unwilling to work more than 40 hours a week. Graduates are turning down job offers in high numbers — essentially opting to move back home with their parents if the work offered doesn't match their self-assessed market value.

According to the National Association of Colleges and Employers, which every year surveys thousands of college graduates about their job prospects and work attitudes, fully 41 percent of job seekers this year turned down offers — the exact percentage that did so in 2007,

when the economy was booming. And though less than a quarter of seniors who applied for work had postgraduation job offers in hand by late April (compared with 52 percent in 2007), many are still approaching work with attitudes suited for a full-employment economy.

"Almost universally they want to find a job that's not just a job but an expression of their identity, a form of self-fulfillment," says Jeffrey Jensen Arnett, a Clark University psychology professor who interviewed hundreds of young people across the economic spectrum for his book, "Emerging Adulthood: The Winding Road From the Late Teens Through the Twenties."

Not only do they believe these perfect jobs exist, but today's recent graduates also think they're good enough to get them. "They see themselves as really well prepared and supremely good candidates for the job market," says Edwin Koc, director of research for the National Association of Colleges and Employers. "Over 90 percent think they have a perfect résumé. The percentage who think they will have a job in hand three months after graduation is now 57 percent. They're still supremely confident in themselves."

For critics, this is irrational exuberance, an example of group psychosis, proof that this generation is headed for a major crash. "It's not confidence; it's overconfidence," Jean Twenge, a professor in the department of psychology at San Diego State University and author of "Generation Me," told me recently. "And when it reaches that level, it's problematic."

But at a time when so many of their elders are struggling emotionally to keep their heads above water — dealing with layoffs or the fear of layoffs, feeling the walls closing in around them as whole professions contract in new and unanticipated ways — the children, you have to consider, might be on to something. I interviewed nine students recommended to me by college professors and officials, yielding a picture of emerging adults with a striking ability to keep self-doubt — and deep discouragement — at bay. Many were jobless, others were dissatisfied with their work or graduate-school choices, yet they didn't blame themselves if life failed to meet their expectations. They didn't call into question their choices or competencies. It was as if all the cries of "Good job!" they heard as children armed them against the repeated blows of frustration and rejection now coming their way.

"They're extraordinarily optimistic that life will work out for them," Arnett says. "Everybody thinks bright days are ahead and eventually they will find that terrific job."

These emerging adults may be off-putting to a worried 40-something — their sense of entitlement and their lack of humility are somewhat hard to take — but they're not necessarily maladapted. On the contrary, with their seemingly inexhaustible well of positive self-regard, their refusal to have their horizons be defined by the limitations of our era, they just may bear witness to the precise sort of resilience that all parents, educators and pop psychologists now say they view as proof of a successful upbringing.

It may be that this resilience — this annoying yet admirable ability to stay positive in depressing and frightening times — has nothing to do with the parents. Perhaps it's a result, as some longtime observers of this generation have suggested, of growing up in an era of almost unrelenting ambient anxiety: school years spent in the shadow of Columbine, 9/11 and, lately, widespread parental job losses. Maybe chronic unease has simply raised this generation's tolerance level for stress, leaving it uniquely well equipped to deal with uncertainty.

Or maybe having a bulked-up ego really does serve as a buffer to adversity. Just like the self-esteem gurus always said that it would. ♦



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December 18, 2010

Generation after generation repeats itself and will all go through the same problems, but what is different is how we handle each situation. The way my generation sometimes handle situations makes us be viewed in a negative way, in my opinion. Growing up into young adults, majority of our generation have jobs and make their own money which shows that they are capable of living in this world today. It's terrible how people see us as being irresponsible and having mediate gratification of what we want and when we want it. I've even heard that we are extremely disrespectful to those older than us, such as teachers and any type of higher authority, and even the elderly. I don't want people to have this depict picture of us.

My generation is beginning to get their license and driving by themselves so there is a lot of trust that comes with that. A good handful of young adults drive with their seat belt and go the correct speed limit. The other batch are speeding over the limit and being careless of other peoples' lives on the road. Teens account for 12 percent of fatal car crashes which can make adults say they are irresponsible. Then they see us as being very "fast" when it comes to hooking up with people. The way some teens dress can give others the impression that you can be the bad apple in a bunch because of the article of clothing.

When it comes to disrespect, people look at us first. I don't know why some teens treat people with total disrespect because that makes us look bad. In classrooms, teens will talk rudely to a teacher or talk to them as if they are best friends. When it comes to elderly people, they can have a rude way of saying something that has them sound disrespectful, but they are old so they can't help that. But I say all they need is for someone to put a smile on their face so that's when we come in to help them. When they drive, yes they can hold up traffic to park in a parking lot slot but that's when you show the patience in you. We should be the helpful generation because we have so much to offer to other people.

My generation is going to be looked back as people who were obnoxious, rude and slackers. People in this school don't work hard at what they came to do. Instead they skip class, cut school and go joyriding. Fights are occurring during school hours. Crime rates are up in Monroe, and most of the crime that happens. The culprit is mostly from our school. The most stupid things that teenagers do in this school is make out in the hall way or after the bell rings when everybody is trying to get to their bus or after school program.

They're not just making a fool of themselves, they're putting shame down on they're family. They are the ones who are going to fail in life and it's going to hurt them in the long run. They are so busy thinking about themselves and they want things there way, not once do they think is this right or wrong to go or do. If they keep on going the way they are going, they're not going to last long in this world.

In conclusion, our generation should be looked backed as hard workers. People who put their mind at what they did and didn't give up. Instead it's going to be the other way around.

SOCIAL STUDIES
LESSON PLANS
&
EXAMPLES OF STUDENT WORK

Saturday Academy - History

Week 1:

Big Idea: Intro to Academy and Current Events:

Essential Question – Which current issue has the potential to affect my life?

Part 1: Socratic Seminar: practice “saggy pants”

- Students read an AVID article on the effects of saggy pants on one town’s local economy.

Part 2: Inquiry: Research a current event issue that has the potential to affect your life?

1. Find article on a current event issue that will impact your life
2. “Mark the text” using the Socratic Prep Sheet
3. Choose an original topic approved by teacher or one of the following topics:
 - Immigration Law in AZ
 - Health Care Law
 - Oil drilling off East Coast
 - Afghanistan
 - Spending Cuts in New Jersey
 - Oil Spill
 - Education reform in NJ
4. Differentiated Summary - How will this issue affect your life? (INFORMATION)
 - a. Persuasive Essay – 3 paragraphs
 - b. Power point – 8 slides with 2 sentences and one visual per slide
 - c. Informational Poster – Title, 3 Large visuals (original) and 8 bulleted points
5. Differentiated Activity (GETTING CREATIVE)
 - a. Poem – 14 lines
 - b. Comic strip – 8 boxes, dialogue in each box
 - c. Newspaper article – title, 3 paragraphs, visual

Part 3: Closure

6. Oral Presentation
7. Closure Socratic Questions / Seminar – Rubric

Are Your Jeans Sagging? Go Directly to Jail.

By NIKO KOPPEL

Published: August 30, 2007

New York Times, Fashion and Style

JAMARCUS MARSHALL, a 17-year-old high school sophomore in Mansfield, La., believes that no one should be able to tell him how low to wear his jeans. "It's up to the person who's wearing the pants," he said.

Mr. Marshall's sagging pants, a style popularized in the early 1990s by hip-hop artists, are becoming a criminal offense in a growing number of communities, including his own.

Starting in Louisiana, an intensifying push by lawmakers has determined pants worn low enough to expose underwear poses a threat to the public, and they have enacted indecency ordinances to stop it.

Since June 11, sagging pants have been against the law in Delcambre, La., a town of 2,231 that is 80 miles southwest of Baton Rouge. The style carries a fine of as much as \$500 or up to a six-month sentence. "We used to wear long hair, but I don't think our trends were ever as bad as sagging," said Mayor Carol Broussard.

An ordinance in Mansfield, a town of 5,496 near Shreveport, subjects offenders to a fine (as much as \$150 plus court costs) or jail time (up to 15 days). Police Chief Don English said the law, which takes effect Sept. 15, will set a good civic image.

Behind the indecency laws may be the real issue — the hip-hop style itself, which critics say is worn as a badge of delinquency, with its distinctive walk conveying thuggish swagger and a disrespect for authority. Also at work is the larger issue of freedom of expression and the questions raised when fashion moves from being merely objectionable to illegal.

Sagging began in prison, where oversized uniforms were issued without belts to prevent suicide and their use as weapons. The style spread through rappers and music videos, from the ghetto to the suburbs and around the world.

Efforts to outlaw sagging in Virginia and statewide in Louisiana in 2004, failed, usually when opponents invoked a right to self-expression. But the latest legislative efforts have taken a different tack, drawing on indecency laws, and their success is inspiring lawmakers in other states.

In the West Ward of Trenton, Councilwoman Annette Lartigue is drafting an ordinance to fine or enforce community service in response to what she sees as the problem of exposing private parts in public.

"It's a fad like hot pants; however, I think it crosses the line when a person shows their backside," Ms. Lartigue said. "You can't legislate how people dress, but you can legislate when people begin to become indecent by exposing their body parts."

The American Civil Liberties Union has been steadfast in its opposition to dress restrictions. Debbie Seagraves, the executive director of the A.C.L.U. of Georgia said, "I don't see any way that something constitutional could be crafted when the intention is to single out and label one style of dress that originated with the black youth culture, as an unacceptable form of expression."

School districts have become more aggressive in enforcing dress bans, as the courts have given them greater latitude. Restrictions have been devised for jeans, miniskirts, long hair, piercing, logos with drug references and gang-affiliated clothing including colors, hats and jewelry.

Dress codes are showing up in unexpected places. The National Basketball Association now stipulates that no sports apparel, sunglasses, headgear, exposed chains or medallions may be worn at league-sponsored events. After experiencing a brawl that spilled into the stands and generated publicity headaches, the league sought to enforce a business-casual dress code, saying that hip-hop clothing projected an image that alienated middle-class audiences.

Socratic Seminar Prep

1. Ask a high level question regarding the text on top of the page.

(How or Why Question)

2. Take notes in the margins regarding the following ideas:

- Something you need clarified
- 2 ideas you found interesting
- Something you that seemed unfair.

3. Participate in Seminar

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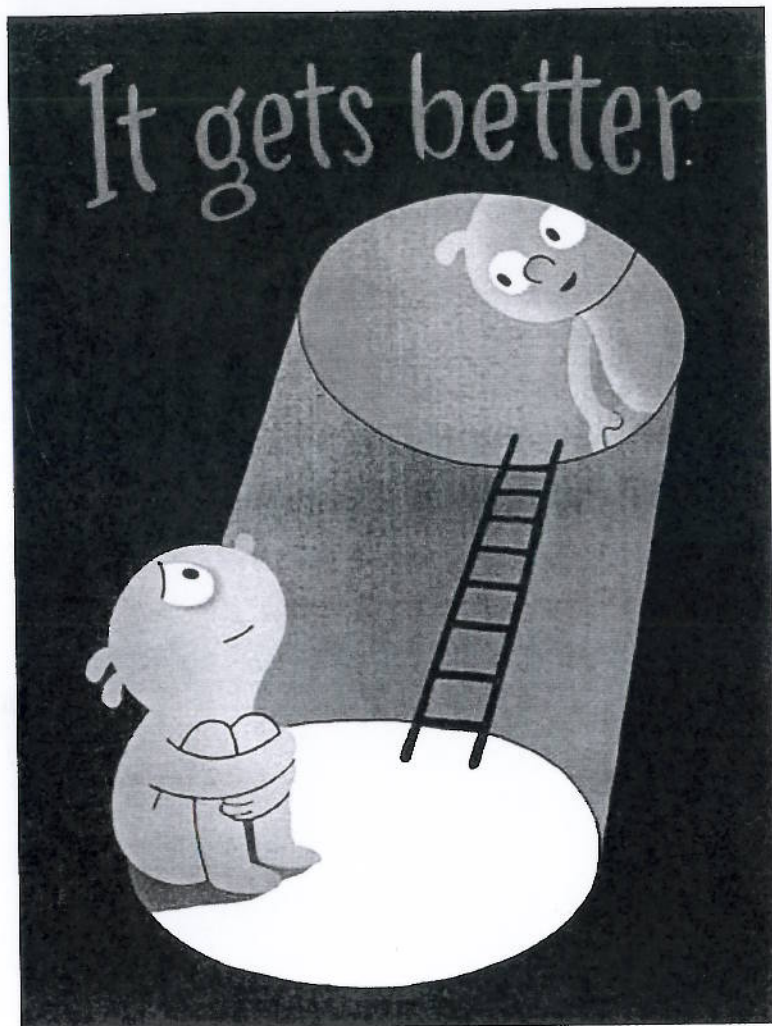
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- Paragraph 6 has a lot of generalizations
- The article is interesting but they don't quite speak on the overall effect.
- Why aren't belly shirts banned in public.

Obama adds to award-winning 'It Gets Better' project



Joe Newton/The Stranger

By Helen A.S. Popkin

President Barack Obama doesn't know "what it's like to be picked on for being gay," he confesses in his landmark contribution to the "It Gets Better" project. "But I do know what it's like to grow up feeling like sometimes you don't belong. It's tough. And for a lot of kids, the sense of being alone or apart, I know it can just wear on you."

Dan Savage, editorial director of the Seattle weekly *The Stranger* and author of the syndicated column "Savage Love," launched the "It Gets Better" project on YouTube in September following the suicide of Billy Lucas, a 15-year-old who reportedly suffered homophobic harassment at Indiana's Greensburg High School. "It Gets Better" invites gay, bisexual and transgendered adults to show embattled teens a future beyond high school.

Nine out of 10 gay teenagers experience bullying and harassment, Savage pointed out in his Sept. 21 podcast. And gay teenagers are four times more likely to commit suicide. "Many LGBT (lesbian, gay, bisexual and transgendered) kids who kill themselves live in rural areas — or exurbs or suburban areas and places with really no gay organizations or services for queer kids or visible gay people at all," Savage said.

Since its launch the It Gets Better project has received videos from hundreds of people both gay and straight, including many celebrities such as Tim Gunn and Ellen DeGeneres encouraging LGBT teenagers to stay strong through their teen years.

Earlier this week, the Sidney Hillman Foundation awarded [Savage the September Sidney Award](#) for the "It Gets Better" online video archive. The grant foundation inaugurated the Sidney in 2009, a monthly award for an outstanding piece of socially conscious journalism.

Savage asked that his \$500 prize be given to [The Trevor Project](#), whose mission is to end suicide among LGBT youth by providing life-saving and life-affirming resources, including a 24/7 crisis intervention lifeline.

Sidney Award judge Charles Kaiser said, "Savage used a national crisis to begin an inspirational project, which has brought hope to young gay, lesbian and transgendered people everywhere -- not only in America but all around the world."

Savage posted the president's video on [the Stranger's Slog blog](#) Thursday night, along with the transcript, but called the video "symbolic" on CNN's "American Morning," and said that the White House "has the power to do more."

Though he supported Obama's presidential campaign, Savage has since criticized the administration for not honoring the promises Obama made to the LGBT community before his election.

While praising the symbolic importance of the president's message, Savage also called for the Obama administration to stop appealing court rulings against the "don't ask, don't tell" rule that does not allow gays and lesbians to serve openly in the military.

"I appreciate this for what it is on its own," said one commenter underneath [the Stranger's Obama video post](#). "If even one questioning teenage kid sees this and has hope, it is worth it. I don't think many bullied or struggling kids are saying, 'Yeah, but he's not repealing as fast as I would like,' or 'He is moving towards acceptance of gay marriage only as fast as most of the country.' They are seeing the President of the United States telling them that they are valued."

For information on submitting a video, visit the [It Gets Better Project on YouTube](#).

For online support for LGBT teens visit:

[The Trevor Project](#), a national 24-hour, toll-free confidential suicide hotline for gay and questioning youth.

[GLSEN: Gay, Lesbian and Straight Education Network](#), an organization for students, parents, and teachers that tries to affect positive change in schools.

Related:

[YouTube channel offers hope to gay teens](#)

Important factor

"Many LGBT (lesbian, gay, bisexual and transgendered) kids who kill themselves live in rural areas -- or exurbs or suburban areas and places with really no gay organizations or services for queer kids or visible gay people at all," Savage said.

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Joe Newton/The

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What would come of this foundation if they didn't get a strong response would they keep trying?



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October 23, 2010

President Obama's plan to launch his it gets better project is a great idea. I feel that progression towards homosexual and lesbian awareness shows someone who is actively involved in their community. Being able to set up projects that will inform the public as a whole on something that now impacts the nation is very important. It gives people a new way of dealing these situations and to be considerate of others around us.

He begins his speech saying that he wasn't gay but knew what it felt like to feel out of place. By making this statement he established a level of comfort with the gay community. He will now be able to feel a valid response from his target audience. I have empathy for anyone who has ever felt or have been made feel out of place. The feeling isn't all that great feeling as though your opinions or ideas don't matter they sometimes lower your self esteem.

These issues have been stirring for a while and now even more than before because the gay community is increasing. Now that statements have been made actions need to be done and I feel this is a step in the right direction. These small actions will ultimately result in the understanding for the gay community. I knew a kid who was gay and every day he would be ridiculed for his personal orientation. Constantly I would find myself feeling bad for this guy and I would think to myself something needs to be done.

WEEK 1 CLOSURE

Complete each sentence with a meaningful response:

1. Today in Saturday Academy, I learned about...

The importance of respect. Respecting peoples opinions and respecting peoples rights.

2. This will make an impact in my life by...

Allowing my outlook on life to be affected in a positive light.

Week 2:

Big Idea: Politics

Essential Questions:

- How do people get their ideas and values represented in their government?

Part 1: Socratic Seminar: Quotes on government

- Students will read and “mark the text” on ten quotes about government regarding political parties by Historical personalities.
- Socratic Seminar

Part 2: Direct Instruction: Political Quiz

- Students will take an online political quiz that will generally tell them where they fall on the political spectrum
- Brief conversation on political terms

Part 3: Inquiry - Research Political parties:

- In a word document, show the following:
- Find 4 ideas from existing platforms (using teacher generated websites) think would make the United States a better place to live based on your values. Cite party.
- Develop 2 original platform ideas based on your values.

Part 3: Create Your Political Party: (Via Poster or PowerPoint)

- Name your party –based on personal beliefs
- Create a party logo – based on personal beliefs
- design a platform on poster (5 main ideas the party stands for)
- 2 reasons how your party will help America.

Part 4 – Presentations and Discussions

- Students will present their political party to class

Part 5 – Reflection – Costa’s 3 levels of questioning

Socratic Seminar Prep

1. Ask a high level question regarding the text on top of the page.

(How or Why Question)

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The distinction between “outsiders” and idiots

11/12/2010 8:30:33 AM

By Will Hicks

The big trend of this year's election is definitely the emphasis on outsiders coming into politics. This anti-incumbent attitude has been greatly exploited by the tea party whose candidates pride themselves in their separation from Washington. The problem with this obsession is that America is looking for outsiders simply because they are outside politics. Competence is apparently not a factor.

The anti-incumbent mood has allowed people like Ken Buck, Sharon Angle, and of course Christine O'Donnell to move to the national political spotlight that do not know a whole lot about politics. Ken Buck the Tea Party senate candidate from Colorado, who obviously does not know the bounds of political correctness, compared homosexuals to alcoholics and called global warming a hoax.

Nevada senate candidate, Sharon Angle, has provided plenty of gaffes for Harry Reid's attack ads by calling BP's fund for oil spill victims a “slush fund” and unemployment insurance “spoilage.” When speaking to a group of Hispanic high school students Angle came up with the astute remark “some of you look a little more Asian to me.”

Definitely the biggest “gaffe machine” of the Tea Party movement is Christine O'Donnell, Delaware senate candidate. When asked if there are any Democratic senators that O'Donnell could work with across the aisles once she becomes a senator, O'Donnell could not name a single one. What is worse is that when asked if there are any Supreme Court decisions that she disagrees with she could not answer that question either.

Well I have an answer for that question. I strongly disagree with the Supreme Court decision to eliminate restrictions for corporations to finance campaigns. That is the only way these anti-regulations tea baggers could raise enough money to campaign against their at least semi-competent democratic competition.

Developing Political Values:

What do you value in life?

In America, I am glad that I have the right to...

In America, I should be able to...

The distinction between "outsiders" and idiots

11/12/2010 8:30:33 AM

By Will Hicks

Why are people letting
outsiders into politics?

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It sounds like she thinks BP's fund for oil spill victims is a waste of time. She is ignorant for talking about Hispanic

5 Well I have an answer for that question. I strongly disagree with the Supreme Court decision to eliminate restrictions for corporations to finance campaigns. That is the only way these anti-regulations tea baggers could raise enough money to campaign against their at least semi-competent democratic competition. interesting.
I don't think she knows enough about politics to be a senate candidate

Developing Political Values:

What do you value in life?

In America, I am glad that I have the right to...

Speech and religion

In America, I should be able to...

get a job easier and pay less taxes

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Quiz Results

The RED DOT on the Chart shows where you fit on the political map.



Your **PERSONAL** issues Score is 40%

Your **ECONOMIC** issues Score is 70%

According to your answers, the political group that agrees with you most is...

Centrist prefer a "middle ground" regarding government control of the economy and personal behavior. Depending on the issue, they sometimes favor government intervention and sometimes support individual freedom of choice. Centrists pride themselves on keeping an open mind, tend to oppose "political extremes," and emphasize what they describe as "practical" solutions to problems.

Political Philosophies

Left (Liberal)

Liberals usually embrace freedom of choice in personal matters, but tend to support significant government control of the economy. They generally support a government-funded "safety net" to help the disadvantaged, and advocate strict regulation of business. Liberals tend to favor environmental regulations, defend civil liberties and free expression, support government action to promote equality, and tolerate diverse lifestyles.

Libertarian

Libertarians support maximum liberty in both personal and economic matters. They advocate a much smaller government; one that is limited to protecting individuals from coercion and violence. Libertarians tend to embrace individual responsibility, oppose government bureaucracy and taxes, promote private charity, tolerate diverse lifestyles, support the free market, and defend civil liberties.

Centrist

Centrist prefer a "middle ground" regarding government control of the economy and personal behavior. Depending on the issue, they sometimes favor government intervention and sometimes support individual freedom of choice. Centrists pride themselves on keeping an open mind, tend to oppose "political extremes," and emphasize what they describe as "practical" solutions to problems.

Right (Conservative)

Conservatives tend to favor economic freedom, but frequently support laws to restrict personal behavior that violates "traditional values." They oppose excessive government control of business, while endorsing government action to defend morality and the traditional family structure. Conservatives usually support a strong military, oppose bureaucracy and high taxes, favor a free-market economy, and endorse strong law enforcement.

Statists (Big Government)

Statists want government to have a great deal of power over the economy and individual behavior. They frequently doubt whether economic liberty and individual freedom are practical options in today's world. Statists tend to distrust the free market, support high taxes and centralized planning of the economy, oppose diverse lifestyles, and question the importance of civil liberties.

16,089,165

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Nick Winkle
11/13/10

Part 3: Inquiry- Research Political Parties

Secure the border and enforce immigration laws. –American Independent Party

End the war in Iraq; protect all Americans. –Democratic Party

Shrink government, reduce taxes. –Libertarian Party

Promote an economy that creates new jobs. –Republican Party

Lower the working age limit.

Teach kids trades in public schools.

AMERICAN PROTECTION PARTY



- America would be safer
- It would be easier to get jobs and make money because kids will know trades

- Enforce immigration laws and Secure the Border
- Protect all Americans
- Shrink government, reduce taxes
- Promote an economy that creates new jobs
- Teach kids trades in public schools

Nick Link

Reflection on Week 2 - Politics

Essential Question: How do people get their values and beliefs represented in the government?

(Think about what you did today)

They vote and become involved in the government.

One thing I enjoyed about the lesson today was...

Learning that I am a Centrist

One question I still have is...

Are there more political parties?

One idea I learned today that I will take with me is...

I am a Centrist

WEEK 3

American Cultural History Project

Big Idea: Freedom of speech and ideas in Culture/Art

Essential Questions:

- When is freedom of speech and ideas restricted?
- Should the freedom of speech and ideas be restricted?

Part 1: Socratic Seminar Culture

- Students read and mark text, "Catholic group protests students' paintings in NY"
- Students engage in a seminar discussion

Part 2: Che Guevara Mural Response

- Students will view the Che Guevara Mural in the school, read a brief biography on Che, and then fill out a worksheet that will have students think about the appropriateness of the mural in the school.
- Students will have to decide whether or not this type of freedom of speech should be restricted

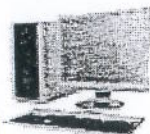
Part 3: Research Article and Dialectical Journal

- Students will use the computers to research an article that discusses the restriction of free speech and/or ideas
- Students will print out an article and complete a dialectical journal that will ask them to highlight 4 sentences of the article and do one of 5 things:
 - Ask a question
 - Evaluate
 - Analyze
 - Interpret
 - Make a personal connection
- Students will be given a sheet that will explain what each task is
- Class Share

Part 4: Closure

- Students will answer the essential question with evidence from the lesson.
- Students share

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Catholic group protests student paintings in NY

Art at center of controversy depicts crucifix, rosary in sexually explicit light

The Associated Press

updated 6:00 p.m. ET, Thurs., June 5, 2008

NEW YORK - A Roman Catholic watchdog group is protesting a student art exhibition in which religious symbols including a crucifix and rosary are depicted in sexually explicit paintings.

"I have the sneaking suspicion that these paintings made the cut precisely because they were an assault on Catholic sensibilities," Bill Donahue, president of the Catholic League for Civil and Religious Rights, said in a statement Thursday.

The works on display at the private Cooper Union school include paintings, sculpture, graphic design and video installations chosen by the faculty. The exhibit began May 27 and ends June 10.

The target of the protest is a series of paintings by Felipe Baeza. One of them depicts a man with his pants down and a crucifix in his rectum. A Latin caption says, "The day I became a Catholic." Another painting shows rosaries with male genitalia, and a third a man with a halo and erection.

Donahue said the public "should expect more from the art faculty at a distinguished institution of higher education."

In a statement, Cooper Union responded that the art show ending the academic year is curated by faculty of the schools of architecture, engineering and art.

"Hundreds of student works are shown annually without censorship — a tradition at the school since its founding by Peter Cooper 150 years ago," the school said.

The Catholic League, a New York-based group, has a record of protesting art it deems offensive.

In 1999, then-Mayor Rudy Giuliani threatened to cut off city funding for the Brooklyn Museum if it did not remove a canvas depicting a black Madonna decorated with elephant dung and female genitalia. The Catholic mayor called it "insulting to Catholics," and the league urged a boycott of the museum.

The League also got involved in the outcry over a 1987 photograph by Andres Serrano of a crucifix submerged in urine.

The Catholic League, founded in 1973, says it is the nation's largest Roman Catholic civil rights organization.

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Che Guevara

Ernesto "Che" Guevara was born June 1, 1928 – October 9, 1967, commonly known as El Che or simply Che, was an Argentine Marxist revolutionary, physician, author, intellectual, guerrilla leader, diplomat, military theorist, and major figure of the Cuban Revolution. Since his death, his stylized visage has become a ubiquitous countercultural symbol and global insignia within popular culture. He ordered the deaths of thousands of political rivals (or perceived rivals) without trials.

Conversely, Jacobo Machover, an exiled opposition author, dismisses the hero-worshipping and portrays him as a ruthless executioner. Detractors have theorized that in much of Latin America, Che-inspired revolutions had the practical result of reinforcing brutal militarism and internecine conflict for many years

Week 3

"Che Guevara"

1. Why would a student's painting cause such controversy?
2. What do you think the motivation was for her to paint it?
3. Should the mural have been forbidden?
4. Would a mural of Osama Bin Laden be inappropriate?

Freedom of Speech in Art - Dialectical Journal

Left Side– Copy text from your article

Right Side – Respond to the passage by asking a question, analyzing, interpreting, evaluating, or making a personal connection

Ask a Question

Ask an under the surface question that requires more information to answer

Analyze

Study and determine the relationship of the parts in the text

Interpret

Explain the meaning of the text

Evaluate

Determine the significance of the text

Make a personal connection

How can you relate to something in the text?

Week 4:

Big Idea: Wars

Essential Question: How do wars affect the societies involved?

Part 1 - Socratic Seminar: Understanding the Psychological Effects of War

- Students will read and take margin notes on the article
- Socratic Seminar Discussion

Part 2 - Direct Instruction:

- Students will be given an overview of the instructions and expectations.
- Students will each choose a war that they will develop their inquiry based project on.

Part 3 – Inquiry Based Project:

Objective:

Students will research the war of their choosing and create a Power-Point presentation that shows a brief summary of the war and 6 main aspects of that war (Visual, poem/song, death toll, 1 primary source person quote, 1 primary source other, major effect) and then will write a response for each (question, analyze, interpret, evaluate, or make a personal connection).

Breakdown:

1. Research a war on-line (from teacher list)
2. Write a brief paragraph summary of the war on a Power Point slide
3. Find an example of each of the following aspects of war and put it on the Power Point slides
 - a. Photo or painting
 - b. Poem or song
 - c. death toll
 - d. 1 primary source soldier
 - e. 1 primary source civilian (non-soldier)
 - f. major effect
4. Students will respond to each of their slides with one of the following:
 - a. Ask a high level question
 - b. Analyze
 - c. Interpret
 - d. Evaluate
 - e. Make a personal connection
5. Students answer the essential question in a Power Point slide.
6. Students will make a Power Point cover page that reflects the work within the presentation

Part 4: PEER ASSESSMENT

- Students will share with one other student and be assessed on a rubric by that student and reverse.

Part 5: Closure Worksheet for day

Inquiry Based Project Checklist:

1. Create slides for your war regarding:
 - Photo or painting
 - Poem or song
 - death toll
 - 1 primary source soldier
 - 1 primary source civilian (non-soldier)
 - major effect
2. Students will respond to each of their slides with one of the following:
 - Ask a high level question slide(s): _____
 - Analyze slide(s): _____
 - Interpret slide(s): _____
 - Evaluate slide(s): _____
 - Make a personal connection slide(s): _____
3. Students answer the essential question in a Power Point slide. **"How do wars affect the societies involved?"**
4. Students will make a Power Point cover page that reflects the work within the presentation

Socratic Seminar Prep

1. Take notes in the margins regarding the following ideas:

- Something you need clarified
- 2 ideas you found interesting
- Something that seemed unfair.

2. Ask a high level question regarding the text on top of the page.
(How or Why Question)

3. Participate in Seminar

	1 POINT	2 POINTS	3 POINTS
Notes	Took little to no notes	Notes are scattered and some are hard to understand	Notes are organized and easily understood
Participation	Did not participate at all in seminar	Partially participated in seminar	Fully participated in seminar
Listening to others	Talked to others and was off task	Listened sometimes but also was talking under others	Listened intently on others remarks

Understanding The Psychological Effects Of War

(NAPSI)-If you know a service member who is having mental health problems, there are ways you can help.

Over 2 million men and women have deployed to Iraq and Afghanistan since September 11, 2001. Many have deployed multiple times and many have been exposed to the stress of combat. While not all who serve come home with severe mental health symptoms, all are affected.

Current studies suggest that as many as 35 percent of those seeing combat will eventually show signs of the invisible injuries of war—post-traumatic stress, traumatic brain injury, depression, anxiety. Family members often recognize these signs before their loved ones yet feel unable to help.

Your loved one may return from war with understandable but extremely complex and sometimes frightening—emotional, cognitive and behavioral reactions, including fear, rage, sadness, withdrawal, depression, anxiety, confusion, difficulty concentrating, memory lapses, headaches, body aches, substance abuse and relationship difficulties.

Your loved one may be reluctant to seek help for a number of reasons. Dr. Barbara Van Dahlen, a licensed psychologist in the Washington, D.C. area, and founder and president of Give an Hour, a national nonprofit organization providing free mental health services to the military community, offers these suggestions:

- Be direct in your communication. Tell your service member how much you love him or her and that you are there.
- Express hope, optimism and commitment.
- If your service member is reluctant to seek professional help, offer to go with the person. Relationships can be adversely affected by the consequences of war and your willingness to do your part to work through these difficulties will be helpful.
- If your loved one remains unwilling to seek help, go for yourself. A professional can help you develop a specific plan to assist your loved one, and your loved one may be more willing to accept help upon seeing your example.

If you feel your loved one is a danger to him/herself or others, don't hesitate to ask for help or call the police.

"We know that the psychological effects of war and repeated, long deployments affect many more people than just the service member," notes Dr. Van Dahlen. "It is important to know that these kinds of reactions are normal and to remember you are not alone and that help is available."

Ask a question -

ask a high level "how" or "why" question and attempt to answer it

Evaluate -

form an idea of the amount, number, or value of the subject

Interpret -

form an idea of the significance of the subject. Why is it important?

Analyze -

Examine the subject and find something revealing about it

Personal Connection -

How can the subject affect you personally or to present times

IF Someone Knows They are Being affected why don't they get help?

Understanding The Psychological Effects Of War

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3 Current studies suggest that as many as 35 percent of those seeing combat will eventually show signs of the invisible injuries of war—post-traumatic stress, traumatic brain injury, depression, anxiety. Family members often recognize these signs before their loved ones yet feel unable to help.

Interesting: only 35% of people who have seen combat come back with invisible injuries

4 Your loved one may return from war with understandable but extremely complex and sometimes frightening—emotional, cognitive and behavioral reactions, including fear, rage, sadness, withdrawal, depression, anxiety, confusion, difficulty concentrating, memory lapses, headaches, body aches, substance abuse and relationship difficulties.

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11 "We know that the psychological effects of war and repeated, long deployments affect many more people than just the service member," notes Dr. Van Dahlen. "It is important to know that these kinds of reactions are normal and to remember you are not alone and that help is available."

Inquiry Based Project Checklist:

1. Create slides for your war regarding:

- ☐ Photo or painting
- ☐ Poem or song
- ☐ death toll
- ☐ 1 primary source soldier
- ☐ 1 primary source civilian (non-soldier)
- ☐ major effect

2. Students will respond to each of their slides with one of the following:

- ☐ Ask a high level question slide(s): _____
- ☐ Analyze slide(s): _____
- ☐ Interpret slide(s): _____
- ☐ Evaluate slide(s): _____
- ☐ Make a personal connection slide(s): _____

3. Students answer the essential question in a Power Point slide. **"How do wars affect the societies involved?"**

4. Students will make a Power Point cover page that reflects the work within the presentation



I'll sing you a song and it's not very long,
 It's about a young man who never did wrong.
 Suddenly he died one day
 The reason why no one could say.
 He was tall and long and his arms were strong
 And this is the strange part of my song,
 He was always well from foot to head
 And then one day they found him dead.
 They found him dead so I've been told
 And his eyes were closed and his heart was cold.
 Only one clue to why he died:
 A bayonet sticking in his side.
 -Millard Lampell 1941

In that song Millard is saying that no one is safe
 in war even though they were very healthy.

Axis Death Tolls
Germany- 4,200,000
Japan- 2,350,000
Romania- 460,000
Hungary- 430,000
Italy- 410,000
Austria- 334,000
Finland- 84,000
Total-8,268,000

Allied Death Tolls	
Soviet Union-20,000,000	India-37,000
China-10,000,000	Australia-35,000
Poland-5,800,000	Albania-30,000
Yugoslavia-1,700,000	Bulgaria-20,000
France-600,000	New Zealand-12,000
Czechoslovakia-415,000	Norway-10,300
United States-400,000	South Africa-7,000
United Kingdom-388,000	Ethiopia-5,000
Netherlands-210,000	Luxembourg-5,000
Greece-160,000	Malta-2,000 (civilians only)
Belgium-88,000	Denmark-1,400
Canada-37,000	Brazil-1,000
	Allied Total-39,963,700

WAR TOTAL

48,231,700

The total deaths prove just how violent this war was and that no-one was safe from attack.

A primary source soldier is Wesley Slaymaker, he wrote to his family while in training and served in the Pacific, he was sent back to the U.S. after being wounded.

It shows his commitment to his family because he wrote to his family a lot to tell them he was ok.

A primary civilian source would be Margie Krumpleman because she received many letters from her brothers and cousins serving in the war.

She was the only one her family could write to that could respond.

A major effect that occurred was that there was an increased number of women in the workplace.

Do you think most people were shocked to see that happening?

Universal Rubric Category	1 Point	3 Points	5 Points
Neatness and organization	Sloppy and unorganized	Needs improvement	✓ Neat and organized
Information Accuracy And Evidence	Information is incorrect and/or missing	Need more information and or information is not correct	✓ Information is correct and evidence is given
Directions Followed	Some or all of the directions not followed	Most of the Directions were followed	✓ Directions were followed
Completion	Not or barely completed	Almost completed	✓ Completed

CLOSURE WEEK 4 - War

One thing I enjoyed about the lesson today was...

Being Able to Research more About One of The most interesting wars that ever occurred.

One question I still have is...

how did society deal with the devastation of the more violent wars.

One idea I learned today that I will take with me is...

We need to be more sympathetic towards veterans of war.

WEEK 5

Big Idea: Social Issues – Civil Rights

Essential Question: How have individuals or groups in history successfully gained civil rights for themselves or others?

Portfolio Project – Create a 21st Century dynamic museum brochure for a civil rights leader showcasing what that person meant to the people for whom that person fought for.

Part 1 – Socratic Seminar – Civil Rights Apologies in FL

- Gov. Crist of Florida apologizes to civil rights activists beaten in the 1960's

Part 2 – Choose Civil Rights Leader

Choose a civil rights leader and that you admire and write a 1 paragraph essay on their tactics for bringing attention to their issue?

- Gandhi
- Martin Luther King Jr.
- Harriet Tubman
- Thurgood Marshall
- Lyndon B. Johnson
- Malcom X
- Rosa Parks

Part 3 - Create a museum brochure for chosen Civil Rights Leader that includes the following:

Use either power point or publisher to make a brochure that includes:

1. Title Page – Person, picture of person, quote from that person
2. 3 main brochure pages describing 3 Museum rooms that display the impact of this civil rights leader. Room may include:
 - a. Primary source for visitors to look at
 - b. A multi-media station that enhances the experience for the visitor
 - c. An “amusement park” type ride that takes the visitor through a historical experience
 - d. A statue or monument that pays homage to your civil rights leader
 - e. A guided tour of a replication of a historical place or event
3. Closing Page showing Cost of admission where a portion of the proceeds will benefit a charity set up to continue the ideas of the civil rights leader.

Part 4 – Presentation

- Students will present to another student and grade on rubric
- Students will give highlights of their partners museum to the entire class
- Students fill out closure worksheet

Socratic Seminar Prep

1. Take notes in the margins regarding the following ideas:

- Something you need clarified
- 2 ideas you found interesting
- Something that seemed unfair.

2. Ask a high level question regarding the text on top of the page.
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REVISITING JUSTICE | ST. AUGUSTINE

Crist, Cabinet pass resolution for civil rights-era activists

Top state officials passed a resolution apologizing to civil rights activists who were arrested and beaten in St. Augustine in the 1960s.

BY STEVE BOUSQUET

HERALD/TIMES TALLAHASSEE BUREAU

TALLAHASSEE -- In a moving tribute tinged with sorrow, the state of Florida officially expressed regret Thursday to civil rights marchers who were beaten and jailed for protesting segregated beaches and lunch counters in St. Augustine in the 1960s.

Gov. Charlie Crist and the Cabinet, meeting as the Board of Executive Clemency, formally asked law enforcement agencies to expunge the protesters' arrest records.

Some young marchers, now in their 60s, 70s and 80s, began to weep as Crist read a resolution noting the injustices they suffered decades ago.

Their leader, Dr. Robert Hayling, now 81, a retired dentist living in Fort Lauderdale, expressed their gratitude. "This is an honor we did not anticipate," Hayling said, his voice trembling with emotion. "Thank you so much. This is a moment in life we will never forget."

More than 250 people, who packed a hearing room for clemency cases, twice gave the group standing ovations.

Recalling his experiences, Hayling said, "My home was shot up. My family dog was killed within the house while my pregnant wife and two daughters were still in the house."

Looking at how things have changed, he added: "Even though we blazed a trail, there's still much to be done."

Other aging marchers, who called themselves the "Freedom Fighters," recalled being spat on and assaulted with water hoses, cattle prods and police dogs for trying to integrate America's oldest city in 1963 and 1964 with the aid of the Rev. Martin Luther King Jr., who was invited in to lead the protest, which was timed to coincide with the rigidly segregated city's 400th anniversary celebration.

POLICE SWEEP

Massive arrests followed. Along with dozens of idealistic young people, the police swept up King, along with the 72-year-old mother of Massachusetts Gov. Endicott Peabody.

St. Augustine now has a Freedom Trail noting its historic role in the civil rights movement.

The resolution passed by Crist and the Cabinet is a recommendation. It calls on the Florida Department of Law Enforcement to "immediately act to expunge any and all arrests and

conviction records for which the related charges or convictions were dismissed or purged by court order or for which the subjects were released without prosecution."

In addition, the resolution orders the arrest records themselves to be placed for public viewing in the state archives to "forever serve as a living and viable testament to the courage, ideals and bravery during those fateful months."

'GREAT STATEMENT'

"I think it makes a great statement about where Florida is today versus where part of Florida was back then," Crist said as he signed the resolution during a brief recess.

Thursday's highly emotional events were set in motion by state Sen. Tony Hill, a Jacksonville Democrat who unsuccessfully sought to pass a bill in the 2010 legislative session to clear the marchers' records. Some said the arrests blocked their efforts to find work, or made them afraid to apply for jobs, mistakenly thinking they had felony convictions.

Now, in the waning days of Crist's term, the Republican-turned-independent governor accepted Hill's request for a resolution before the Board of Executive Clemency.

A wire story from the St. Petersburg Evening Independent of April 1, 1964, carried the headline "Police disperse St. Augustine Negro children."

The story said: "About 60 Negro students, some in their early teens, were stopped by city and county police, some with trained dogs, shortly after they had moved out of the Negro district. About 40 were loaded onto a large truck and hauled off to jail, already crowded with Negroes and whites."

The marchers, black and white, some of them teenagers at the time, were active in the Southern Christian Leadership Conference.

They included Purcell Conway, 62, of Palm Coast, who was 15 when he was beaten in his native St. Augustine. Retired now, he grew up to become a New York City police lieutenant. He was one of the few on hand Thursday who was never arrested.

"I was just fed up with the way I was being treated. . . . The segregation, the bigotry, the disrespect," Conway said. "This is long overdue."

Read more: <http://www.miamiherald.com/2010/12/10/1966547/crist-cabinet-pass-resolution.html#ixzz17iLsSAXV>

CLOSURE WEEK 5 – Civil Rights

One thing I enjoyed about the lesson today was...

One question I still have is...

One idea I learned today that I will take with me is...

Socratic Seminar Prep

1. Take notes in the margins regarding the following ideas:

- Something you need clarified
- 2 ideas you found interesting
- Something that seemed unfair.

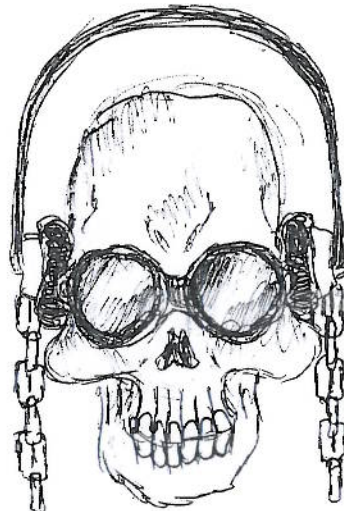
2. Ask a high level question regarding the text on top of the page.

(How or Why Question)

Do you think all of the civil rights activists will accept the apology?

3. Participate in Seminar

	1 POINT	2 POINTS	3 POINTS
Notes	Took little to no notes	Notes are scattered and some are hard to understand	Notes are organized and easily understood
Participation	Did not participate at all in seminar	Partially participated in seminar	Fully participated in seminar
Listening to others	Talked to others and was off task	Listened sometimes but also was talking under others	Listened intently on others remarks



REVISITING JUSTICE | ST. AUGUSTINE

Crist, Cabinet pass resolution for civil rights-era activists

Top state officials passed a resolution apologizing to civil rights activists who were arrested and beaten in St. Augustine in the 1960s.

BY STEVE BOUSQUET

HERALD/TIMES TALLAHASSEE BUREAU

TALLAHASSEE -- In a moving tribute tinged with sorrow, the state of Florida officially expressed regret Thursday to civil rights marchers who were beaten and jailed for protesting segregated beaches and lunch counters in St. Augustine in the 1960s.

Gov. Charlie Crist and the Cabinet, meeting as the Board of Executive Clemency, formally asked law enforcement agencies to expunge the protesters' arrest records.

Some young marchers, now in their 60s, 70s and 80s, began to weep as Crist read a resolution noting the injustices they suffered decades ago.

Their leader, Dr. Robert Hayling, now 81, a retired dentist living in Fort Lauderdale, expressed their gratitude. "This is an honor we did not anticipate," Hayling said, his voice trembling with emotion. "Thank you so much. This is a moment in life we will never forget."

More than 250 people, who packed a hearing room for clemency cases, twice gave the group standing ovations.

Recalling his experiences, Hayling said, "My home was shot up. My family dog was killed within the house while my pregnant wife and two daughters were still in the house."

Looking at how things have changed, he added: "Even though we blazed a trail, there's still much to be done."

Other aging marchers, who called themselves the "Freedom Fighters," recalled being spat on and assaulted with water hoses, cattle prods and police dogs for trying to integrate America's oldest city in 1963 and 1964 with the aid of the Rev. Martin Luther King Jr., who was invited in to lead the protest, which was timed to coincide with the rigidly segregated city's 400th anniversary celebration.

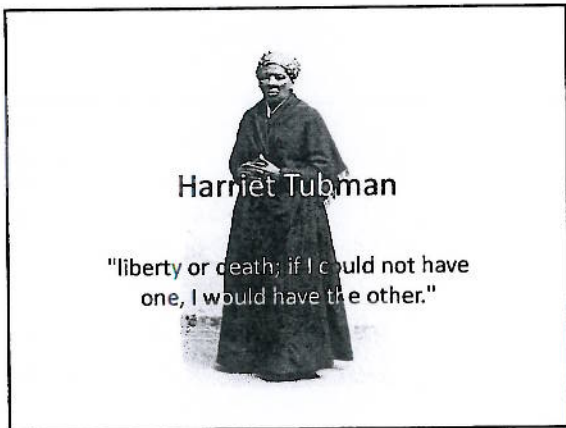
POLICE SWEEP

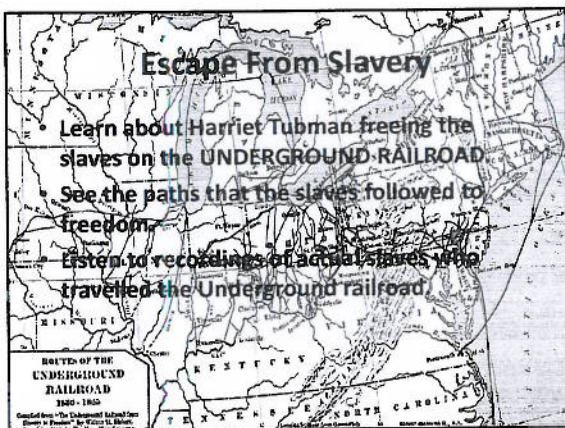
Massive arrests followed. Along with dozens of idealistic young people, the police swept up King, along with the 72-year-old mother of Massachusetts Gov. Endicott Peabody.

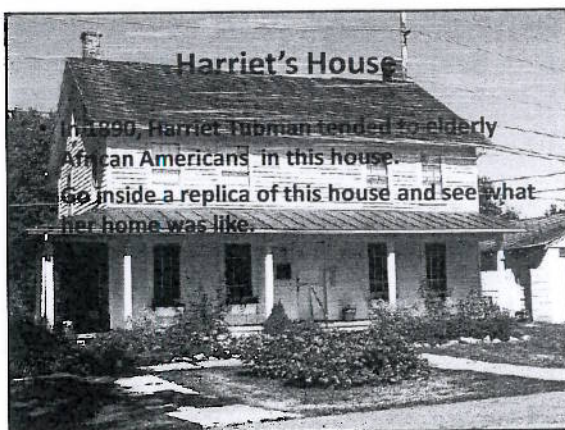
St. Augustine now has a Freedom Trail noting its historic role in the civil rights movement.

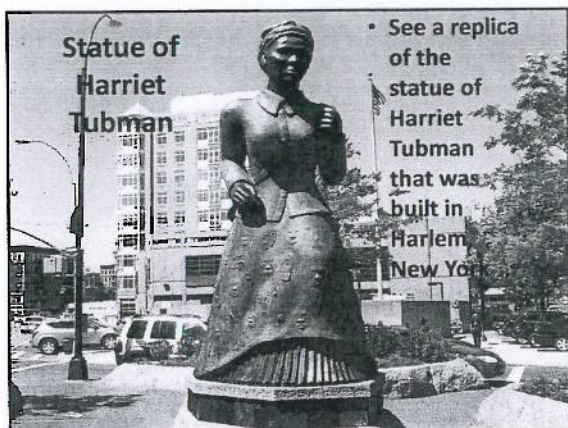
The resolution passed by Crist and the Cabinet is a recommendation. It calls on the Florida Department of Law Enforcement to "immediately act to expunge any and all arrests and

For eleven years Tubman returned again and again to the Eastern Shore of Maryland, rescuing some seventy slaves in thirteen expeditions, including her three other brothers, Henry, Ben, and Robert, their wives and some of their children. She also provided specific instructions for about fifty to sixty other fugitives who escaped to the north. Her dangerous work required tremendous ingenuity; she usually worked during winter months, to minimize the likelihood that the group would be seen. One admirer of Tubman said: "She always came in the winter, when the nights are long and dark, and people who have homes stay in them." Once she had made contact with escaping slaves, they left town on Saturday evenings, since newspapers would not print runaway notices until Monday morning.









Visit the Harriet Tubman Museum

- Administration Price is \$10 for adults and \$5 for children.
- The money that is paid for administration goes to the **National Black United Fund**.



CLOSURE WEEK 5 – Civil Rights

One thing I enjoyed about the lesson today was...

Learning about civil rights leaders

One question I still have is...

Are all civil rights leaders more similar than different?

One idea I learned today that I will take with me is...

You have to fight for what you believe in

Saturday Academy - History

Week 6: Transcendentalism and Closure

Big Idea: Transcendentalism

Essential Question – How can removing yourself from modern technology and looking inward, improve your life?

Part 1: Socratic Seminar: And, Sadly, Dreamers Die: Chris McCandless Goes into the Wild

- Students mark the text
- Students complete a dialectical journal on a 10 minute video clip of a modern day transcendentalist man who takes a journey into nature in order to find himself
- Seminar discussion

Part 2: Inquiry: Transcendentalism Mini-Project

- Students will create a media presentation of their choice that shows the following things:
 - a. A place in nature you would go in solitude (PICTURE FROM INTERNET)
 - b. A natural activity you would do while there and why.
 - c. What you would hope to learn about yourself there
 - d. How it would change your life for the better when you re-enter society
- *STUDENTS share with class and class will ask one high level question about presentation.*

Part 3: Portfolio Inquiry and lesson share SEMINAR CONCLUSION

- Students will fill out a questionnaire that will have them go through their portfolios and choose a lesson that greatly impacted them, answer why it impacted them, and how they can learn more about this lesson independently outside of school (using text response and visual summaries)
- Students will turn this questionnaire into a poster with visuals for each response
- Students will share this lesson and questionnaire with the whole class through their poster
- Class discussion / dismissal

Transcendentalism - 180 South Video Journal

Define Transcendentalism –

Left Side– Text from the movie 180 Degrees South

Right Side – Respond to the passage by asking a question, analyzing, interpreting, evaluating, or making a personal connection

<p>"For those of us who went out into the wilds of the world where nature was basically untouched, we got into our souls, a sense of beauty"</p> <p>-Doug Tompkins</p>	
<p>"I'm drawn to open country. It's where everything becomes clear, and the world makes the most sense. Whenever I put myself out there I always return with something new. A friend once told me that the best journeys answer questions that at the beginning you didn't even think to ask." -Jeff Johnson</p>	
<p>"I've met a lot of young people who ask me what books to read or films to watch. I think it's a good way to start, but there's no substitute for just going there."</p> <p>-Yvon Chouinard</p>	
<p>"As each day passes I feel more detached from my scheduled life back home and more in rhythm with what surrounds me."</p> <p>-Jeff Johnson</p>	

Socratic Seminar Prep

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(How or Why Question)

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And, Sadly, Dreamers Die: Chris McCandless Goes into the Wild

Christine Stoddard, Yahoo! Contributor Network Oct 11, 2006

When Chris McCandless died four months after embarking on his Alaskan odyssey, critics accused him of being crazy and stupid, but as pointed out in Jon Krakauer's *Into the Wild* and Henry Ticknor's "Death of an Innocent", McCandless was quite the intellectual. What led to his demise, however, was the fact that he so deeply rooted in academia that he lacked the practical knowledge necessary for surviving in the Alaskan wilderness. Inspired by Thoreau's *Walden* and Jack London's *White Fang*, Chris McCandless naively entered the wild to enrich himself philosophically and spiritually without realistically considering the dangers of removing himself from normal human society for an extended period of time.

Contrary to popular belief, McCandless was not insane or in any way mentally unstable, nor was he by any means dim-witted. Krakauer writes that "...he wasn't a nutcase, he wasn't a sociopath, he wasn't an outcast. McCandless was something else - although precisely what is hard to say" (Krakauer 85). Certainly not crazy, McCandless was first and foremost an intellectual and an idealist proud of his individuality, which is why Thoreau and Jack London's writings had such a huge impact on shaping McCandless' personal philosophy on life and ultimately inspired him to leave the societal confines of Northern Virginia. According to the Encarta World English Dictionary, intellectualism is characterized by "the development and use of the ability to think, reason, and understand" - abilities McCandless possessed and fervently exercised throughout his tragically short life.

Ticknor writes that "In high school, [McCandless] excelled academically", standing out from the rest of his peers with his exceptional grades and impressive extracurricular activities, as well as the admiration of his teachers and classmates. At Emory University, McCandless continued to thrive scholastically, majoring in history and anthropology with an impressive 3.72 grade-point average and again winning the respect of his professors and colleagues. As an intellectual, McCandless was an avid reader and was greatly exposed to the writings of such classic authors as Thoreau and Jack London.

These writers inspired him to reject the material society that surrounded him and seek a new life based on purity and truth, which could only be achieved by entering the wilderness and abandoning human contact. Influenced by Thoreau and London's radical bohemian literature, McCandless attempted to recreate the lifestyle described in his favorite novels in order to dissect the spiritual and philosophical meaning of his own life.

As noble as McCandless' endeavors may seem, they were entirely unrealistic. Sadly, as an idealist, McCandless failed to realize that the writings of Thoreau, Jack London, and similar authors portray highly romanticized lifestyles inapplicable in real life. McCandless' romanticism and almost childlike naiveté characterized him as the typical idealist - but his idealism did not make him a fool by any means. Encarta World English Dictionary defines an idealist as "somebody who rejects practical considerations in favor of the pursuit of perfection; somebody who aspires to or lives in accordance with high standards or principles". In contrast, a fool - an insult often thrown at McCandless following his death - is defined as "a mentally deficient person; an idiot".

The primary reason for McCandless' demise was his inexperience with the Alaskan wilderness, which caused him to arrive under-equipped. Ticknor writes that "[McCandless] carried with him a ten-pound bag of rice, a twenty-two caliber rifle and his cheap hiking boots which were neither waterproof nor insulated. He had no ax, no bug dope, no snow shoes, no compass, and his only map was a torn road map he had taken from a service station". McCandless ventured to Alaska under-equipped because he was not very familiar with the environment he was entering. Krauauer reports that Spacey said that "...there were gaps in his thinking. I remember once I went over to the house, walked into the kitchen, and noticed a god-awful stink. I mean, it smelled nasty in there. I opened the microwave, and the bottom of it was filled with rancid grease.

Alex had been using it to cook chicken and it never occurred to him that the grease had to drain somewhere. It wasn't that he was too lazy to clean it up - Alex always kept things real neat and orderly - it was just that he hadn't noticed the grease"

McCandless left Northern Virginia to escape the constraints of a materialistic society in order to fulfill himself spiritually and philosophically, in the hope that he would achieve the moral perfection described in Thoreau's *Walden* and Jack London's *Wild Fang*.

"The Final Saturday": My Reflection on the Learning Experience

Respond to each question with a response and a summarizing visual.

1. What was one lesson that stands out as being the most important to you?

2. In thinking about this lesson, what questions do you still have regarding the lesson topic?

3. How can you independently learn about this topic in a rigorous way outside of school?

CLOSURE WEEK 6 – Transcendentalism

One thing I enjoyed about the lesson today was...

One question I still have is...

One idea I learned today that I will take with me is...

Transcendentalism - 180 South Video Journal

Define Transcendentalism -

movement where a person goes into nature away from society to improve their true self.

Left Side - Text from the movie 180 Degrees South

Right Side - Respond to the passage by asking a question, analyzing, interpreting, evaluating, or making a personal connection

<p>"For those of us who went out into the wilds of the world where nature was basically untouched, we got into our souls, a sense of beauty"</p> <p>-Doug Tompkins</p>	<p>Interpret:</p> <p>Those who stepped out of society realized what they were capable of doing. And how they could survive.</p>
<p>"I'm drawn to open country. It's where everything becomes clear, and the world makes the most sense. Whenever I put myself out there I always return with something new. A friend once told me that the best journeys answer questions that at the beginning you didn't even think to ask." -Jeff Johnson</p>	<p>Personal connection:</p> <p>Now my friends and family will ^{sometimes} ask ask questions I never thought of, which open my eyes to other views.</p>
<p>"I've met a lot of young people who ask me what books to read or films to watch. I think it's a good way to start, but there's no substitute for just going there."</p> <p>-Yvon Chouinard</p>	<p>Analyze - there's a difference between reading and being there to witness it.</p>
<p>"As each day passes I feel more detached from my scheduled life back home and more in rhythm with what surrounds me."</p> <p>-Jeff Johnson</p>	<p>Now will this trip change him in the end?</p> <p>(question)</p>

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how did McCandless plan
that this would change his life?
(entire text)

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