

SAT ACADEMY 2010-2011

MONROE TOWNSHIP HIGH SCHOOL

CYCLE #3



DATES: 3/19, 3/26, 4/2, 4/9, 4/16, & 4/30

The Goal of SAT Academy Cycle #3:

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. Additional focus will be paid to test taking skills as preparation for the New Jersey end of course Algebra I and Biology tests.

ARRA Grant Funded 2010
Saturday Academy
At
Monroe Township High School

Cycle 3 Summary Report

Scott Madreperla
Eric Platt
April 2011

Cycle Overview

Cycle Three 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. The focus of cycle two was two-fold: 1) students in danger of losing credit for attendance issues were offered the chance to resort their credit by participating in enrichment and, 2) freshman received preparation and enrichment in anticipation of their end of course Algebra I and Biology standardized test. Each session was designed to begin with a Socratic Seminar and end with a performance assessment-based student presentation. The Socratic Seminars used for the freshman end of course Algebra I and Biology enrichment section dealt with topics related to test anxiety, test preparation, and tips for successful test taking. The student presentations were meant to show mastery and completion of the authentic learning-based projects that were designed by the teachers. Each session also included the use of Study Island to provide additional drill and feedback related to areas of need identified by the teachers in preparing the students for their standardized tests.

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 was two pronged. The first prong involved the teachers in the freshman academy identifying the students they felt would benefit from the enrichment related to the end of course Algebra I and Biology test. These students were mailed invitation and contact

on the phone by their freshman academy teachers. The second prong involved the attendance office identifying the students with attendance issues who were in danger of losing credits. These students were informed of their attendance problems in writing and received an invitation to Saturday Academy. The lead-teacher and coordinator of Saturday Academy also met with each student individually to invite them and explain the criteria for reestablishing credit in their courses.

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. Susan Palermo	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
Mr. Matthew Hardt	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: 51

Enrollment by Grade: Seniors – 8, Juniors – 11, Sophomores – 3, Freshmen – 29

Enrollment by Course: Math – 23, Science – 13, LA – 9, Social Studies – 6

Average Daily Attendance: 31

Student Survey Data

Students who participated in Cycle 3 for the Saturday Academy were required to complete a pre and post assessment survey during session one and six of the cycle. The survey was created through the survey function provided by *Schoolwires*. Below is an analysis of both surveys:

Pre-Assessment Survey

1. What skills/knowledge do you hope to acquire by attending the Saturday Academy?
 1. To get better at mathematics and improve on my HSPA scores.
 2. learning about different things in the world that has to do with math.
 3. I would just like to graduate high school.
 4. Well since i am in math this semester i would like to learn more and different math skills. try things that i have not tried in math class during school hours.
 5. some few math skills to help me as a student, and to fix my credits to pass the class.
 6. I want to learn how to stay focused on schoolwork outside of school.
 7. The skills and knowledge i hope to acquire by attending Saturday Academy is learning how to improve my writing skills.
 8. i hope to acquire more skills on language arts literacy. I hope that the teachers can teach more about the language. Also because i want to learn everything about these subjects. Since i came here i've been having such a hard time in these classes. Hopefully these academy helps me a lot of the subject. My goal is to be at least on the B grade.
 9. I hope to learn more about how math is related to everyday activities.
 10. the skill to grad
 11. how to be better in school.
 12. TO PASS
 13. to get my credits back
 14. To learn a lesson to attend school so this will be prevented next year.
 15. i hope to acquire to learn to learn how to do slope intercept form
 16. I hope to understand algebra better.
 17. I'm not exactly sure to as what I would like to learn, I am just here to get my credits back.
 18. I hope to gain greater knowledge, and become more efficient at Math.
I also hope to get better test taking skills that can help me with my end of the year Math exam.
 19. I Want To Be Ready For The End Of The Year Midterm.
 20. a better understanding of algebra and algebraic problems
 21. to become better in algebra.

22. I hope to get better grades.
23. thing bio because am not at bio
24. to learn about the topics ive missed.
25. getting my grads better
26. Math
27. i dont know?? lmao
28. lean about algebra more.
29. The skill I hope to acquire here are how to pass my end of year algebra and biology exams.
30. I hope to become better at understanding stories we read in class and to become a better writer.
31. Never miss school again if I want to graduate.
32. To improve my thinking skills
33. learning new skills in lab bio and other help.
34. to get help in algebra and lab bio.
35. get credit for my bio class.
36. knowing more about science, and improve thinking skills
37. I hope to acquire better scince skills and knowlege while here
38. credit for class

2. When thinking about your core academic courses (Math, Language Arts, Science, etc...) how would you classify your overall grades (GPA)?

		Response Total	Response Percent
A-Student		2	5%
B-Student		18	47%
C-Student		19	50%
D-Student		4	11%
F-Student		1	3%





3. How comfortable are you when it comes to participating in a Socratic Seminar?

		Response Total	Response Percent
Very Comfortable		4	11%
Comfortable		20	53%
Uncomfortable		4	11%
Very Uncomfortable		1	3%
Don't know what a Socratic Seminar is		10	26%





4. How comfortable are you using technology for academic purposes?

		Response Total	Response Percent
Very Comfortable		12	32%
Comfortable		22	58%
Neutral		3	8%
Uncomfortable		0	0%
Very Uncomfortable		1	3%

5. How confident are you in taking standardized tests?

		Response Total	Response Percent
Very Confident		4	11%
Confident		17	45%
Insecure		18	47%
Very Insecure		0	0%

6. Of the academic course listed below which do you feel presents the most challenges?

		Response Total	Response Percent
Math		20	53%
Language Arts		8	21%
Science		9	24%
Social Studies		4	11%

7. When thinking of the last question what topics/skills do you find the hardest to learn?

1. Reading.
2. im not to good at math equations.
3. Algebra
4. I find social studies the most challenging because i have not really found a way to study for social studies. but i have gotten a lot better in my history calss. i just have to find a better method to studing.
5. i find science is very hard to understand, for example for myself physics is one of the hardest subjects ive ever learned.
6. I think it is hard to keep up with the class & it is hard to follow the steps of the formulas.
7. The topics I find the hardest to learn is writing persuasive essays.
8. i find the hardest to make essays.Also the poetry and i would really want to learn everything and know most of the class.
9. Calculus
10. physics chemistry
11. boring work
12. MATH

13. almot everything confuses me
14. math
15. slope intcertcept form
16. All of them in math, especially multiplying and dividing exponents.
17. Anything in Math, just in general. I find the whole topic to be quite boring thus making it hard to learn/focus on.
18. Equations, such as linear equations, many algebraic equations as well.
19. Topics That I Find Hardest To Learn Are Using Fractions Without A Calculator.
20. inequalities,properties of exponents
21. substitions
22. all of math.
23. bio
24. Anything having to do with science.
25. math
26. Math and Language
27. science because i dont like it as much, is too much.
28. math
29. The topics I find hard to learn are punnent squares.
30. What I find hardest to learn in Language Arts is the writing assignments and sometimes trying to understand the stories we are going over in class.
31. I never liked History and was never interested in it, so maybe thats why I found it hardest to learn.
32. I find language arts the hardest to learn because it's hard for me to comprehend with learning in that class in particular.
33. essays, siting work, reports
34. algebra
35. .
36. math, does not make sense to me
37. Almost anything math elated
38. everything about it

8. Do you struggle meeting deadlines?

		Response Total	Response Percent
Yes		18	47%
No		20	53%

9. Do you consider yourself organized?

		Response Total	Response Percent
Yes		19	50%
No		19	50%



10. Do you feel you are good at following verbal directions?

		Response Total	Response Percent
Yes		33	87%
No		5	13%

11. Do you feel you are good at following written directions?

		Response Total	Response Percent
Yes		32	84%
No		6	16%

12. Are you confident when speaking or presenting in front of your classmates?

		Response Total	Response Percent
Yes		15	39%
No		23	61%

13. Are you confident in sharing your ideas, thoughts, and opinions verbally with your classmates?




		Response Total	Response Percent
Yes		27	71%
No		11	29%

Post-Assessment Survey



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

1. i acquire some skill one of them not to be afraid to talk infront of a crowd . Also by knowing hat reading something we should always have a question.
2. I have gotten better at writing essays and i think i have gotten better at reading.
3. I learned to analyze and to think deeper about topics we discussed and I learned that if I just do the assignment without procrastinating I can get things done on time.
4. I learned to expand my thinking a little bit more.
5. I learned all about the different sources of energy and alot of different types of biotechnology
6. The skills/knowledge I acquired from attending this cycle os Saturday Academy are how to study and get ready for the end of course Algebra exam, how to make a power point, how to use FOIL for both Biology and Algebra and how to understand, use and calculate more advanced algebra in both Saturday Academy and regular school.
7. I learned to budget my time while taking tests and if you do not know an answer, you should guess C.
8. i worked in my math problems,
9. Writing with more detail and presenting in front of a group.
10. i learned how to do foil
11. 2 skills i learned from being in sat school is how to look up information better & to expand on my ideas.
12. Skills and examples I learned in the Saturday Academy were test taking strategies and skills. I know this will help me do better on my standardized testing. I also learned new techniques and approaches to different math problems and formulas.
13. Finding equivalent algebraic expressions and Using line of best fit
14. slope intercept form
mean median mode
15. foil i got it correct when my teacher asked about it
16. i learned new study straiges and new words
17. learned about alot of important history and i learned about alot of conflicts that really need to be evaluted.
18. attending saturday academy i've become better with socratic seminars and found out more about power points then i ever knew.
19. How to relate to other peoples thoughts and ideas.




2. When thinking about your core academic courses (Math, Language Arts, Science, etc...) how have your experiences with Saturday Academy affected your overall grade?

		Response Total	Response Percent
Vastly Improved		1	5%
Improved		11	58%
No Affect on My Grade		8	42%
Decreased		0	0%
Vastly Decreases		0	0%

3. After attending Saturday Academy how would you rate your comfort level when it comes to participating in a Socratic Seminar?

		Response Total	Response Percent
Very Comfortable		7	37%
Comfortable		12	63%
Uncomfortable		1	5%
Very Uncomfortable		0	0%
Don't know what a Socratic Seminar is		0	0%




4. After attending Saturday Academy how would you rate your comfort level with using technology for academic purposes?

		Response Total	Response Percent
Very Comfortable		9	47%
Comfortable		7	37%
Neutral		3	16%
Uncomfortable		0	0%
Very Uncomfortable		0	0%

5. After attending Saturday Academy how would you rate your confidence in taking standardized test?

		Response Total	Response Percent
Very Confident		2	11%
Confident		15	79%
Insecure		2	11%
Very Insecure		0	0%



6. After attending Saturday Academy how would you rate your ability to meet deadlines?

		Response Total	Response Percent
Very Capable		5	26%
Capable		13	68%
Still Struggling Sometimes		2	11%
Incapable		0	0%



7. After attending Saturday Academy how would you rate your ability to stay organized?

		Response Total	Response Percent
Vastly More Organized		2	11%
More Organized		11	58%
As Organized as Before		7	37%
Slightly Disorganized		0	0%
Very Disorganized		0	0%





8. After attending Saturday Academy how would you rate your confidence in following verbal directions?

		Response Total	Response Percent
Very Confident		8	42%
Confident		11	58%
Insecure		0	0%
Very Insecure		0	0%




9. After attending Saturday Academy how would you rate your confidence in following written directions?

		Response Total	Response Percent
Very Confident		9	47%
Confident		10	53%
Insecure		0	0%
Very Insecure		0	0%

10. After attending Saturday Academy how would you rate your confidence when presenting in front of your classmates?

		Response Total	Response Percent
Very Confident		6	32%
Confident		10	53%
Insecure		3	16%
Very Insecure		1	5%

11. After attending Saturday Academy how would you rate your confidence when sharing your ideas, thoughts, and opinions verbally with your classmates?

		Response Total	Response Percent
Very Confident		8	42%
Confident		10	53%
Insecure		1	5%
Very Insecure		0	0%

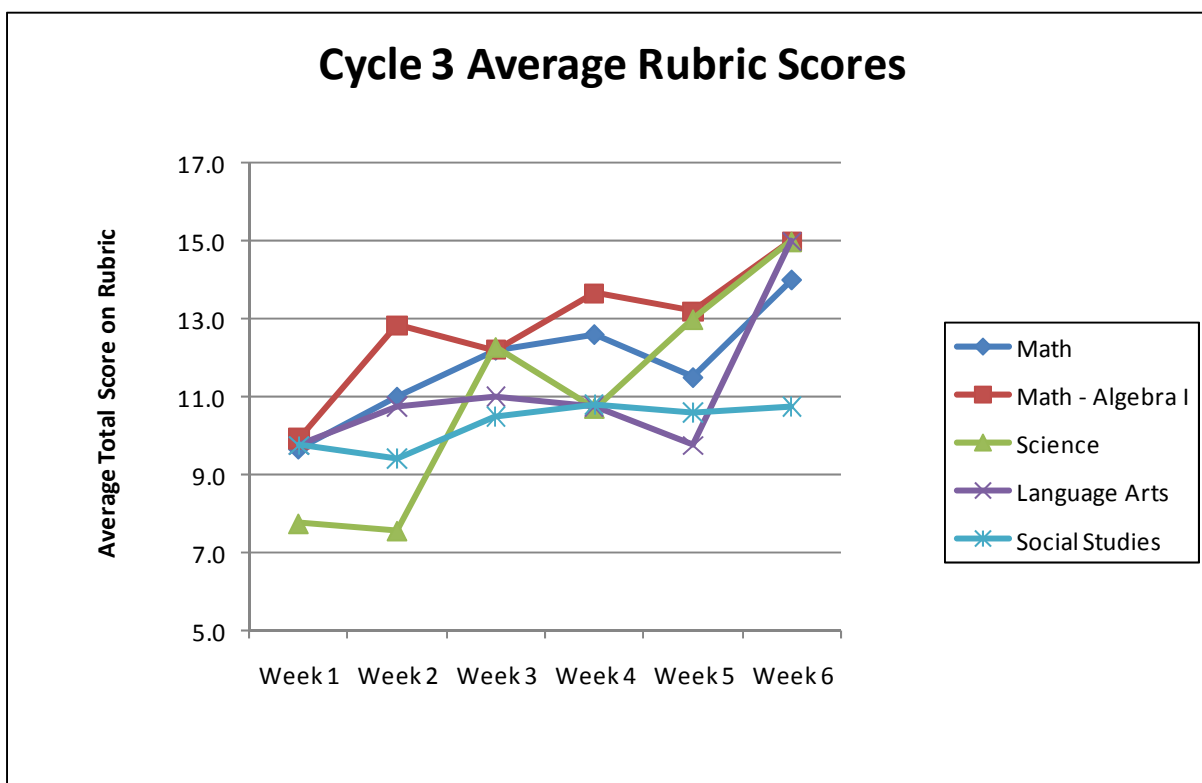
12. What is the one assignment/project in your Portfolio (Binder) you are most proud of? Why?

1. my most proud i assiment would be my genertion. I like it and im proud of it because i described how it was supposed to be like. Also i think i did good job because i did it with care and because i liked the topic.
2. The Simpsons essay i am most proud of because it was the easiest one to do so i think i did well on it beacuse i thought it was easy.
3. I am most proud of my Poetic Licence essay because it was hard to find a topic to write about and it was not to interesting to me, but I still wrote a great summary and I learned about something going on on the other side of the Earth that I had no idea was going on.
4. One assignment I felt proud of was making my "smoking test", because I felt like I was in charge and I was grading both the teachers and the students.
5. I am most proud of the project where we had to creat our own class plans
6. One assignment in my portfolio I am most proud of are my praactice tests foe the end of course Algebra exam.
7. My last test because I did well on it.
8. im proud of my test. im proud because i did good .
9. The plants project because I got a lot of it done and I also knew what I was doing.
10. did good on one test
11. id have to say my debate..i had a good topic & good argument
12. I'm proud of the power point that I created for the class, containing math terms. Im also very proud of my practice test that I did well on.
13. Algebra 1 mississippi practice test booklet it shows that I have improved and i got alot right.
14. study island algebraic expression arithmetic test
15. my presentation
16. the japaesn one it a wared me of the newest things going on in the world
17. the trancencientalism because i always wonder what would it would be like to live without tech.
18. I was most proud of the Civil Rights project because even though every project we did in the clas was very intresting fun that was the most intresting and fun.
19. The Gay Marriage project I completed. I did alot of work on it.

SATURDAY ACADEMY RUBRIC INFORMATION

The following is an analysis of the cycle three student rubrics. The table and graph below show the average student total score per week by section:

Average Total Score on Saturday Academy Rubric by Section and Week Total Maximum Points = 15						
Section	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Math	9.7	11.0	12.2	12.6	11.5	14.0
Math - Algebra I	9.9	12.8	12.2	13.7	13.2	15.0
Science	7.8	7.6	12.3	10.7	13.0	15.0
Language Arts	9.8	10.8	11.0	10.8	9.8	15.0
Social Studies	9.8	9.4	10.5	10.8	10.6	10.8



EXAMPLE RUBRIC ON NEXT PAGE



Monroe Township High School Saturday Academy Student Rubric

Student Name: _____ Cycle: 3 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:

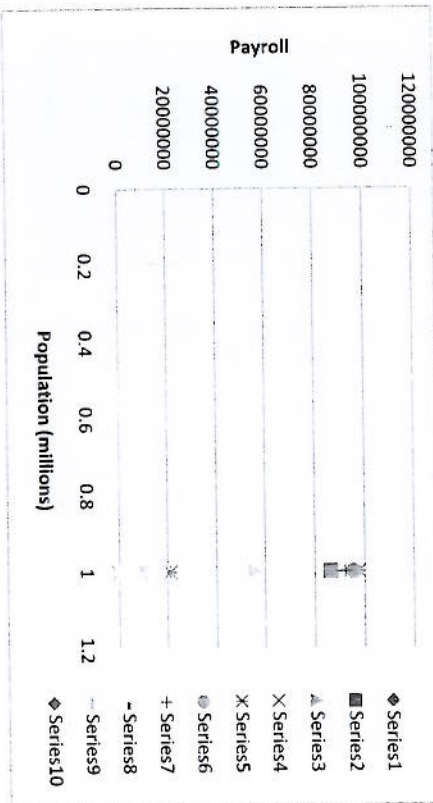
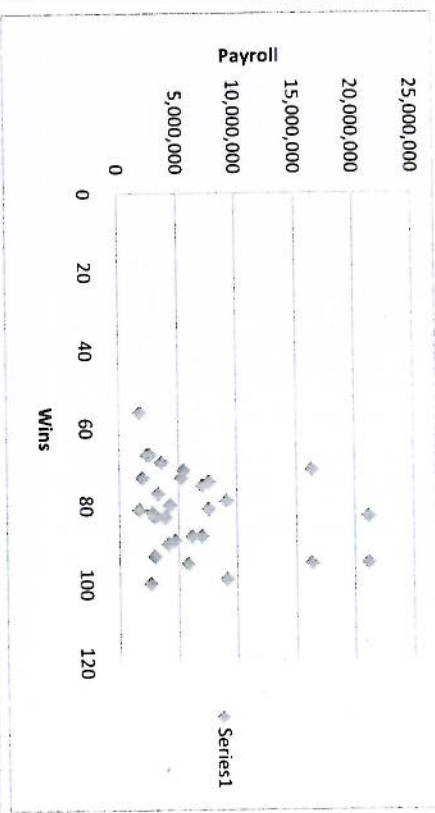
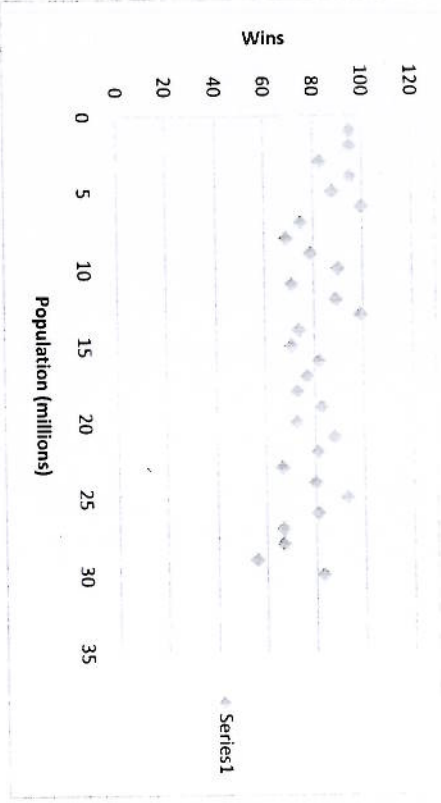
1. How much would you expect to pay a major league baseball team if you wanted them to win 100 games?
2. How many people would you expect to find in a city if the major league baseball team in that city only won 50 games?
3. Describe each of the three plots as having a positive correlation, negative 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?

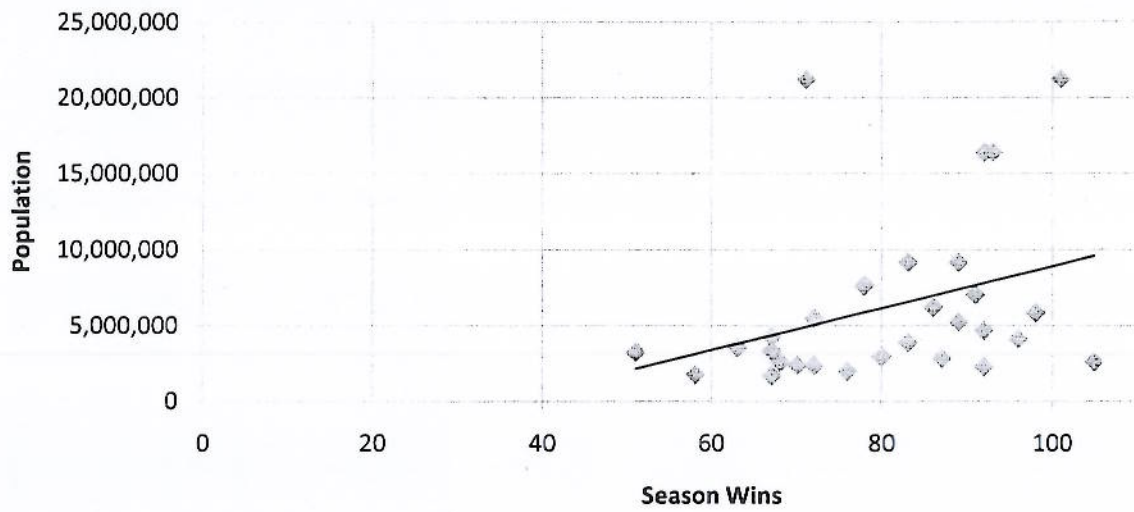
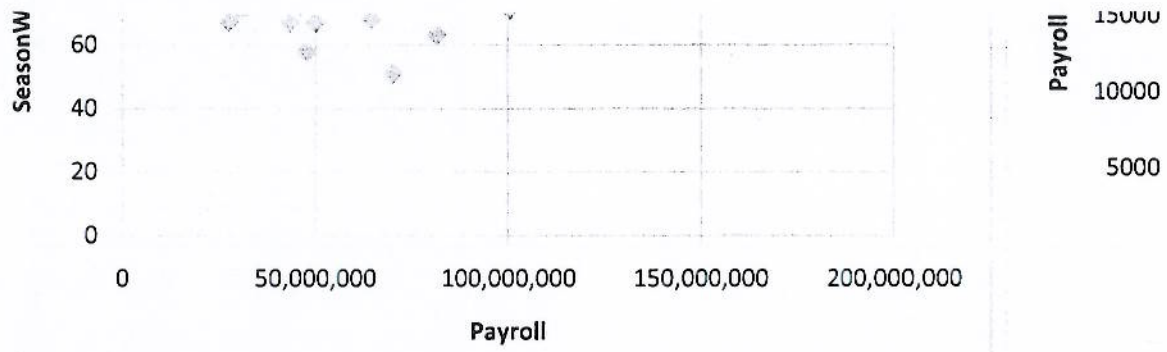
Extra Credit: Do a team payroll vs wins vs population analysis of a different professional sport. You will need to answer all questions and complete all Plots from above.

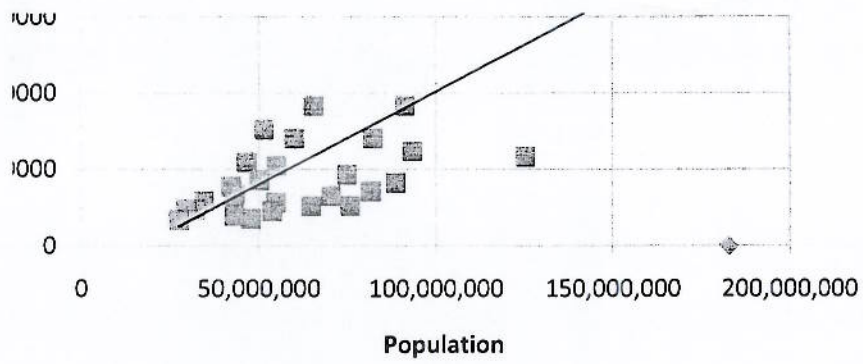
Conclusion:

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



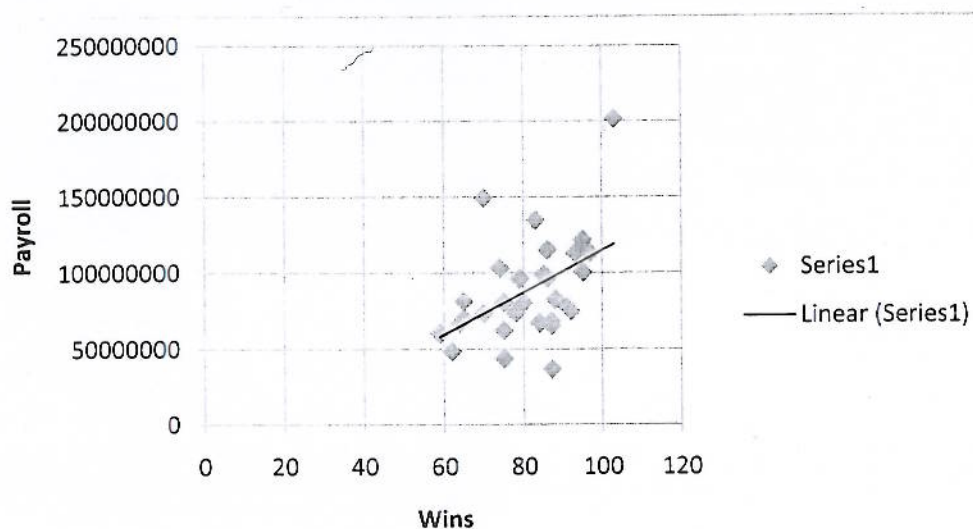


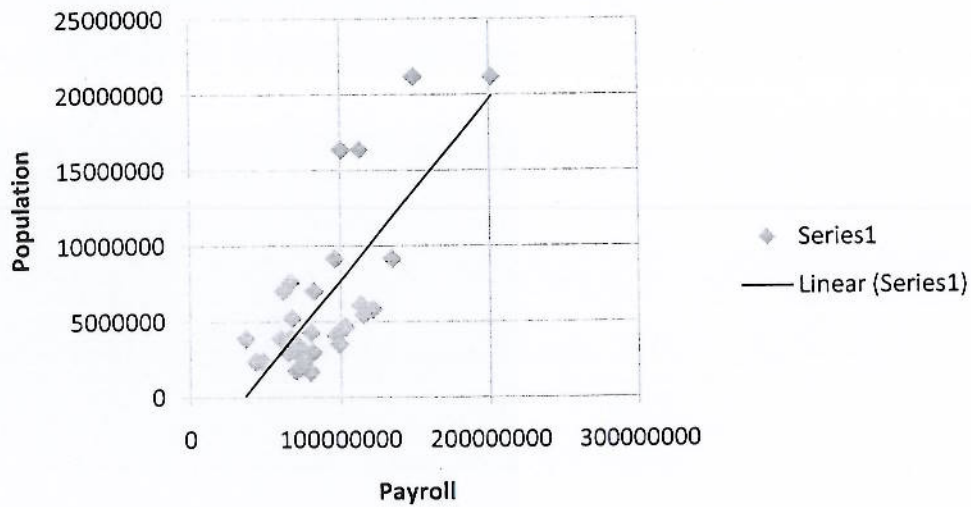
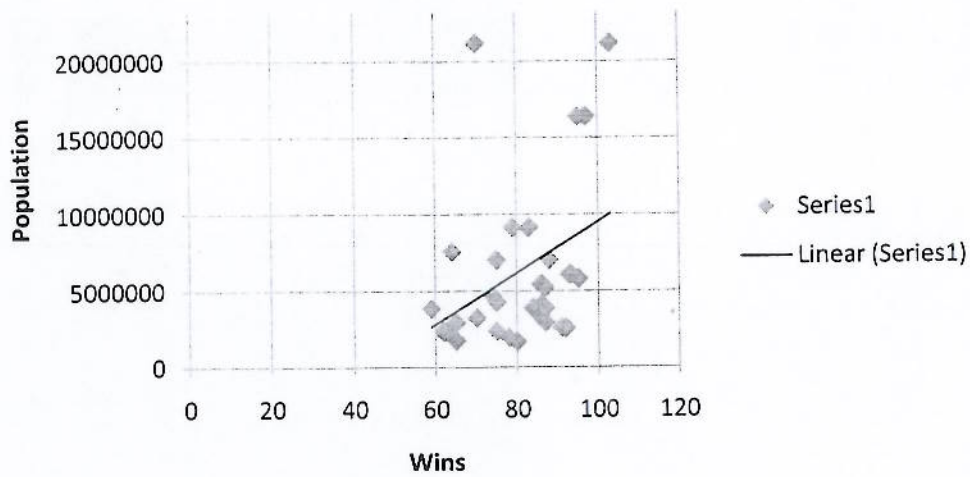


TEAM	PAYROLL	SEASON WINS
New York Yankees	182,835,513	101
Boston	125,208,542	98
Anaheim	101,084,667	92
New York Mets	100,629,303	71
Philadelphia	93,219,167	86
Chicago Cubs	91,101,667	89
Los Angeles	89,694,342	93
Atlanta	88,507,788	96
San Fransisco	82,019,167	91
Seattle	81,543,833	63
St.Louis	75,633,517	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

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.

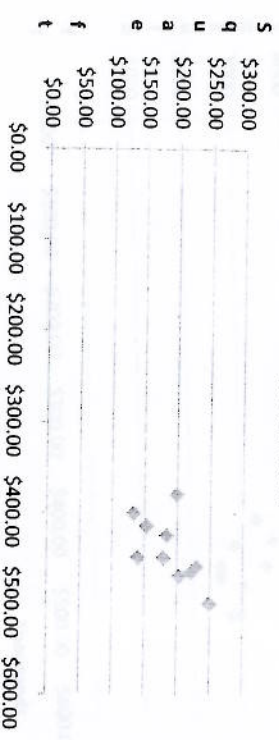
1. How much does a 5,000 sq. ft. home sell for in Monroe Township, NJ? How much in the area that you choose?
2. What does the slope m , of the equation represent relating price and square footage?
3. What does the b value in the slope-intercept form of the equation represent?
4. What does the line represented 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:

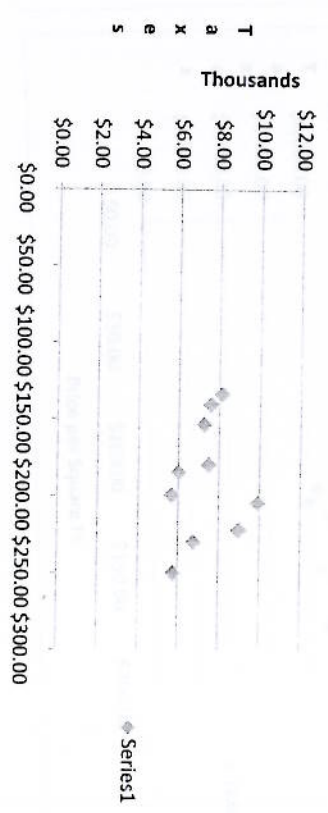
Knowing what a house is worth depending on its size is a skill that everyone can use. Knowing that you are paying the right amount for what might be the largest purchase in your life is important.

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

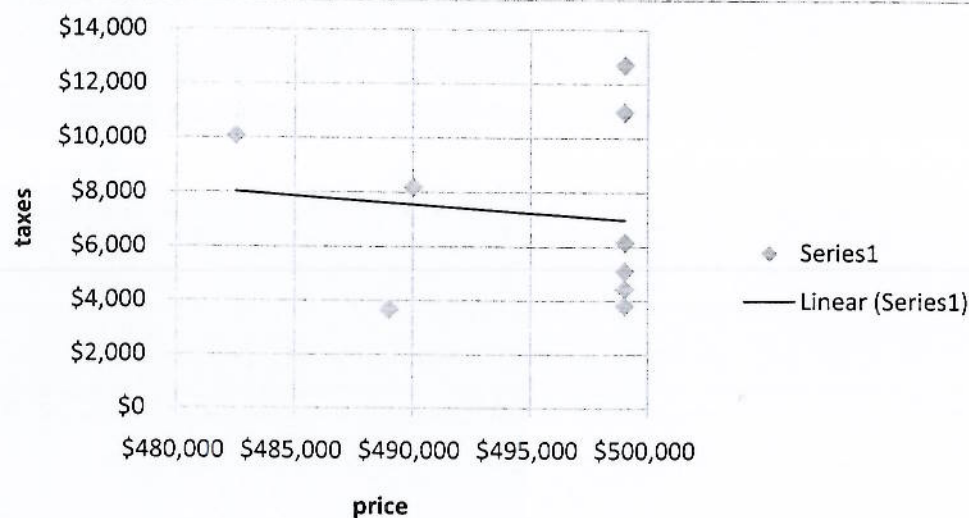
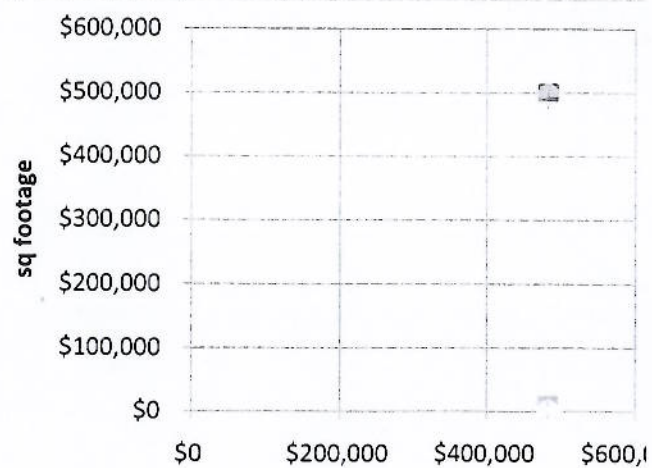
Monroe



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.

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 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>	

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?

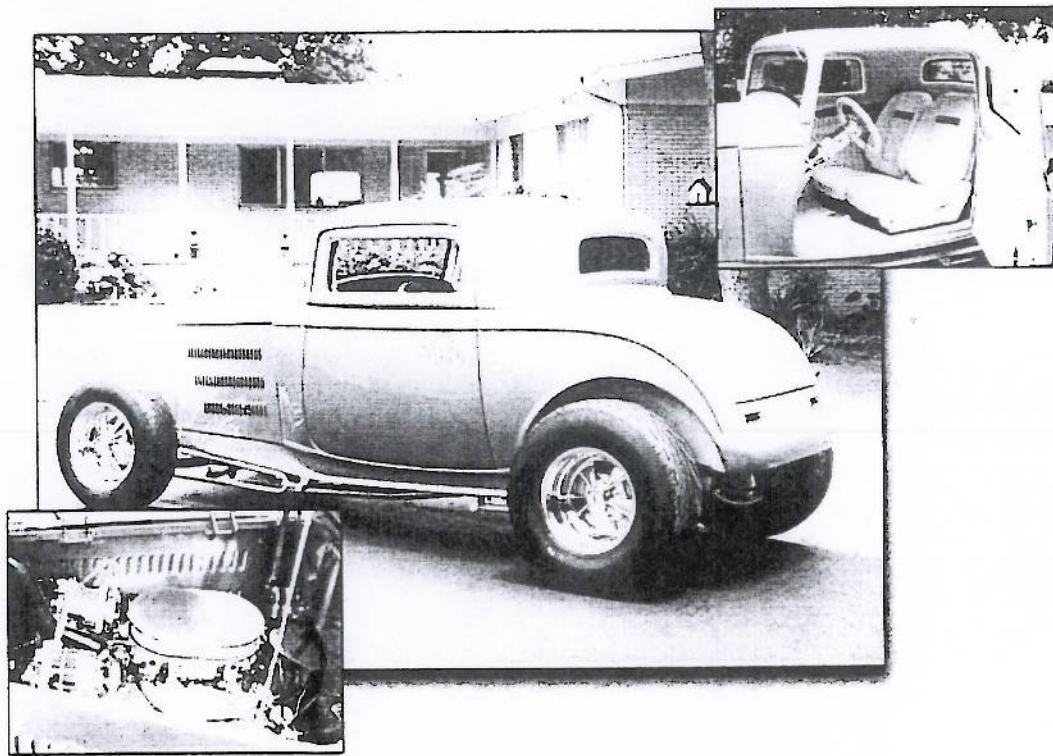
Posted: Aug 07, 2008 | By: VERENA DOBNIK NEW YORK (AP) - At just 8 feet, 8 inches long and about 5 feet wide, the two-seat Smart car turned heads as it rolled through Manhattan one recent evening at rush hour. Pedestrians in Times Square gawked. In front of Grand Central Terminal, a cabbie rolled down 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.

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

Abbott, Matt C. "The Human Population Does Not Harm the Environment." *Conserving the Environment*. Ed. John Woodward and Jennifer Skancke. Detroit: Greenhaven Press, 2006.

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.

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.

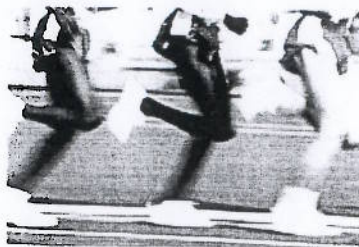
A final note

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/olyindx.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

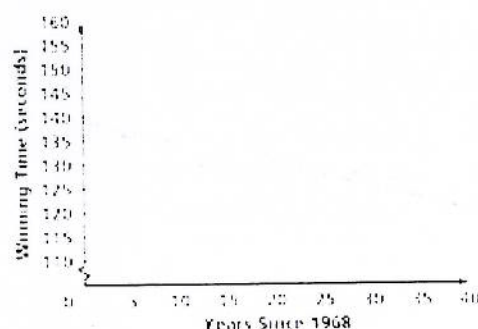
Source: *ESPN Sports Almanac*

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

San Francisco Daily Chronicle (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.

City of London

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

MATH - ALGEBRA I

LESSON PLANS

Saturday Academy

Lesson 1

How to Conquer the End of the Year Algebra Exam

Teacher: Courtney Pepe

Subject: Math

Objective: SWBAT gain exposure to algebra problems that will prepare them for the end of the year algebra exam. SWBAT take diagnostic tests that will help them identify their strengths and weaknesses with regard to the algebra one curriculum.

Procedure: Teacher will distribute the laptops. Students will take the Saturday Academy survey on Mr. Platt's webpage. As an activator the instructor will do a K-W-L as the Socratic Seminar. What do the students know about the end of the year algebra exam, what do they want to learn about the end of the year algebra exam etc. Teacher will then distribute whiteboards, markers, and calculators. Teacher will lead the class in playing the power point game "Who Wants to Be A Millionaire" as means of benchmarking where students are in the algebra curriculum. Questions in the game are pulled directly from the state practice exam so students will gain exposure to what the questions look like. Students will record work and answer choices on their whiteboards so the teacher can quickly see who understands what concepts. Students will take an order of operations pre-test on Study Island. Teachers will use the data from this pre-test means of identifying strengths and weaknesses and use this data to tailor their instruction in the upcoming weeks. Teacher will end by discussing what we learned about the end of year Algebra Exam during the first class.

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

Saturday Academy

Lesson 2

The ABCs of Algebra One- Station Style

Teacher: Courtney Pepe

Subject: Math

Objective: SWBAT gain exposure to the type of word problems that will prepare them for the end of the year algebra exam. SWBAT analyze various vocabulary terms that they have been exposed to throughout the curriculum as means of preparation for the test.

Procedure: Students will be given a sample word problem that will be modeled after problems on the state test. Instructor will review how these word problems are scored on the exam. After the Do-Now the teacher will set up the room in stations as a means of differentiating for the various levels of ability within the class. See descriptions of the stations listed below:

Station One: Vocabulary Word Wall – a word wall of all of various math terms and formulas will be placed on the back whiteboard and students will quiz each other on the various categories

Station Two: Exposure to word problems, students will work in pairs on a series of practice word problems that are similar in format and structure to the end of the year exam.

Station Three: Instructor will present various mini-lessons on Island on the following topics: Compare and Ordering Real Numbers, Exponents, Solving Equations and Inequalities.

Station Four: Students will play Monopoly to practice practical math skills.

Closure: Instructor will lead students in a round robin discussion in which they articulate what they learned during today's class.

Assessment: Students will be assessed by a series of short progress monitoring tasks in Study Island and they will be assessed using the Saturday Academy rubric.

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

Week Three Saturday Academy

Teacher: Courtney Pepe

Saturday April 2nd

Subject: Math

Objective: SWBAT apply the concepts of addition, subtraction, and multiplication to polynomials.
SWBAT apply the FOIL method to learn factoring.

Procedure: Teacher will distribute do now. Students will complete a dihybrid cross practice problem and the teacher will lead a discussion about how the FOIL concept relates to math. Teacher will distribute guided notes for students to introduce new conceptual material on polynomials. Students will take notes as teacher presents the power point. Teacher will give students a series of practice problems and work individually with students on an as needed basis. Teacher will do cooperative learning and allow the students to work in pairs on more practice problems. Teacher will distribute laptops. Teacher will distribute white boards and markers. Students will play the Jeopardy game as the students review for the end of the year exam. Teacher will use this a means of informal assessment regarding how the lesson went.

Assessment: Students will be assessed using the Saturday Academy Rubric.

FOIL DO-NOW

Two horses mate and breed. The father horse is heterozygous for a black coat Bb and is heterozygous for brown eyes Ee . The mother horse is homozygous for a white coat bb and heterozygous for green eyes ee . Using a Punnet square predict the genotypes and phenotypes of their offspring.

POLOYNOMIALS AND FACTORING

SATURDAY ACADMECY
Mrs. Pepe

ADDING AND SUBTRACTING POLYNOMIALS

- An expression which is the sum of the terms in the form of AX raised to the K power where K is a non-negative integer is a _____.
- Polynomials are usually written in _____, which means that the terms are placed in descending order, from largest degree to the smallest degree.

MATH VOCAB

- The _____ of each polynomial is the exponent of the variable. The _____ degree of the polynomial is the largest degree of its terms. When a polynomial is written in standard form, the coefficient of the first term is the _____.
- $2x^3 + 5x^2 - 4x + 7$ (label the leading coefficient, the degree, and the constant)

- A polynomial with one term is called a _____.
- A polynomial with two terms is called a _____.
- A polynomial with three terms is a _____.

CLASSIFYING POLYNOMIALS

POLYNOMIAL	DEGREE	CLASSIFIED BY DEGREE	CLASSIFIED BY NUMBER OF TERMS
	0	constant	monomial
$-2x$	1		monomial
$3x + 1$		linear	binomial
$-x^2 + 2x - 5$	2		trinomial
$4x^3 - 8x$	3	cubic	
$2x^4 - 7x^3 - 5x + 1$	4		polynomial

And now for some practice problems...

PRACTICE PROBLEMS

- o $(x^2 - 4x + 3) + (3x^2 - 3x - 5) =$
- o $(-3x^2 + x + 8) - (x^2 - 8x + 4) =$
- o $(4x^2 - 2x - 9) + (x - 7 - 5x^2) =$

ADDITION AND SUBTRACTION OF POLYNOMIALS

- o To ____ or _____ two polynomials, add or subtract the like terms. You can use a _____ format or a _____ format.

MULTPLYING POLYNOMIALS

- o When you multiply two binomials you remember the results given by the distributive property by means of the _____ pattern.
- o Multiply the
 - o F _____
 - o O _____
 - o I _____
 - o L _____

FACTORIZING $x^2 + BX + C$

- To _____ the product of a quadratic expression means to write the product as a means of two linear expressions.
- Factor $x^2 + 3x + 2$
- For this trinomial $b=3$ and $c=2$. You need to find two numbers whose sum is three and product is 2.
- $(x+1)(x+2)$
- Then you can use foil to check.

Saturday Academy

Lesson 4

Multiple Modalities in Math

Teacher: Courtney Pepe

Subject: Math

Objective: SWBAT gain exposure to various Algebra concepts and they will apply this knowledge to their end of the year exam. SWBAT explore these concepts through various methods and modalities of learning.

Procedure: Do- now, teacher will distribute a series of math flash cards that contain various algebra terminology. Students will have to physically “act out” what the term is while their classmates guess from a word bank what term is being kinesthetically acted out. Students will break up into groups and switch into stations while the instructor circulates and provide direct instruction as needed. These are the following stations.

Station One- Study Island, students will engage in a series of short progress monitoring tasks on the computer and the results of these tasks will be monitored by the teacher and the results will be placed in the student binders. Topics covered in Study Island will include: Polynomials & Solving Equations and Inequalities.

Station Two- Standard Measurement Conversions, Metric Conversions, and Time Conversions: students will complete a worksheet designed to drill skills of various conversion factors.

Station Three- Perfect Square Station: students will play bingo based upon the perfect squares. This will reinforce chapter 9 concepts that have been taught in Algebra A/B during the previous school week.

Station Four- students will play monopoly and write various word problems that relate monopoly to algebraic concepts.

Closure: Instructor will distribute white boards and markers and play a game with the whole class as a means of informally assessing the students on the day’s topics.

Assessment: Students will be assessed using the Saturday Academy Rubric

Saturday Academy

Lesson 5

Practice and Preparation for the End of Course Exam

Teacher: Courtney Pepe

Subject: Math

Objective: SWBAT take a practice exam that will determine student strengths and weaknesses regarding the end of the year algebra exam. SWBAT engage in error analysis and use this analysis to improve their test-taking skills.

Procedure: Teacher will distribute a practice exam, calculators, pencils, and scrap paper. Students will complete the practice exam. Teacher will circulate the room while students are completing the exam and provide individualized assistance on a one to one basis. When all students have completed the exam teacher will play the movie "Stand and Deliver", an inspirational story about a math teacher and his students who pass the AP Calculus exam. Teacher will correct the practice test one page at a time. When the teacher finishes correcting page one she will pause the movie and demonstrate problems to the students that can be viewed as common errors. The teacher will continue this pattern of correction and demonstration throughout the rest of the class.

Assessment: Students will be assessed using the Saturday Academy Rubric

Algebra



Regents Practice Test 1

Integrated Algebra

Part I: Multiple Choice

1. Expressed in simplest form, $\frac{12a^3c}{4ac}$ is equivalent to:

[1] $8a^2$ [2] $3a^2$ [3] $3a^3$ [4] $3a^3c$

2. Which trinomial is equivalent to $(3x - 2)(x + 4)$?

[1] $3x^2 + 10x + 8$ [3] $3x^2 + 10x - 8$
[2] $3x^2 - 10x - 8$ [4] $3x^2 - 10x + 8$

3. Which property is illustrated by the equation

$$(a + b) + c = c + (a + b) ?$$

[1] associative [3] distributive
[2] commutative [4] identity

4. Which interval notation is the set of all real numbers represented by this graph?

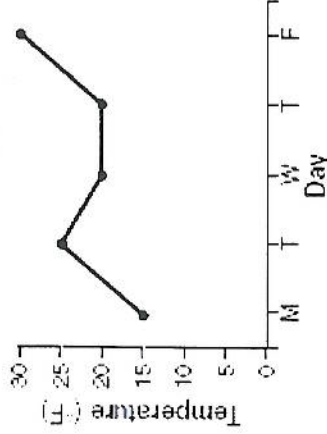


[1] $(-2, 5)$ [2] $[-2, 5]$ [3] $(-2, 5]$ [4] $[-2, 5]$

5. What is the value of y in the equation $2(3y - 4) = 10$?

[1] 1 [2] $2\frac{1}{3}$ [3] 3 [4] $\frac{1}{3}$

6. The accompanying graph shows the high temperatures in Elmira, New York for a 5-day period in January.



Which statement describes the data?

[1] median = mode [3] mean < mode
[2] median = mean [4] mean = mode

7. What is the slope of the line containing the points $(-9, 2)$ and $(3, 14)$?

[1] 1 [2] -1 [3] $-\frac{8}{3}$ [4] -2

8. What is the value of w in the equation $\frac{3}{4}w + 8 = \frac{1}{3}w - 7$?

[1] 2.4 [2] -0.2 [3] -13.846 [4] -36

9. One of the roots of the equation $x^2 + 3x - 18 = 0$ is 3. What is the other root?

[1] 15 [2] 6 [3] -6 [4] -21

10. Which ordered pair is *not* in the solution set of $y > 2x + 1$?

[1] (1, 4) [2] (1, 6) [3] (3, 8) [4] (2, 5)

11. What is the sum of $5\sqrt{7}$ and $3\sqrt{28}$?

- [1] $9\sqrt{7}$ [2] $11\sqrt{7}$ [3] $60\sqrt{7}$ [4] $8\sqrt{35}$

12. Given the equations $y = x^2 - 4x - 5$ and $y + x = -1$, one point that satisfies both equations is:

- [1] $(-2, 1)$ [2] $(4, -5)$ [3] $(2, -9)$ [4] $(5, 0)$

13. At Bison High School, there are 16 students in English Club, 16 students in Science Club and 20 students in Math Club.

Of these students, there are 5 students in both the English and Science Clubs; 6 students in both the Science and Math Clubs; and 8 in both the English and Math Clubs. If only 2 students are in all three clubs, how many students are in at least one of the clubs?

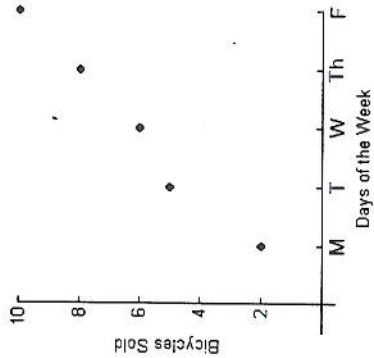
- [1] 52 [2] 35 [3] 30 [4] 20

14. In a cup there are 4 quarters, 5 dimes, 6 nickels and 10 pennies. If one coin is selected at random, what is the probability that the coin has a letter "n" in its name?

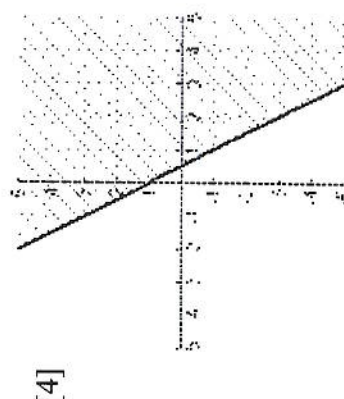
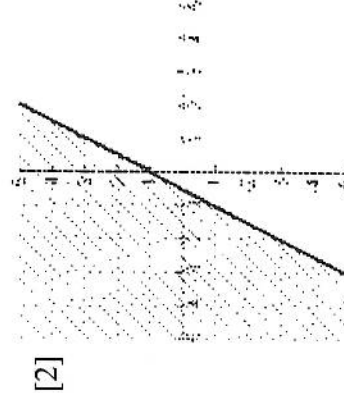
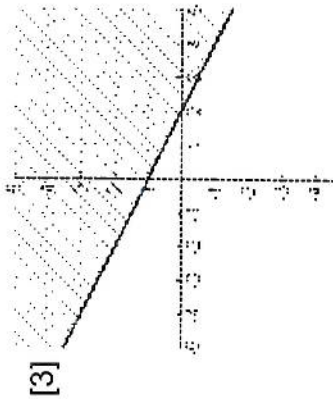
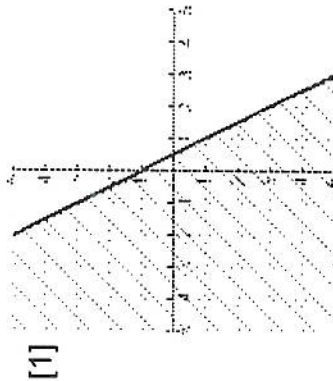
- [1] $\frac{6}{25}$ [2] $\frac{2}{4}$ [3] $\frac{9}{16}$ [4] $\frac{16}{25}$

15. In the scatter plot shown at the right, which statement best describes the correlation between the days of the week and the number of bicycles sold?

- [1] high negative correlation
[2] low negative correlation
[3] high positive correlation
[4] low positive correlation

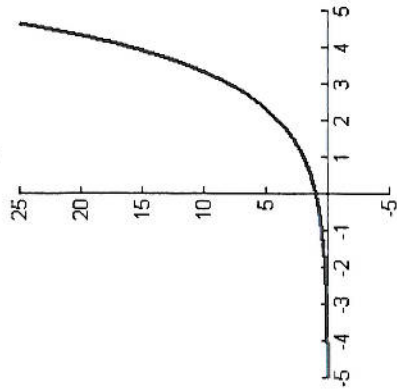


16. Which graph indicates correctly the graph of the inequality $y \geq -2x + 1$?



17. Which type of graph is shown in the diagram?

- [1] absolute value
[2] exponential
[3] linear
[4] quadratic



18. The expression $\frac{3x}{4} - \frac{x}{3}$ is equivalent to

- [1] $\frac{14x}{7}$ [2] $\frac{14x}{12}$ [3] $\frac{5x}{7}$ [4] $\frac{5x}{12}$

19. For which value of x is $\frac{x-2}{x^2+3x+2}$ undefined?

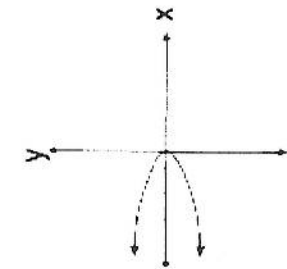
- [1] 1 [2] 2 [3] -2 [4] 4

20. The height, h , of a cylinder is 3 units less than 4 times its radius, r . Which expression represents the height of the cylinder in terms of its radius?

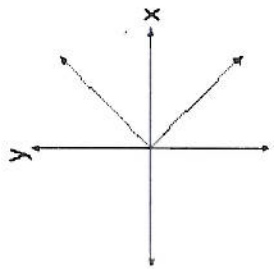
- [1] $4r + 3$ [2] $3 - 4r$ [3] $4r - 3h$ [4] $4r - 3$

21. Which graph represents a function?

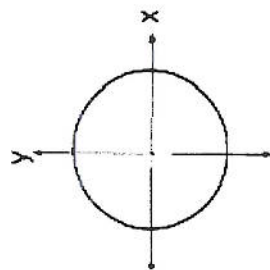
[1]



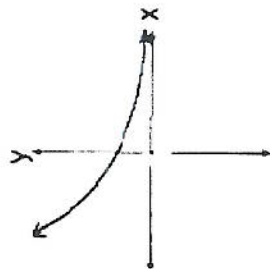
[3]



[2]



[4]



22. The length of a rectangular garden is 3 yards more than its width. If the area of the garden is 36 square yards, which equation could be used to find the dimensions of the garden?

- [1] $x^2 + 3x + 36 = 0$ [3] $x^2 - 3x - 36 = 0$
[2] $x^2 - 3x + 36 = 0$ [4] $x^2 + 3x - 36 = 0$

23. Which expression represents the product of

6.5×10^4 and 2.4×10^3 ?

- [1] 15.6×10^8 [3] 1.56×10^{12}
[2] 8.9×10^7 [4] 1.56×10^8

24. An LCD panel is used for a computer monitor. When rounded to the *nearest inch*, the length of the monitor is 16 inches and the width is 12 inches. Which of these **cannot** be the area of the monitor?

[1] 174 sq. in. [3] 192 sq. in.
[2] 186 sq. in. [4] 204 sq. in.

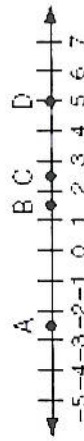
25. Trina has a college fund started with a deposit of \$10,000 which earns 5% annually. If no other monies are deposited, how much money will Trina have in her fund at the end of three years?

[1] \$11,500 [3] \$15,000
[2] \$11,576.25 [4] \$25,000

26. A company is designing a cylinder to hold marbles for a new game it is inventing. The cylinder has a height of 18 inches and a diameter of 6 inches. Find the volume of the cylinder to the *nearest tenth* of a cubic inch.

[1] 108.0 [2] 508.9 [3] 678.6 [4] 1065.92

27. Which point on the accompanying number line best represents the position of $\sqrt{5}$?



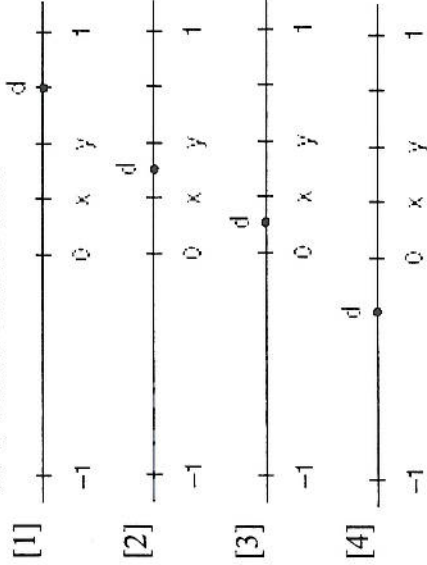
[1] A [2] B [3] C [4] D

28. Given the following system of equations, find the value for x in the solution.

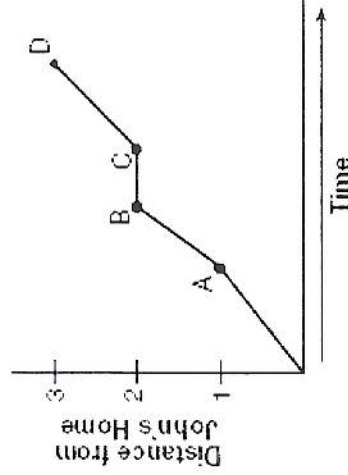
$$\begin{aligned} 5x - 4y &= 28 \\ 3x + y &= 44 \end{aligned}$$

[1] 8 [2] 4 [3] 12 [4] 9

29. Let x and y be numbers such that $0 < x < y < 1$, and let $d = x - y$. Which graph could represent the location of d on the number line?



30. John left his home and walked 3 blocks to his school, as shown in the accompanying graph. What is one possible interpretation of the section of the graph from point B to point C?



- [1] John arrived at school and stayed throughout the day.
[2] John waited before crossing a busy street.
[3] John returned home to get his mathematics homework.
[4] John reached the top of a hill and began walking on level ground.

Algebra



Regents Practice Test 1

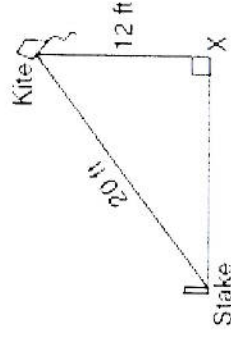
Integrated Algebra

Part II: Show work on separate paper.

31 Solve for x : $2(x - 3) = 1.2 - x$

- 32 A recent survey shows that the average man will spend 141,288 hours sleeping, 85,725 hours working, 81,681 hours watching television, 9,945 hours commuting, 1,662 hours kissing, and 363,447 hours on other tasks during his lifetime. What percent of his life, to the nearest *tenth of a percent*, does he spend sleeping?

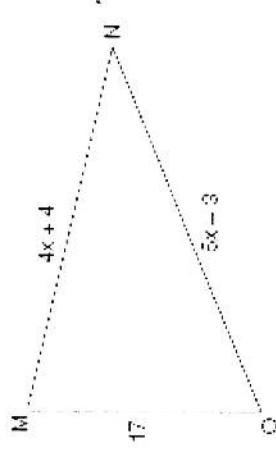
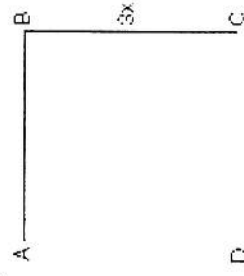
- 33 The accompanying diagram shows a kite that has been secured to a stake in the ground with a 20-foot string. The kite is located 12 feet from the ground, directly over point X . What is the distance, in feet, between the stake and point X ?



Part III

34 Solve for x : $x^2 + 2x - 24 = 0$

- 35 In the accompanying diagram, the perimeter of $\triangle MNO$ is equal to the perimeter of square $ABCD$. If the sides of the triangle are represented by $4x + 4$, $5x - 3$, and 17, and one side of the square is represented by $3x$, find the length of a side of the square.



- 36 The sum of the ages of the three Romano brothers is 63. If their ages can be represented as consecutive integers, what is the age of the middle brother?

Part IV

- 37 A ship on the ocean surface detects a sunken ship on the ocean floor at an angle of depression of 50° . The distance between the ship on the surface and the sunken ship on the ocean floor is 200 meters. If the ocean floor is level in this area, how far above the ocean floor, to the nearest meter, is the ship on the surface?

38

Tom throws a ball into the air. The ball travels on a parabolic path represented by the equation $h = -9t^2 + 40t$, where h is the height, in feet, and t is the time, in seconds.

- Graph the equation from $t = 0$ to $t = 5$ seconds, including all integral values of t from 0 to 5.
- What is the value of t at which h has its greatest value?

39

On the first six tests in her social studies course, Jerelyn's scores were 92, 78, 86, 92, 95, and 91. Determine the median and the mode of her scores. If Jerelyn took a seventh test and raised the mean of her scores *exactly* 1 point, what was her score on the seventh test?

Saturday Academy

Lesson 6

Practice and Preparation for the End of Course Exam in Multiple Formats

Teacher: Courtney Pepe

Subject: Math

Objective: SWBAT take a practice exam that will determine student strengths and weaknesses regarding the end of the year algebra exam. SWBAT receive immediate feedback about their math skills when they engage in an interactive practice test on the computer.

Procedure: Teacher will distribute a practice exam, calculators, pencils, and scrap paper. Students will complete the practice exam. Teacher will circulate the room while students are completing the exam and provide individualized assistance on a one to one basis. Teacher will have the students stop at the end of each page, then we will correct the examples together as a class and the teacher will answer clarifying questions. When students have completed the written exam the instructor will pass out the laptops. Students will go on to the Regents website and complete an interactive practice test that will give them specific and immediate feedback when they take their virtual practice exam.

Assessment: Students will be assessed using the Saturday Academy Rubric

SCIENCE

LESSON PLANS &
EXAMPLES OF STUDENT WORK

3/19/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions:

You just won millions of dollars in the state lottery. Will you:

- Cash out immediately? Why?
- Take the 20 year payout? Why?
- How will you spend your money?
- Think of one way to save or invest some of the money. What will you do?

Authentic and Differentiated Projects: Students will break up into two groupings based on either Credit Recovery or Freshman Biology. They will research the answers to the scenarios presented on computers and write up their responses, along with a presentation of their findings at the end of class.

Group 1 (Credit Recovery) – Presentation 1:

How does nuclear energy work? Explain 2 different reactor types. What is currently happening at the Fukushima Reactor in Japan? In your opinion, what do you think the outcome of the Fukushima incident will be? Why?

Group 2 (Freshman Biology) – Presentation 2:

What are the health effects of radiation exposure? What happens to cells at different exposure levels? What are the effects on different systems of the body? In your opinion, has the discovery of radioactive materials been more helpful or harmful for human kind? Why?

Student Pre-Assessment Survey: Students will complete the Pre-Assessment Survey on their computers.

Exit Activity: Students will discuss what they have learned from one another in today's class.

Biology: Read the EOC Bio student preparation booklet. Complete the writing assignment at the end of the booklet. Read the graded sample responses. How would you grade your work?

study island - m + n s a v e l 2 3 4 5 6

p.v.

login - 284973

Nuclear energy

By: Donna Velez

How does nuclear energy work?

Nuclear energy works from uranium.

Everyone knows that nuclear energy can be produced from a natural material that is found in some parts of the world.

Nuclear fission

Nuclear fusion

Fukushima reactor in Japan

nuclear reactors use bundles of enriched uranium packed into stainless steel fuel rods in order to generate the heat that drives the turbines. You need to keep these bundles of pins cool otherwise they melt or burst

In Japan 2 of these nuclear energy plants over heated & caught on fire.

you also have the toxic products from the depleted fuel pins adding to the pollution

Own opinion

My own opinion on this is that Japan should have set those nuclear energy plants further away from civilization.

They should have been ready if something were to ever happen to them, they should know how to fix it & ensure that the other four won't go down too.

A-L-

3/19/2011

Radiation

Amanda Colontino

Health Effects of Radiation

- Every year people are exposed to about 2 millisieverts from naturally accruing radiation from the soil and cosmic rays
- 100 millisieverts a year is the lowest level at which any increase in cancer is clearly evident
- A cumulative dose of 1,000 millisieverts would increase the incidence of fatal cancer by about 5%, a single dose of 1,000 millisieverts causes temporary radiation sickness and decreased white blood cell count, and A single dose of 5,000 millisieverts would kill about half those receiving it within a month.

How Radiation Effects the Cells

- The process of which radiation causes damage to human tissue, or any other material, is by ionization.
- When ionizing radiation interacts with cells, it may or may not strike a critical part of the cell, the chromosomes.
- Three outcomes of radiation on cells are 1.) injured or damaged cells repair themselves, resulting in no residual damage, 2.) cells die, much like millions of body cells do every day, being replaced through normal biological processes and, 3.) cells incorrectly repair themselves resulting in a biophysical change.

Radiation Effects on Different Body Systems

- Radiation results in significant internal harm, including damage to nerve cells and the cells that line the digestive tract. Severe loss of white blood cells, which are the body's main defense against infection, which makes radiation victims highly vulnerable to disease. Radiation also reduces production of blood platelets, which aid blood clotting, so victims of radiation sickness are also vulnerable to hemorrhaging.

A.C.

3/19/2011

In My Opinion

- To me the discovery of radioactive materials has been more helpful than harmful. I believe this because, now we can work to find a way to help people who were exposed to radiation. This is helpful because than less people will be suffering from the effects of radiation.

3/26/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions:

It is June, 2011. You have just lined up the perfect summer job.

A – What will you do?

- Why did you pick this job?
- Have you done this job last year?
- Will you continue to do it next year?

B- What will you do with the money you earn?

- Will you spend it all?
- Save it all?
- Do a combination?
- Share it with family members?

C- What kind of summer job will you want to have when you are in college if you choose to go?

Authentic and Differentiated Projects: Students will break up into two groupings based on either Credit Recovery or Freshman Biology. They will research the answers to the scenarios presented on computers and write up their responses, along with a presentation of their findings at the end of class.

Group 1 (Freshman Biology - Enrichment) :

Go to the internet to research alternatives to nuclear power such as:

- Wind power
- Solar power
- Off-shore drilling

Answer these questions:

- 1) Which alternative did you choose?
- 2) Give some specifics

- 3) Is it cost effective?
- 4) What are some problems associated with it?

Group 2 (Credit Recovery) –

Work on Study Island Biology and Biology / Life Science

Exit Activity: Students will discuss what they have learned from one another in today's class and decide which alternative is best for the US right now.

Offshore Drilling

By Belle Alix

B.A

What is Offshore Drilling?

- Offshore drilling is mainly used to drill for oil and natural gases underneath the oceans floor. There are many different platforms for offshore drilling. The platforms can go to different depths of the ocean from shallow to very deep water.

B.A -

Pros and Cons of Offshore Drilling

- Pros: More domestic Production
- Can lower gas prices
- Increase in government revenue
- Cons: It will have a very small price impact
- Can cause negative effects on environment
- Still won't reduce the amount of carbon dioxide released in the air which is one of the causes of global warming.

WIND POWER

By Amanda Colontino

A.C.

What is Wind Power

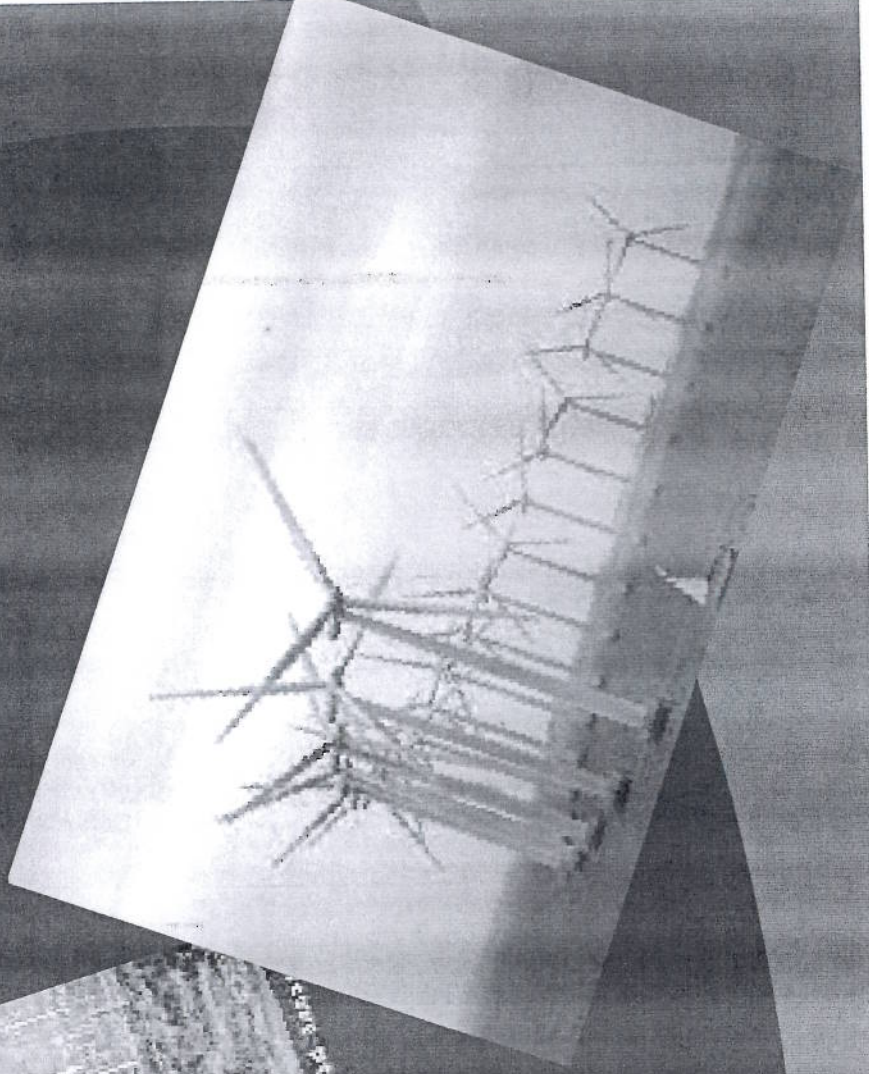
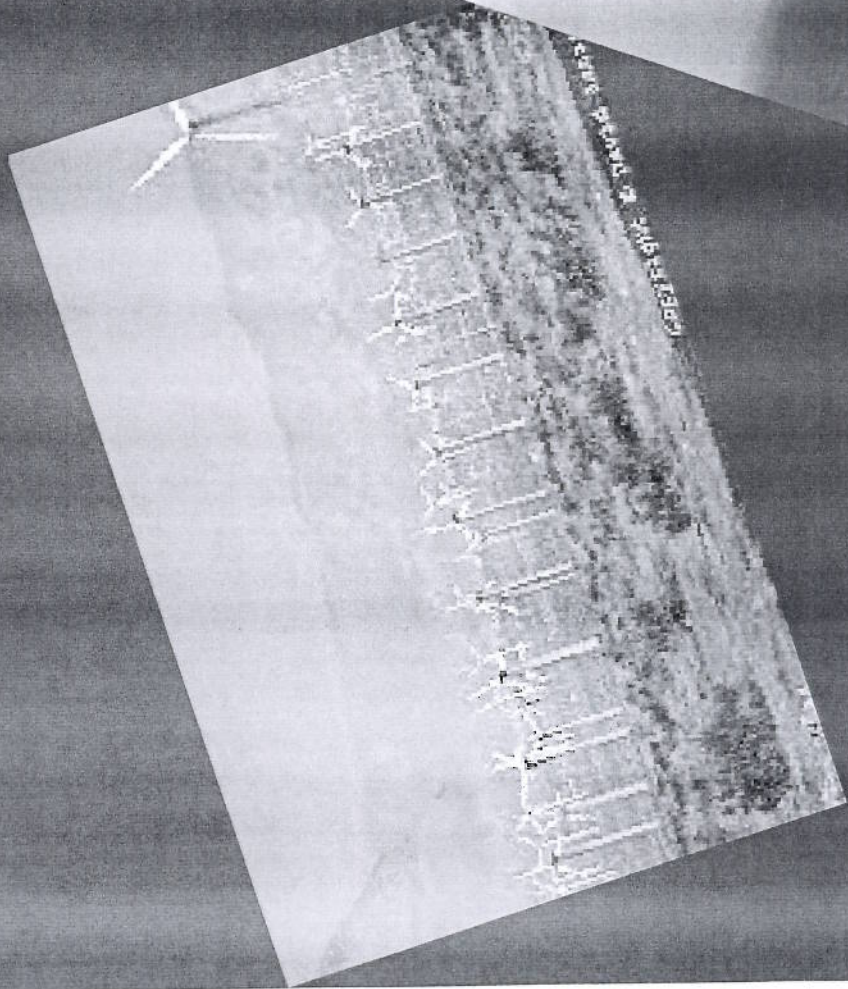
- Wind power is the saving of wind and making it into a useful form of energy, such as using wind turbines to make electricity, wind mills for mechanical power, wind pumps for pumping water or drainage, or sails to propel ships.

How does wind power work

- When lighter hot air suddenly rises, cooler air flows quickly in to fill the gap the hot air leaves behind. That air rushing in to fill the gap is wind. If you place an object like a rotor blade in the path of that wind, the wind will push on it, transferring some of its own energy of motion to the blade. This is how a wind turbine captures energy from the wind.

A.C.

Wind Turbine farm



- A cost effective wind power generation bets on the selection of a suitable site. The power generated is directly proportional to the wind speed, thus a site with a wind speed of at least five to seven meters per second is desirable to generate a adequate supply of power.
- The costs for wind turbines in 2007 ranged from \$1.2 million to \$2.6 million

Cons of Wind Power

- 1) The wind turbines grouped together can take up so much space which is not good for a city environment.
- 2) Damage constantly occurs to the turbines.
- 3) A large bird could hit it a cause significant damage
- Both con 2 and 3 can cost a lot of money to repair them
- 4) The turbines can cause an unwanted noise that occurs when there isn't enough wind to turn the blades.

4/2/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions:

Scenario: It is the end of your senior year in high school. You are either going to the college of your choice, trade school of your choice, have gotten the job you've wanted, or have chosen the military.

- 1) What is your choice?
- 2) Why do you make this choice?
- 3) What are some of your reasons?

Authentic and Differentiated Projects: Students will break up into two groupings based on either Credit Recovery or Biology Enrichment and begin a Web Quest.

Group 1 (Science Credit Completion/Bio Enrichment)

- Where do plants get their energy?
- How do plants store energy?
- Where do carnivores get their energy?
- How do carnivores store energy?
- What is ATP?
- How is ATP used?
- How can we determine the energy content of plants?

Group 2 (Gym Credit Completion)

- How do we measure the energy content of food?
- What is metabolism?
- How do we measure heart rate?
- What effect does heart rate have on metabolism?
- How do we change our heart rate?
- What was the energy content of the last meal you had?
- How does your body store excess energy?

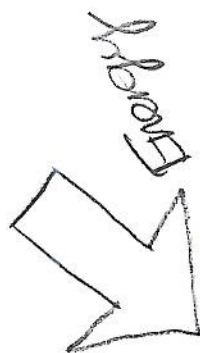
Students will then do a class walk outside, looking at spring flowers and discussing their energy content and sources of energy.

Students will then work on Summative Posters

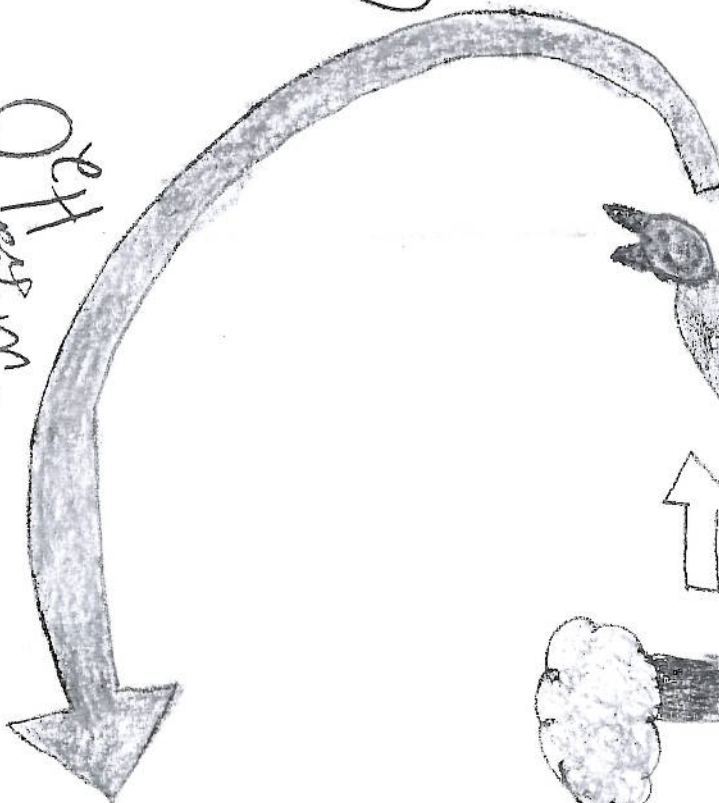
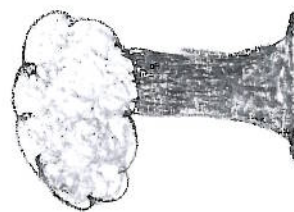
Survey/ Study Island

B.A.

Plants can produce these products
reuse them for energy
with input from the sun.



Oxygen



Glycolysis

Sugars

- available to plants to use for their own purposes

Sugar also

the energy source for the animals' survival processes

B.A.

Gym Credit Completion

1. How do we measure the energy content of food?

-in calories

2. What is metabolism?

-metabolism is the amount of energy or calories your body burns to maintain vital functions

3. How do we measure heart rate?

-Your heart rate can be taken at any spot on the body at which an artery is close to the surface and a pulse can be felt.

4. What effect does heart rate have on metabolism?

-A person's heart rate has an impact on metabolism – the higher the heart rate, the more calories burned.

5. How do we change our heart rate?

-exercising changes your heart rate, the more activities you do the higher your heart rate goes.

6. What was the energy content of the last meal you had?

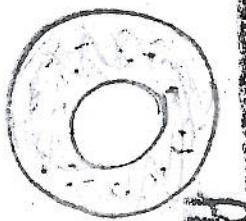
-Chocolate donut- 370

-French cruller-250

7. How does your body store excess energy?

-Main energy source is carbohydrate and fats. Carbohydrate is consumed first and fat is deposited .so one can say that if he is eating both carbohydrate and fats together then fat(excess energy) will be stored in the form of free fatty acids lower the skin.

Energy Cycle in a Human Body



Food

Energy

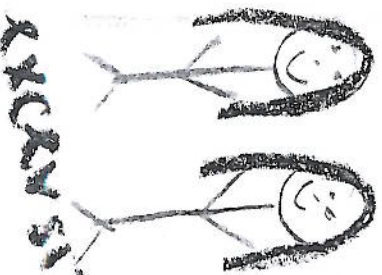
2 sleep
22222

222



Stuck

or



exercise

4/9/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions:

Scenario: You have come to the end of your high school career. You have been given a “gap year”. A Gap year is a year between high school and college. This is very common in other countries such as Great Britain You can work with any organization you like, for pay. The catch is, you have to put a full year in, minus a four week vacation in the summer. Note: Keep in mind: You can join the Peace Corps, Red Cross, Head Start or any help organization in this country. This is your chance to “give back” to your community or country. You can also work at some kind of business internship to help prepare you for college and a future career.

- 1) What do you choose?
- 2) Why ?

Authentic and Differentiated Projects: Students will break up into a grouping for both Credit Recovery and Biology Enrichment and begin a Web Quest.

Grouping: Web Quest

- 1) What is biotechnology?
- 2) When did it become popular?
- 3) What impact has it had on human health?
- 4) What advances in technology have allowed this field to grow?

Mini Debate Format:

- Person 1: Present Technology (1 min)
- Person 2: Cross Examination (30 seconds)
- Person 1: Rebuttal (1 min)

- Person 2: Present Technology (1 min)
- Person 1: Cross Examination (30 seconds)
- Person 2: Rebuttal (1 min)

Summative: Study Island - Survey questions on health and disease.

Biotechnology

1. Biotechnology is using living things to create products or to do tasks for human beings. Biotechnology is the practice of using plants, animals and micro organisms such as bacteria, as well as biological processes - such as the ripening of fruit or the bacteria that break down compost - to some benefit.
2. It became popular in the 19th century with Charles Darwin.
3. The impact it has had on our health is that, now they make biotech crops. They have been grown and consumed for more than a decade and people around the world have consumed billions of meals containing biotech derived foods or ingredients.
- 4.

Biotechnology

- 1) What is biotechnology? The use of living organisms by humans; the science for this century
- 2) When did it become popular? Nearly 10,000 years ago (when it started)
- 3) What impact has it had on human health? It is allowing us to find ways of curing incurable diseases
- 4) What advantages in technology have allowed this field to grow? We have created more advanced machinery that will allow scientists to work with biotechnology on a higher level

4/16/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar addressing the following questions:

Scenario: It is 30 years into the future. You have become a politician. In fact you are the Vice President of the United States. The President wants to expand your role as VP. He has given you a *task force assignment*. You have a choice of one of the following three things:

- 1) Since a large percentage of the oil in the Middle East has practically dried up, you are in charge of finding alternative fuel sources and finding ways to get companies involved in new technologies. What do you do?
- 2) The U.S. has fallen to Number 6 in the world in many ways: wealth, industry, our economic position, producers of goods and products, education, scientific inventions, etc....Your task is to bring our education system back to number 1 in the world. How do you do it so we can be very competitive in a global economy? What steps do you take to be successful?
- 3) The incandescent light bulb, invented by Thomas Alva Edison, changed the way we lived and did business in the U.S. at the end of the 19th century. What invents can you as VP, along with your task force, predict will be around in the U.S. to make dramatic changes in the way we live and do business in the 21st century and beyond?

Which one of the three options do you choose? Explain what you as VP will do.

Authentic and Differentiated Projects: Students will break up into a grouping for both Credit Recovery and Biology Enrichment and begin a Unit Design.

Task: Design a unit to teach a topic in Science or Health. Your unit should consist of:

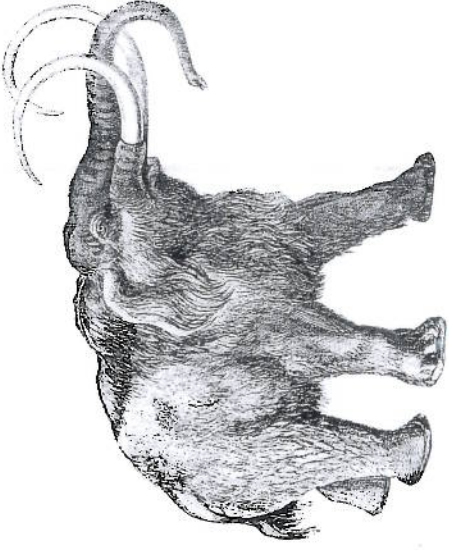
- A 5 minute PowerPoint introducing the material
- A reinforcement activity (Worksheet, game, crossword, word search, essay)
- Review
- An assessment (Quiz, Essay, Test)

Steps:

- 1) Design the unit

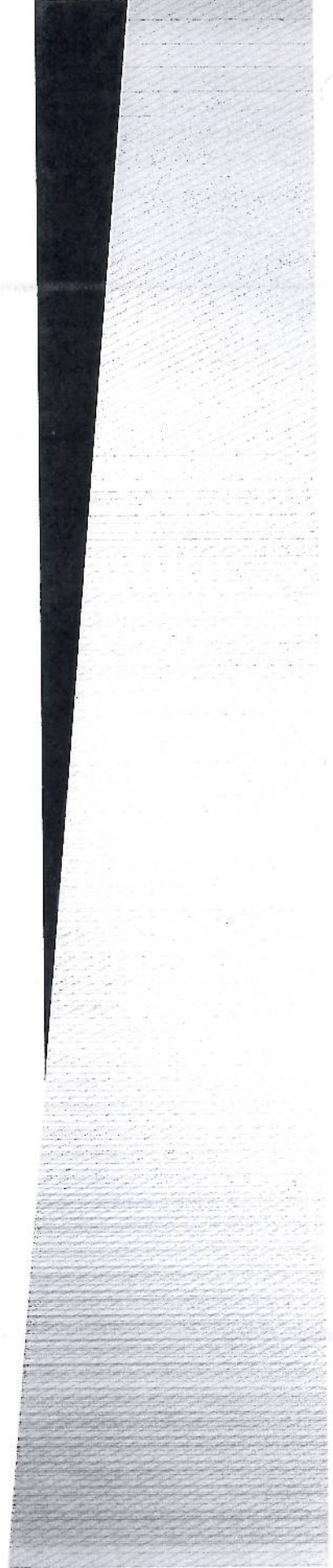
2) Student Presentations / Reinforcement / Review / Assessment

Summative: Study Island Summary



The Woolly Mammoth

By: Amanda Colantino



What is it

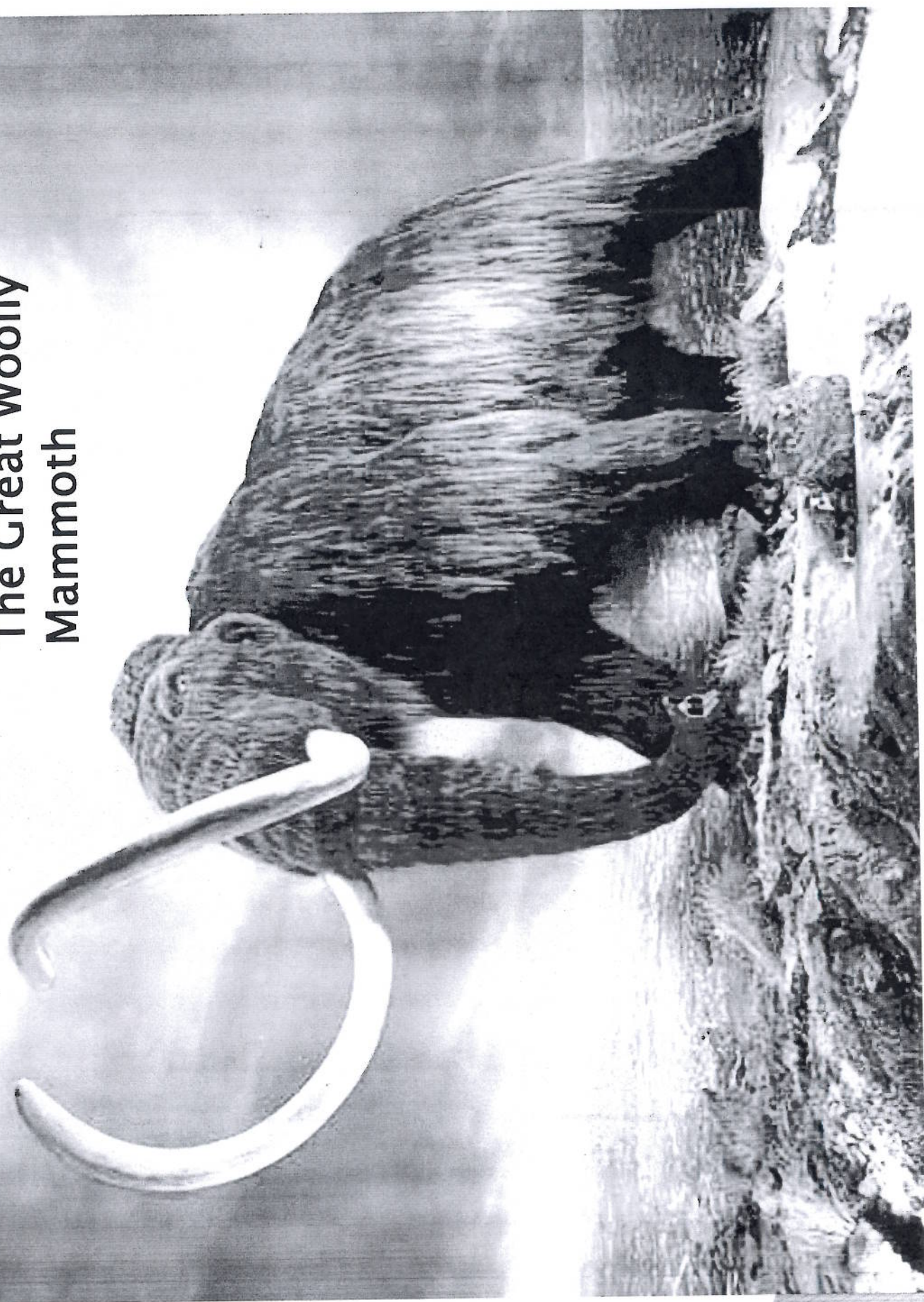
Woolly Mammoth are large ancestors to elephants

They had dense fur and a undercoat, large ears(smaller than elephants), a long trunk, and extremely long tusks(they where incisors. Both male and female had the tusks.



A.C.

The Great Woolly Mammoth



What is its diet

They would dig under the ice and snow using their tusks and eat the plants

The diet was; willow, fir, and alder leaves, also leaves from bushes.

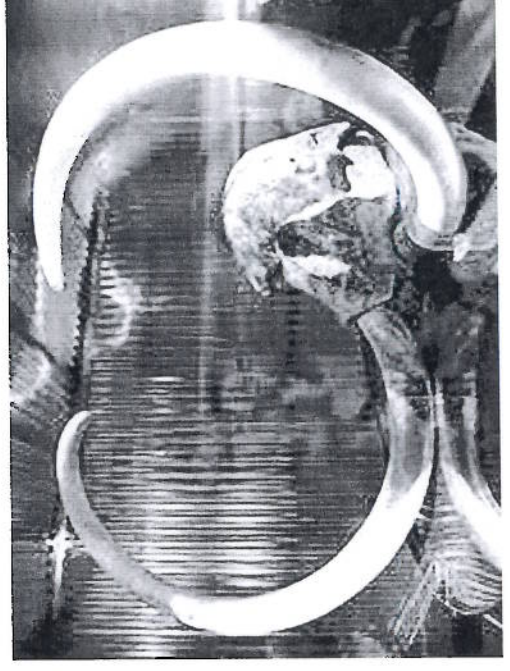
Scientists found fully frozen mammoths with plants in their stomachs



What's in store for the future

Dr. Akira Iritani, a professor from Kyoto University has been working on bringing back the Woolly mammoth.

He is using Dr. Teruhiko Wakayama experiment that allowed him to bring a mouse that was frozen for 16 years back to life.

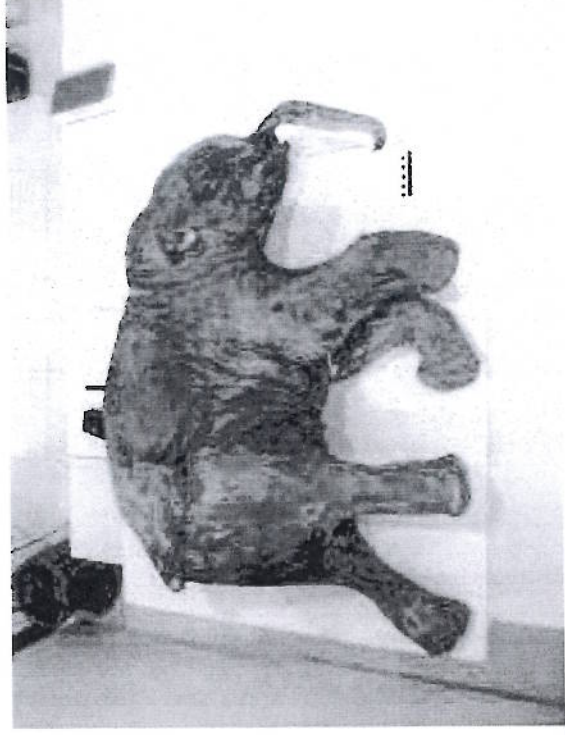


What's in store for the future

In a base in Russia he will be taking a tissue sample that is 3square centimeters .

He will take the cells he needs and place it in an African elephant's egg

The gestation period is said to last up to 600 days.



When is the date

With all the kinks worked out of the experiment he is hoping the in 2016 he will have brought a woolly mammoth into the world



G	Y	F	H	X	M	S	X	M	A	G	M	O	W	O	T	I	B	G	S
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X	I	H	C	N	M	W	I	X	N	D	V	O	U	S	Z	H	D	V	V
F	C	V	A	K	U	X	Y	L	Q	E	U	N	K	V	Y	O	A	N	K
G	U	G	L	F	O	S	S	I	L	Q	Z	Y	V	N	E	V	C	T	R
G	V	X	F	T	S	T	D	M	Z	K	H	H	O	H	G	D	B	D	U
M	K	D	G	X	Z	U	P	D	K	R	P	E	L	T	W	U	Y	L	L

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WORD BANK

MAMMOTH TRUNK VETEBRATES FOSSIL LARGE LANDBRIDGE PREHISTORIC SKELTON ICEAGE EXTINCT
WOOLYCALF SHAGGYHAIR TUNDRACAVE PAINTINGS PLEISTOCENE TUSKS GLACIERS

Woolly Mammoth Quiz

1) What are woolly mammoths' ancestors of?

- a) Pigs b) Horses
- c) Elephants d) Frogs

2) What do they eat?

- a) Willow leaves b) Fir leaves
- c) Alder leaves d) All of the above

3) What do they do to find food?

- a) Dig with their trunks b) Dig with their tusks
- c) Stomp with their feet d) Hunt

4) Who wants to bring back mammoths?

- a) Dr. Akira Iriani b) Dr. Teruhiko Wakayama
- c) Thomas Edison d) Theodore Roosevelt

5) What year are mammoth supposed to come back?

- a) 2016 b) 5 Years
- c) About 1825 days d) All of the Above

4/16/11

Lesson Plan for Tolboom / Lustgarten

Saturday Academy - Science

Socratic Seminar: Students will engage in a Socratic Seminar on Chinese Eco-Cities. An article will be handed out and questions answered on Ecology and Eco-Cities.

Authentic and Differentiated Projects: Biotechnology – Horticulture.

Task: Choose three plants you would design in your garden for a three slide power point plant presentation or word document.

Steps:

- 1) A picture of the plant.
- 2) The Latin name of the plant
- 3) Uses for the plant
- 4) Sunlight requirements
- 5) Soil/Nutrient Requirements
- 6) Life cycle with times
- 7) If fruit/vegetable , nutrients/calories
- 8) **Nature Walk:** Take nature walk outside to get ideas for garden. Come back and lay out garden
- 9) Present garden design/plants

Closure – Study Island survey



Strawberries

Uses: in food

Latin Name: *Fragaria*

Sunlight Requirement: full sunlight

Soil/Nutrient Requirement: don't need a lot of fertilizer

Life cycle: ripen after 30 days blossoms are fertilized



Roses

- Uses: perfume, decoration, commercial cut flower crops, some medicinal uses
- Latin Name: Rosa
- Sunlight Requirement: bright light but not direct sunlight
- Soil/Nutrient Requirement: slightly acidic soil
- Life cycle: 15-35 years

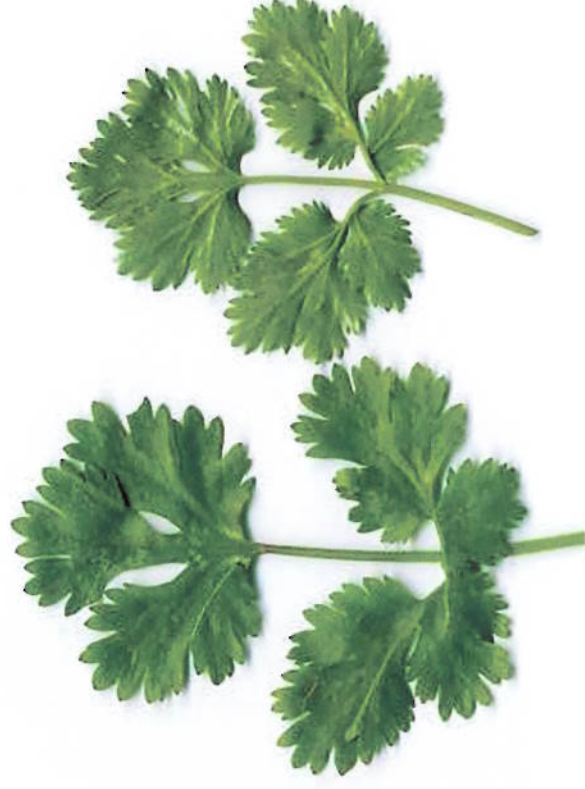
Parsley

- Latin Name: Petroselinum Crispum
- Parsley is used in Middle Eastern, European and American cooking. Mostly used for garnish.
- Parsley grown indoors need at least 5 hours of sunlight everyday.
- Tolerates most soils, but rich, drained, moist with a pH between 6 and 6 is good.
- Parsley grows well in a garden with soil and nitrogen, and cooperates well in full sun or in the shade
- Rich source of vitamin C and A



Cilantro

- Latin Name: *Coriandrum Sativum*
- Cilantro is edible. Cilantro is common in Middle Eastern, Central Asian, Mediterranean, Indian etc. cuisine.
- Cilantro needs a good amount of sunlight for it to grow. It should receive at least 4 hours of sunlight every day.
- The best time to harvest cilantro is when the plant reaches the height of about 6 inches.
- Make sure the soil is wet so water it good.
- Nutrients: Vitamin B, C, A, K. Folate, iron and manganese.





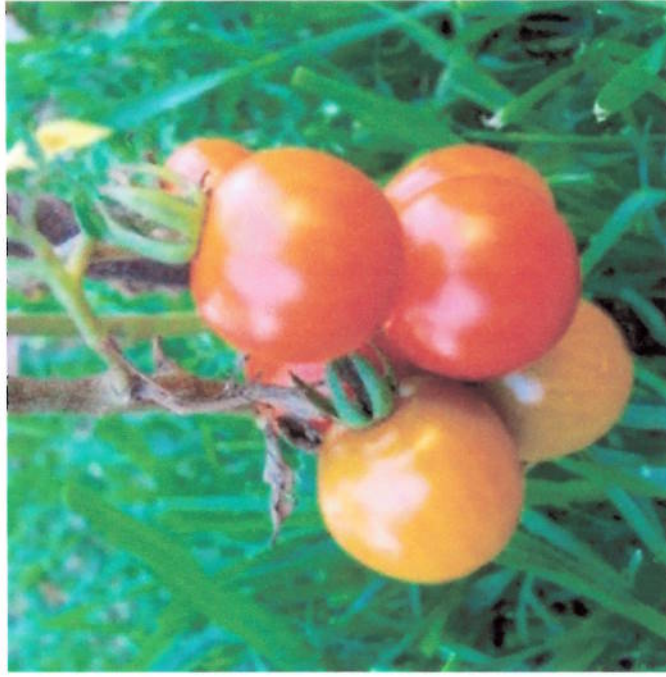
BY: Amanda Colontino

MY CHOICE OF 3 PLANTS FOR A GARDEN

- 1) Where do plants get their energy? Plants get their energy from the sun and the ground using photosynthesis
- 2) How do plants store energy? Plants store their energy in the form of sugar
- 3) Where do carnivores get their energy? They get the energy from the fat, calcium, carbs and other parts of the animal that they eat.
- 4) How do carnivores store energy?
- 5) What is ATP? a nucleotide derived from adenosine that occurs in muscle tissue; the major source of energy for cellular reactions
- 6) How is ATP used? The ATP is used for many cell functions including transport work moving substances across cell membranes
- 7) How can we determine the energy content of plants?

A.C.





Tomato plant

Latin name: *Lycopersicon esculentum*

Uses of plant: fruit

Sunlight requirement: full sun

Soil/nutrient requirements:

Tomatoes love heat. Cover the planting area with black or red plastic a couple of weeks before you intend to plant. Those extra degrees of warmth will translate into earlier tomatoes.

Life cycle w/time: 60 or fewer days to harvest\

Nutrients/ calories: 22 cal,



Potato Plant:

Latin name: *Solanum tuberosum*

Uses for plant: grows delicious potatoes; food

Sunlight requirement: full sun then partial sun

Soil/nutrient requirement: Add a fresh layer of rich compost to the top soil, then till or spade the bed to loosen the soil and work in the compost. Rake level. Do not add fresh manure to the Potato bed

Life cycle w/time: Potatoes can be harvested in 8 to 10 weeks or they can be left to mature to full size and harvested after the tops start to yellow and die back.

D.V.

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

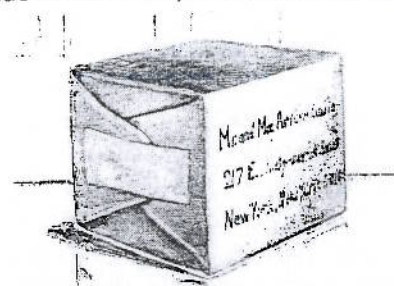
Button, Button

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?”

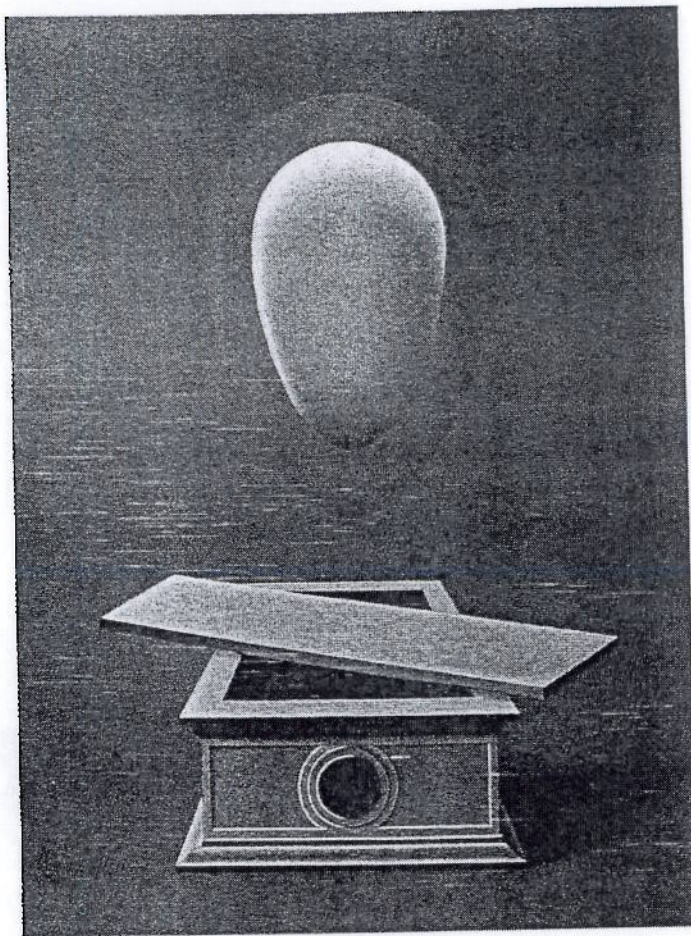
Mr. Steward introduced himself.

“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.

Alcoholism

- Driving under the influence is a big common death in the United States. Punishments for driving under the influence results in fines, you get stripped of your driver's license and you get put in prison. Short term affects of alcohol include intoxication and dehydration. Long term effects of alcohol are changes in the liver and the brain and alcoholism.
- Study shows that men who consume 3 drinks a week have a 35% less change of getting heart disease. Women on the other hand who consume two units of alcohol (half or full glass of wine) have a lower risk of heart disease. However, women who get drunk multiple times a month have a high risk of getting a heart attack.
- Alcohol consumption can cause one or several the different types of cancer: laryngeal cancer, mouth cancer, pharyngeal cancer, oesophageal cancer, breast cancer, bowel cancer and liver cancer. Most heavy drinkers who have liver cancer have cirrhosis of the liver. Also, they have a high risk of suffering a stroke.

3/19

Wendy Cholula

Drinking while driving is a very dangerous thing to do. These kinds of things is really affecting the world because its killing a lot of people .It's not just the people who are drunk and driving but also the people inside the car. Being drunk really affects the person and the family. There are many people that are having car accidents because they are drunk. When they drive while drunk they are not in their 5 sense. Many deaths are more occurring because people are drunk and they are driving. Males are the one who have the higher range of drunk while driving. People should really stop doing these. I agree on the law of people getting fines because of being drunk while driving. I think that they should get fine and also they should get punished in jail. Other people get hurt too. Drunken people should not be allowed to drive. The police and the law should take the car and their license away if they get caught while driving. People have to get punished of their wrongs. One way is to take license away, also put them in jail for a moths or depending how drunk they are. These accidents need to stop happening its killing too much people. The solution is to punish the person who is drunk while driving. The people should verse the consequences of their act.

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

WK 2

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
origonal 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)

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."

Poetic license is taking away the rights from any type of writer or artists based on something they wrote or drawn. An example of when poetic license was involved in a court case was with the Polish poet, essayist and literary critic named Jaroslaw Rymkiewicz. The reason that Jaroslaw Rymkiewicz had been in court was because he had wrote a controversial comment about the movement of the Smolensk Cross from the outside of the Presidential Palace in Poland to inside the palace chapel. What was going on in Poland was that after Lech Kaczynski (president of Poland), his wife, and ninety four other people had died in a plane crash and Poland had put up a giant cross called the Smolensk Cross in remembrance of their deaths. When the Cross was moved inside many protests broke out and citizens started brawls with police officers. Poland even had to move the Cross to the Holy Shrine of Jasna Gora to figure out what to do with it. After all of this a researcher for the Rzeczpospolita had surveyed that seventy seven percent of Polish citizens had wanted the Cross back to the Presidential Chapel. It was brought back, but then as I said before it was moved inside the Chapel and angered many Polish citizens. What had solved all of the controversy between the Polish people was that the Smolensk Cross was moved to St Anne's Church. Jaroslaw Rymkiwicz had not understood why he was in court for expressing his opinion about the whole situation, saying that his words were fair and commentary. This shows how Poetic license was involved in court from how Jaroslaw Rymkiewicz wasn't allowed to express his opinion about the Smolensk Cross movement in his own column of the Gazeta Wyborcza because it would go against many that opposed or agreed with the situation.

Day 37: An Orange County judge takes poetic license with his sentence

December 8th, 2009, 2:00 am · [16 Comments](#) · posted by [Larry Welborn](#)

David Schoenecker

1989: It wasn't so much the crime or the trial that qualified this case for our list, it was the sentencing.

Orange County Judge Robert Fitzgerald sentenced convicted wife-slayer David Schoenecker to prison for the rest of his life ... with a poem.

Fitzgerald was responding to Schoenecker's own poem, found in his Anaheim house in May 1989 when police discovered the decaying body of his wife, Gail.

In a letter to The Orange County Register, Schoenecker confessed that he killed her to keep her from interfering in his plot to seek vengeance against people who had wronged him.

"I'll come in the night, I'll come in the day. I've chosen for each their own special way. All on the list will go to their grave, all with the help of friendly old Dave."

Fitzgerald responded in his sentencing in uneven pentameter with, "The sentence I've chosen to you may seem cold. You'll pay and you'll pay all the while you'll grow old. One day you will die. A funeral your warden will hold. For you will serve your entire natural life and not be paroled."

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Saturday, March 26th, 2011

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Trial of Polish poet sparks debate over free speech

18th March 2011

Outspoken Polish poet, essayist and literary critic Jarosław Rymkiewicz drew over 200 free speech supporters in a Warsaw courtroom yesterday, during his first appearance in a libel case launched by Agora, publisher of the *Gazeta Wyborcza* newspaper.

"This is a process that will show what freedom of speech looks like in our country, which is supposed to be a free country," Mr Rymkiewicz said earlier.

Agora is demanding an apology and zł10,000 in compensation for something the poet wrote in conservative paper *Gazeta Polska* last September.

Commenting on the controversial removal of the "Smolensk Cross," which was erected in front of the Presidential Palace in memory of the victims of the Smolensk air crash, the poet said the editors of *Gazeta Wyborcza* were, "the spiritual heirs of the Polish Communist Party," and that they "wish Poles would finally stop being Poles."

The editors cried foul, accusing Rymkiewicz of libel. The poet believes the words were fair commentary, constituting opinion in the realm of political debate.

The trial attracted so many members of the public that the courtroom proved too small to fit them all. During the proceedings, those inside report hearing "We want a larger courtroom," "Freedom for the poet, and "Free speech," from those outside.

A number of those gathered, including author Marek Nowakowski, also accused Adam Michnik, editor-in-chief of *Gazeta Wyborcza*, of attempting to use the courts to gag an outspoken critic.

The court failed to reach a decision yesterday and the matter was adjourned until July 7, at which point the authorities promise a larger courtroom will be used.

Rymkiewicz remained defiant, saying he would not apologize or take back his comments. "Thank you very much for coming," he told the crowd. "I'm fighting for you. I would not have been this brave without you."

[Poland AM](#)

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EuropaRussia.com

Poland. Smolensk cross at Saint Anne's.

12 Nov 2010



The Smolensk cross has been relocated this week from the **Presidential Palace chapel** to the nearby **St Anne's church**. The move puts an end to a long controversial row. The Catholic Church had accused Poland's politicians of politicizing the matter.

The cross was the centerpiece of a **conflict** between supporters of the Law and Justice party (PiS) on one side and President Komorowski, the government and secular politicians on the other over the place of religious symbols in public places. It was erected in April by the Scouts as a symbol of mourning after the death of President Lech Kaczynski, his wife, and 94 others onboard the plane crashed on landing at Smolensk Severny airport in Russia.

Later in summer, the cross was relocated from **outside the Presidential Palace** to the palace chapel, in a surprise move which angered protestors who wanted the cross to remain where it was. Following the attempt on 3 August to move it further to St. Anne's church, just down the road, – when police clashed with protestors – it was decided the cross would be taken on a Pilgrimage leaving two days later to the holy shrine of Jasna Gora in the southern city of Czestochowa, also without success.

Groups of elderly Kaczynski supporters kept guard round the clock for several days to prevent its removal, accusing Komorowski, the Prime Minister Tusk and Civic Platform (PO) of betraying Poland and the Catholic faith. A hard-line group, the so-called "*Defenders of the Cross*", opposed any decision unless a permanent memorial would have been installed. Some 77% of Poles surveyed by stats researcher GfK Polonia for *Rzeczpospolita* daily saw the cross relocation to the presidential chapel as the right decision.

According to a joint statement by the President's Chancellery, Warsaw diocese, a scout organisation "the Academic Church of St Anne in Warsaw, a place **strongly bound** to the history of ... Poland. This temple is the site of permanent prayers for the tragically perished President Lech Kaczynski, his wife and all victims of the Smolensk catastrophe."



WARSAW, POLAND - APRIL 11: Mourners arrive to light candles under a giant cross at Pilsudski Square in memory of late Polish President Lech Kaczynski on April 11, 2010 in Warsaw, Poland. Kaczynski, his wife Maria and leading members of the Polish military and government were killed when the presidential plane they were travelling in crashed while attempting to land at Smolensk, Russia, the day before. The delegation was on its way to attend memorial services for the thousands of Polish military officers murdered by the Soviets during World War II at Katyn.

Alana Cortes

Why did the judge sentence him in the form of a poem?

What else could Schoenecker have done to release his anger?

Would it have been just if he had only written the poem and had not been planning to follow through with it?

What were some things that Schoenecker might have been feeling while he wrote it?

Had Schoenecker not actually killed his wife, would life in prison still have been a reasonable sentence? Why or why not?

Alana Cortes

Who? David Schoenecker

What? David Schoenecker wrote a poem describing his plot to seek vengeance on those who had wronged him. He killed his wife, Gail, so she would not interfere with his horrific plot. Once her decaying body was recovered in his home in Anaheim, Judge Robert Fitzgerald sentenced Schoenecker to life in prison in the form of a poem.

When? May, 1989

Where? Orange County, California

Why? Fitzgerald felt that he should respond to Schoenecker's cruel poem with a poem of his own.

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.

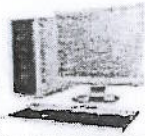
30 minutes

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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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

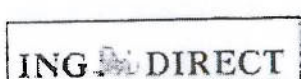


1. Students will share their findings with the class.
2. Students will also comment about the process of writing persuasively.

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

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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 rigeur. 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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Zachary Higgins
4/9/2011

The Simpsons is an American television series made by Matt Groening for the Fox Broadcasting Company. This series is a parody of a working-class American lifestyle which consists of the family members Homer, Marge, Bart, Lisa, and Maggie. This show is set in a fictional place called Springfield, and lampoons American culture, society, television, and many aspects of human condition. The family was conceived by Groening shortly before a series of animated shorts with the producer James L. Brooks. Groening created a dysfunctional family and named the characters after his own family members.

Also, *The Simpsons* may be offensive to some people but it can also be very funny to some people. It can be offensive to some people by the things that they say like referencing about drinking and it can show stupid things that young children might think are alright. In addition, *The Simpsons* might be offensive is by saying some racial thing about certain types of people and that is not ok if little kids are watching. But otherwise *The Simpsons* is a funny television show to watch because they don't really ever curse in the show so that is a good thing.

In conclusion, *The Simpsons* is not offensive to me. Also, it is a good show to watch if you aren't offended by little things because pretty much every show shows bad things so *The Simpsons* is not bad to watch. I think that most people won't be that offended by it and young kids should be able to watch it because it isn't that influential with bad things.

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Foul Language on *Keeping Up With The Kardashians*

The television program *Keeping Up With The Kardashians* consists of much language that is inappropriate for its younger viewers. Although much of it is censored, some of the milder language is still presented. Some episodes consist of Kim's desire to pose in Playboy magazine (followed by censored photos from the actual photo shoot), one of the younger sisters demonstrating how to use a stripper pole, the two youngest sister's mixing drinks at a family gathering, alcohol, drugs (although they are blurred), discussion of sex, sexual activity in public places, and plenty of bad language.

In my opinion, the show should be censored. If it is being shown on public television, anyone can watch it. For example, a younger child can be looking through channels and perhaps they see a glimpse of something they should not be seeing. However, they should not be told to stop airing the show or to cut out scenes. I feel this way because despite the younger audience, there are still some older viewers who have the right to watch any inappropriate scene that may occur. Parents can easily control what their children are watching by telling them not to watch anything they are uncomfortable with and if they don't listen, there are parental control blocks that can prevent the children from viewing any content on that channel.

One of the Kardashian Sisters, Kourtney, is trying to stop her family from cursing so much around her son. However, her family is struggling to go through with Kourtney's request. Her boyfriend Scott and her sister Khloe seem to do the most swearing. They try to avoid cursing but it slips a lot of the time. Kourtney is aware that everyone in her family has a potty-mouth but she still tries to censor what she says. In doing this, she is benefitting the younger viewers watching the show.

The show is not going to be canceled, despite the debate. Although many viewers disagree with the inappropriate scenes and language used by the Kardashian family, it is intended for a mature audience and parents are aware of that. What they allow their children to watch is under their control. Some of the language characters such as Khloe use build up their character. Everyone knows her as the most aggressive sister. The regular viewers would be disappointed without her nasty comments and the show would not be the same without crazy adventures of the Kardashians.

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

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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 Goid 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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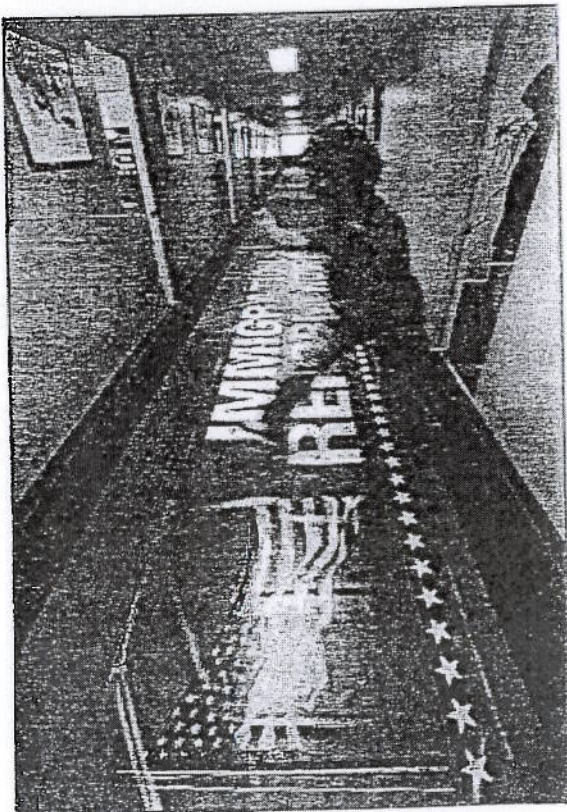


PHOTO BY DAMIAN DOVARGANES / THE ASSOCIATED PRESS Caroline O'Connor hops over a sign that will be used in a rally today in Los Angeles.

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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 Him, 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 against this commitment. 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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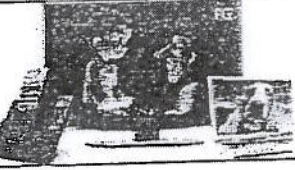
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The Short Life of Jose Antonio Gutierrez

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 she 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.

This article is about anti-immigration hysteria and racism that happened in Arizona that is still across the country. Also, activists believe resistance 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. Although the bill which would have made being an illegal immigrant a felony. But after the Arizona law was signed into law last week, immigration reform advocates have seen occasional activity. Also activists have called for a boycott of Arizona's businesses and protested outside Arizona Diamondbacks baseball games. "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. President Obama once promised within 100 days to tackle immigration reform, but has pushed back that timetable many times. He also said that Congress may lack the "appetite" to take on immigration after going through a tough legislative year.

I think this is a good idea because so people don't just come into the United States without proper identification but if they are not a citizen I would think that they can become a citizen by doing community service or they could go into the war. Also, it is a good idea because nobody could come in the U.S to do anything bad because they have to serve a purpose to prove they won't do anything bad to us. In addition, it is a good idea because if you don't serve a purpose to become a citizen you will have to go back to your country soon after you get to the U.S.

One of the most popular cartoons on many television channels is the show South Park. The show has had thirteen seasons and is one of favorite comedy shows of teenagers and adults. This show was created by Trey Parker and Matt Stone and the first episode was aired on August 13, 1997. The show is about a group of children that live in Colorado and go through days that involve events or topics that are going on in the real world. In each Episode the main characters Stan, Kyle, Eric, and Kenny twist the events and topics to make them funny by making them offensive and also racist. Only some of the times the words said by the characters especially the younger characters are censored out, but this is only if the word they are saying is extremely inappropriate.

Many people have said that they felt South Park is a little too extreme with the offensive statements, actions, and gestures. I myself feel that the show can get too offensive with all sorts of topics and people, from the few episodes I have seen. To prove this I have found a few examples that the show expresses and offensive scene to a group of people. My first example is that in one episode Kyle's cousin comes to visit him and he is Jewish. Throughout the entire episode the main characters of the show make offensive remarks and comments to Kenny's cousin about him being Jewish. Now I am not Jewish, but if I was I would feel extremely insulted from the episode and I would be even angrier at the fact that everybody who watches the show will have those comments in their head and might even repeat it with friends. I do feel that what should be done is that the show should not be as offensive towards whoever they make fun of by making them feel like they are not normal or do not belong in this world.

There actually is one example from the show that I can relate to myself. One of the episodes of South Park is completely based on the term "Ginger". What the term means is people with red hair and freckles. What the episode is about is that the character Eric states in a school report that "Gingers" are inhuman, have no souls, are stupid and are afraid to get outside and into the world. At the end of the episode we find out that Kyle actually has red hair and he argues against Eric that the students with red hair should not be forced to eat their lunch in the hallway and shouldn't be treated with disrespect. Now with me I feel that the show now put discrimination towards students with red hair and that they are not like a normal person. Whenever I hear someone being called a "Ginger" I feel bad for them and I worry that one day I would be called one. I strongly feel that television shows should not be offensive toward different people, not just because I can relate to it but everybody could relate towards something the make fun of in the show.

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

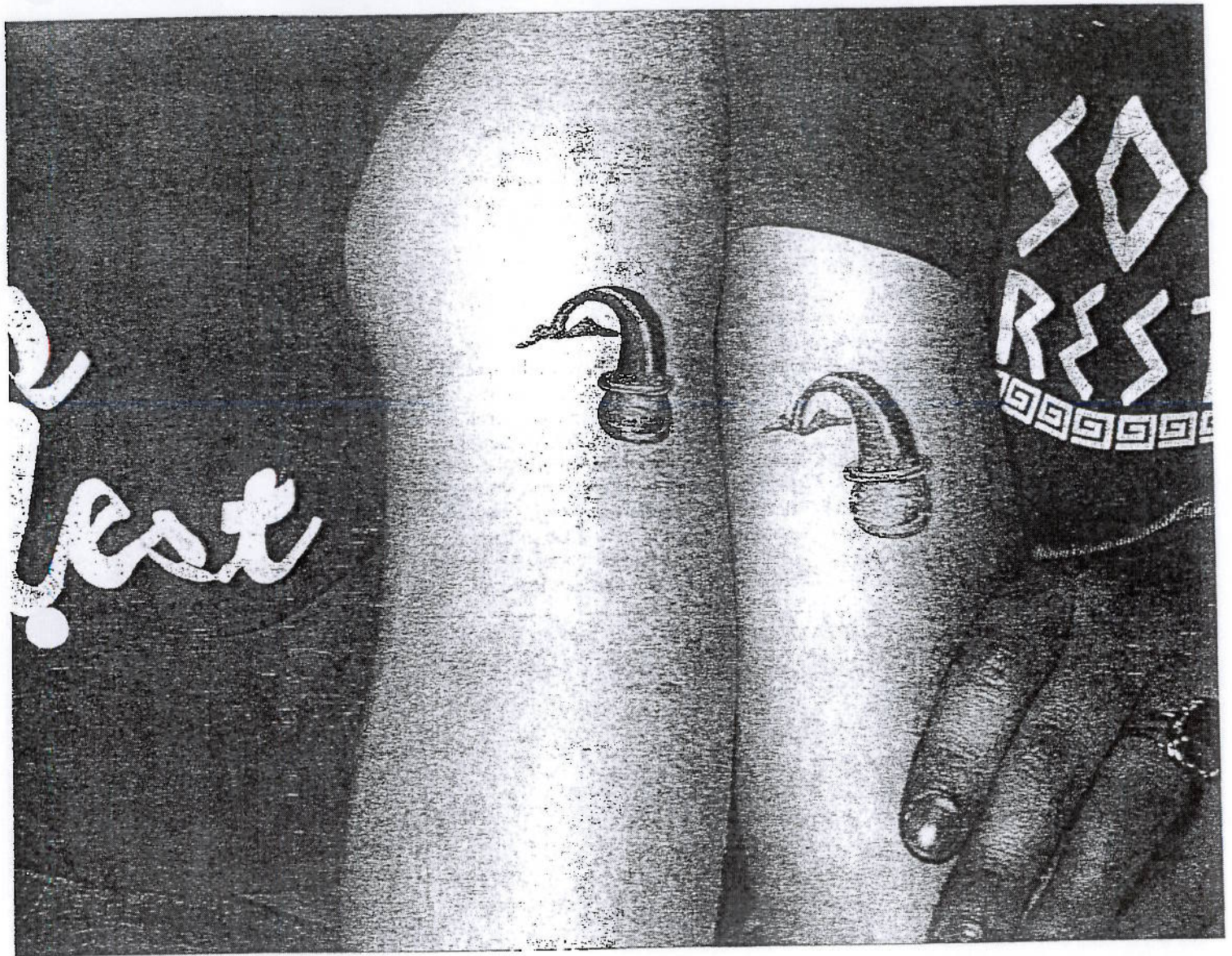
Reflection

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

15 minutes

41% of people between
18 and 29 say they
are 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 over-stoked 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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This generation of people is all lucky to have all the privileges they have, or are they. In this generation of kids one would notice that the typical teenager will have the latest technology, latest fads, and also have the mindset that they are always right somehow and can never be wrong no matter how convincing the other opinion is. The cause of all of this is that most teenagers grow up with a big house and their parents buy their kids everything they want. This causes the kids to feel that they deserve whatever they want no matter what it is and that now they can say and do whatever they want because the parents let them do whatever they want as they were younger. Everyone says to be positive about one's self, but there is a dividing line between being positive and overly positive about one's self.

For any child growing up in this generation it can be noted that they are overly confident. By overly confident, I mean that they feel that they deserve the best for anything they earn, they also feel that nothing could go wrong for them and sometimes have no cares in the world expecting mom or dad to always help them out. This is being enforced in this generation of kids from their childhood. They grow up with baseball coaches awarding kids even if they are the worst player, parents giving them the best of whatever they want, and for anyone telling a kid that they did well at something and they could have done a terrible job. I even remember growing up when I played Baseball my coaches would tell me that I did a good job even if I had struck out. After a while, when I got to the higher age Baseball games I remember being in shock when all of my teammates had told me I was terrible; I even remember in one game the other team was short one player and they needed a player from my team and everyone told me to leave and play for them. Ever since that day I have the mindset that even if someone tells me that I did a good job I don't become overly confident and I keep trying hard at almost everything that I do. This is not good for anyone living here because this is not a perfect world and as we grow up we shouldn't be learning to be carefree but to be realistic about our lives.

Now this has enough problems as it is, but to make it worse stereotyping can also be involved with this generation. Stereotyping of this generation can be stated as us being lazy, spoiled, and too carefree. This makes our problems worse as now if older generations have this mindset than this generation won't be trusted and it could also make it harder for us to get a job somewhere. This is also bad because not every single person in this generation is like the typical teenager and should be treated with a little more respect than what a typical teenager would get.

My Generation

I ask myself everyday how they see my generation. Many kids are different but not all of them. People first need to see and then they should talk. Many think that most of us in this time are all spoiled when not all of them are like that. Some actually work hard just to get something they want in this life. In this life there is much kind of different people and yes maybe the generation have changed but not for everyone. I think people should not criticism the young people now. Everyone has changed but not all the same.

I think that my generation has change and yes it may have some different people from the past but we are all humans .Each of us are not the same and don't everyone should be citizen the same. Yes some young teens from now have live life well with their parents. Some think they are everything because they have money .But also some don't realize that the money they are spending is not their. I think young teens should start working a little so they know what happening and what they should be prepares for. Sometimes I do agree with the people that criticism my generation. Most of us are probably like that but not all of them.

Some are very lazy. Some think that they are going to live a good life for the rest of their lives. That is not true their parents are going to leave them soon or later. That's why they should have a little experience of how they should be ready for life. Also not every teen in this generation lives like that or think like that. Some don't have that much money. Some those are in high school just thought of getting out working and help the family. They now what's life and they are getting ready for it. They know that they are going to suffer if they don't get experience sooner.

Some people in my generation stereotype about other people negatively. They comment negatively by making fun of another person's appearance or the clothes and shoes that they wear. Another way people stereotype about other people by making fun of the music you like that they don't and some sports you don't like that they do. Also, people stereotype about how strong or weak you are in a negative way and if they are better than you at something they will make it seem like it's a bad thing.

So people would stereotype another person's appearance because that person had more girlfriends than you or if they think you are ugly and they will think that you don't like girls because you never had a girlfriend. In addition, some people would make fun of your clothes or shoes because you don't have nice clothes even if you think it's nice. Or about them criticizing your shoes because they're not a Nikes or Jordans so people will think you are poor if you can't afford those shoes. Also, people criticize the music you like because say that you like country and rock but other people like rap they will make fun of you because nobody really listens to that in school. People would stereotype about how strong you are, so if you are stronger than that person they might spread a rumor saying that you take steroids; but if you are weak everyone will pick on you because you are weak and can't defend yourself. But, if somebody is better than you at something they will always make fun of you by saying they are better than you at everything.

In conclusion, people will stereotype other people about anything and everything. So if the stereotyping gets too bad you can try to ignore it and see if the problem goes away. But if the problem doesn't go away you tell a teacher, the principal, or your guidance councilor and tell them what is going on. It is almost always the best thing to tell somebody that can fix the problem because the problem can get really bad if you don't let somebody know if you are getting made fun of.

Throughout the six weeks of Saturday Academy I felt that many of the topics we talked about were definitely worth being here to discuss about. Before the first day I thought that these next six weeks were going to be miserable because it was on a Saturday first off and also because I thought we were going to do the same things we were learning in our actual Language Arts class. After the first day I realized that this was actually not that bad, as we talked about many interesting topics going on in the world today and I was even able to relate to all of them in some way. It was hard to choose my favorite topic we talked about, but I liked the last day when we talked about how our generation is overly self confident. I really liked discussing it because I had thought about this topic on my own and I could talk about it with other people. Even though I came here on a Saturday I still felt that it was worth coming here and that I learned a lot about real problems going on in our society and around the world.

Saturday academy

In this time of period i learn a little more then I know. Many things that I thought were hard to do I did them. Before I was afraid to talk in front of people and other stuff. I learn to deal my nervous in front of people. Also I did so many things that help me with the language arts. That class I had many difficulties. I did so many paragraphs and I didn't think I could write.

I did many and I actually didn't do badly. I can't say I did very well because I know it's not true. But for the most I tried very hard and I liked working with them. I liked the academy I would take it again. Of all the projects I did the one that I'm most proud with it would be the one that I was talking about what people think about this generation. That would be the one that I am most proud of because I liked the topic. Also because I know that there is no right or wrong answer. But I also liked the other topics I like everything we did in class. But what I liked the most was that they made us feel comfortable. Also that we had a lot of attention and I liked the small class. I enjoy every work we did. I really enjoy the class and learn more about a class that I struggle a lot.

Zachary Higgins

4/30/2011

For all of the essays I've written in this class I think I did really good on most of them. I think I did well on most of them because they were almost all easy to do and I wrote a lot about the essays I did. The essays I wrote about were The Commission Report for 9/11, Natural Disaster of Hurricane Katrina, The Simpsons, and finally Stereotyping. Those were all the names of the essays I have written in this class. I think this class helped me a lot with writing essays and reading and remembering things because my language grade already went up a little and my teacher said she noticed the difference I was making in my writing.

SOCIAL STUDIES

LESSON PLANS &
EXAMPLES OF STUDENT WORK

Saturday Academy - History

Week 1:

Big Idea: 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 legislation of saggy pants in America?

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

1. 1 Article with notes "MARKED TEXT"

Possible Topics:

Nuclear Disaster in Japan
Health Care Law
Oil drilling off East Coast
War on Terror
Spending Cuts in New Jersey
Oil Spill
US Debt Crisis

2. Differentiated Summary - How will this issue affect your life?
 - a. Persuasive Essay
 - b. Power point
 - c. poster
3. Differentiated Creative Activity
 - a. Poem
 - b. Comic strip
 - c. Newspaper article

Part 3: Presentations

- Students present to each other and fill out a brief critique of someone else's research and activities

Part 3: Closure

- Students will complete a questionnaire that will ask them what they learned, what they enjoyed most, and questions they still have.
- Class Discussion
- Dismissal



Judge rules saggy pants law unconstitutional

Florida's fashion police put teen with low-riding pants behind bars

AP Associated Press

updated 9/17/2008 4:34:53 PM ET

RIVIERA BEACH, Fla.— A judge has decided a law banning sagging pants in this town is unconstitutional after a teenager spent a night in jail on accusations he exposed too much of his underwear.

Julius Hart, 17, was charged last week after an officer said he spotted the teenager riding his bicycle with 4 inches to 5 inches of blue-and-black boxer shorts revealed.

Hart's public defender, Carol Bickerstaff, urged a judge Monday to strike down the sagging pants law, telling him: "Your honor, we now have the fashion police."

Circuit Judge Paul Moyle ruled that the law was unconstitutional based on "the limited facts" of the case. Technically, however, the charge hasn't been dropped yet: a new arraignment awaits Hart on Oct. 5.

Voters in Riviera Beach approved the law in March. A first offense for sagging pants carries a \$150 fine or community service, and habitual offenders face the possibility of jail time.

Proposals to ban saggy pants are gaining ground in several places around the U.S., and have met with opposition from civil liberties advocates who say they will lead to racial profiling against young African-Americans. The fashion is believed to have started in prisons, where inmates are not given belts with their baggy uniform pants to prevent

hangings and beatings. By the late 1980s, the trend had made it to gangster rap videos, then went on to skateboarders in the suburbs and high school hallways.

Bickerstaff said she wants the city to drop the law — regardless of whether anyone dislikes low-riding pants.

"The first time I saw this particular fashion, I disliked it," she told the judge. "And then I realized I'm getting old."

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• I don't believe that you should charge someone for how they wear their pants. Then including jail time is a little over the edge. paragraph (5)

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March 19, 2011

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Brad Hirschfield

Rabbi, Author and Expert on Religion and Public Life

Posted: March 14, 2011 06:18 PM

Understanding: The Most Forgotten Weapon in the War on Terror

Will security in airports, continue to be on top of possible threats?

1 Were the three men wrapping themselves in leather straps and mumbling in a foreign language on this weekend's Alaska Airlines Flight 241 a security threat or were they Orthodox Jews preparing to pray in their tefillin -- amulets bound to the arm and head as part of traditional Jewish weekday prayer rituals? It was the latter, though the fact that the crew went into a high alert and locked down the flight deck for the duration of the flight, suggests that this is a story about security as well.

2 It's not surprising that neither the crew, nor apparently anybody else, knew what was going on when the men began to put the small boxes attached with leather straps, on both their arms and foreheads. Although the ritual is rooted in the words of Deuteronomy 6:8, "Bind them as a sign upon your arm, and as a symbol on your forehead," and was popular so early on that we have tefillin from the time of Jesus, it is unlikely that more than ten percent of Jews currently engage in this practice with any regularity.

3 That being the case, it's just not something with which lots of people are going to be familiar. That, and the fact that one does look pretty odd while wearing tefillin. I am one of the ten percent, and I still know how "weird" I must look when I put them on in airports or on flights, except for those going to Israel!

4 So my concern is not that people don't understand this practice, or that they may stare when they see me, or even that the three men on Flight 241 got hassled. My concern is that such ignorance, and the inconvenience associated with it, while totally acceptable among people in general, is not acceptable among those who are responsible for security on an aircraft.

5 The case of Alaskan Airlines 241 reminds us that while tefillin are not a security threat, ignorance is. That the entire plane went into lockdown, that law enforcement resources on the ground were used both while the flight was in the air and after it landed, and many other needless, wasteful and distracting measures were taken to combat a non-threat, is itself a weakness in our security system.

6 Understanding is a primary weapon in the fight against terror and potential terror threats. The absence of understanding in this case, in cases of Muslims who simply wanted to engage in their prayer rituals, and so many other cases in which airline personnel had no idea how to distinguish between a genuine threat and an unusual practice, is troubling.

7 I fly a great deal, more than 100 flights a year, and appreciate the importance of airline security. I also appreciate that, as the announcement reminds us at the beginning of each flight, the crew is their "primarily for our safety." Well, if that is the case, they have a great deal to learn about what constitutes a threat and what does not. And if it's not their responsibility to understand what they are seeing, at the very least, someone on the ground, someone at the TSA, FBI, or Homeland Security, should be able to tell them when they ask.

8 I don't believe this was a case of Anti-Semitism, as I am sure some will charge. Nor do I believe it is necessarily Islamophobia when Muslims get hassled for their practices. I do believe however, that when such things happen because those charged with keeping us safe lack the basic information and understanding which could keep things calmer and safer, we have a problem -- one which we need to fix.

9 As travelers, we must accept a variety of more exhaustive searches which are designed to keep us safe. And just as we must accept new levels of inconvenience as we travel, those charged with keeping us safe must accept responsibility for learning more and understanding more about those they keep safe, about what does and what does not constitute a threat, etc.

10 Security is a partnership in which each of the partners must be more understanding -- we, of the complexity of the job assumed by security personnel and airline workers, and they, of the complexity and diversity of the lives of those they protect.

11 Follow Brad Hirschfield on Twitter: www.twitter.com/bradhirschfield

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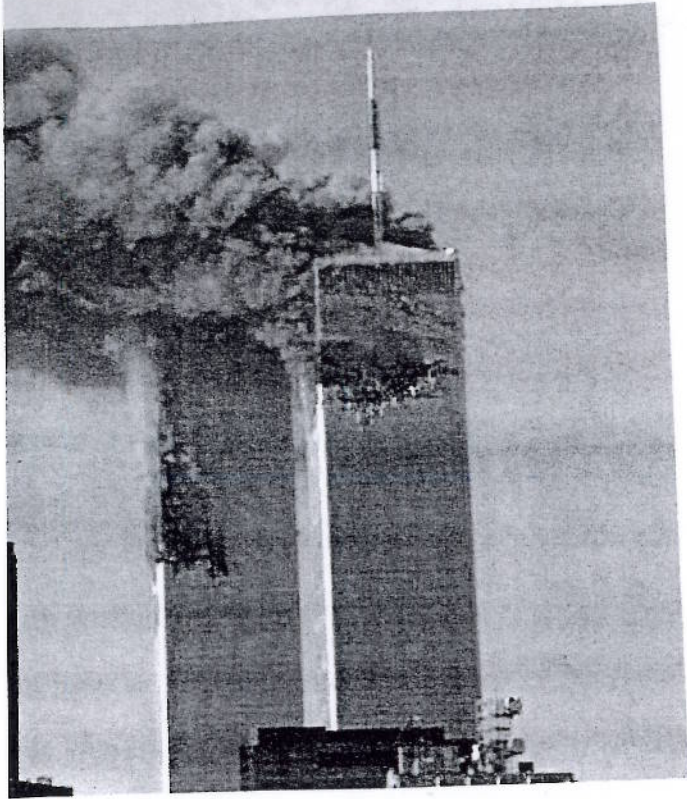
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I believe that if the airport security suspects someone is a threat, they should be approached in a respectful manner.

CAUSES



- Due to 9/11, Air down on keeping Air
- The has kept ma heals about the f by.
- Our country has the U.S Government different countries

WAR

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- The cost of the US citizens wending coming from, when

- There is no way the troops come of US military be another at could impact another attac



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ROR

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to ensure that when
come and that is all
personal, there will not
seek on our country that
or future if there was
but worse.



Oliver McCall

CLOSURE WEEK 1 – Current Events

One thing I learned in my research today was...

I learned the importance of the airport security.

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

Learned a lot of effects that 9/11 and the war has caused.

One question I still have is...

When will the troops leave the Mid-East.

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

To evaluate strange people around you at the airport, and in public.

History / Social Studies

Week 2:

Big Idea: Politics

Essential Questions:

1. Why don't young people vote as much as other voting groups?
2. Are politics and political parties necessary?
3. What would your ideal political party look like?

Part 1: Socratic Seminar: Youth and Voting

- Students will read and take margin notes on an article discussing reasons young people do not vote regularly.
- Socratic Discussion

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:

- Find 4 ideas from existing platforms (using teacher generated websites) think would make the United States a better place to live
- Develop 2 original platform ideas
- Name your party, design a platform on poster (power-point)
- Design a poster based on your political party using imagery and a motto

Part 4 – Presentations and Discussions

- Present parties
- Vote for a party

Part 5 – Closure

Socratic Seminar Prep

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

- **Circle** words you need clarified
- **Underline** 4 ideas you found interesting and write reasons
- **Bracket** something that seemed unfair and write reason

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
Inside Circle Participation	Did not participate at all in seminar	Partially participated in seminar	Fully participated in seminar
Outside Circle Participation	Did not enter hot seat and was disengaged	Took notes but did not enter hot seat	Took notes and entered hot seat
Listening to others	Talked to others and was off task	Listened sometimes but also was talking under others	Listened intently on others remarks

Why Young People Don't Vote

By JESSICA BAPTISTE

Published: Monday, September 27, 2004 Updated: Sunday, February 15, 2009 02:02

According to the Center for Information & Research on Civic Learning & Engagement, only 42 percent of the eligible young people between the ages of 18 to 24 voted in the 2000 presidential election. I was startled by this statistic. Why don't young people vote?

It is appalling for a democratic country like the United States to have less than half of its young people vote in the last presidential election. Since 1972 the rate of youth participation has declined. Fifty-one percent of 18-24 year olds voted in 1972 and in 2000 that number fell by 13 percent.

Of all the Baruch students I surveyed, almost all of them were not aware that only 42 percent of 18-24 year olds in New York State voted in the 2000 election. I was not surprised. According to recent surveys by CIRCLE, young people feel that it doesn't make a difference. They aren't registered, they don't have enough time or there is not enough time. Why is that? Young people are seldom the focus of presidential campaigns and they are not being informed of the issues and the importance of voting.

Another surprising statistic is that youth voter turnout in the 2000 election was highest in Alaska, North Dakota, Maine, Washington D.C. and Wisconsin. Alaska had the highest percentage with a whopping 63 percent. Meanwhile, New York was ranked 15th in the country. Only 42 percent of 18-24 year olds voted here.

Though young people have the lowest voter turnout among age groups, why are they being ignored? According to CIRCLE, they don't vote because campaigns feel that they should not waste resources targeting young voters. Young people should not be ignored. This year there are 23.9 million 18-24 year olds. They make up about 13 percent of the voting population in the United States. If presidential candidates are looking for new voters needed to win, young people could easily become the new voters.

Right now, only 50.7 percent of young people in the United States and 61 percent of them in New York State are registered to vote, according to CIRCLE. Most of the Baruch students whom I surveyed said that they are going to vote.

And of course there were many people who turned their backs as soon as the topic of voting arose. Why do they hate the idea of voting? Why do you they feel that voting does not affect their lives? That's what I anxiously wanted to know.

Among the few who said, "No I'm not going to vote even though I'm eligible", their reasons included: I'm confused, I don't like the candidates, I'm not informed enough, my interests are not being taken into consideration, Bill Clinton should be allowed to run again. These reasons seemed very vague to support their opposition.

One of the people who said that voting was against his beliefs had this to say, "I don't take an active role in government because it's feudal."

According to the U.S Census, young women are more likely to vote than young men. In the 2000 election, 43 percent of 18-24 year-old women and 40 percent of 18-24-year-old men voted.

Another surprising statistic is that single young people are more likely to vote than married young people! As far as the breakdown of races who voted, the turnout of white citizens was the highest with 44 percent, followed by African-Americans with 42 percent. In third were Asian citizens with 34 percent and lastly, Hispanics with 17 percent. With the 2004 presidential elections only a month and a half away, there has been much attention focused on getting more young people registered to vote. All of the Baruch students I asked had great suggestions on how to entice young people to register and eventually to go to the ballots on November 2.

Most of them were: more political choices, through musicians, give some type of reward, have less negative ads, inform them, simplify the issues, appeal more to young people, addressed teen issues, get young people more aware of issues affecting the American society.

As you can see, many young voters believe that they do not know enough about the candidates or the election to vote. In a Third Millennium study of nine major media markets, 64 percent of campaign television advertising was found to be directed at people over 50, who represent 37 percent of the population. By comparison, only 14.2 percent of the campaigns' advertising was directed at people between the ages 18 and 34, who make up 31 percent of the population

According to one survey, there are some state laws that seem to increase youth voting. States that allowed Election Day registration, on average, have youth voter rates that are 14 percent higher. Three of the top five states (Minnesota, Wisconsin and Maine) in 2000 allowed Election Day registration. New York State Law only permits voter registration at motor vehicles agencies and by mail.

Also included in the report was that early voting at convenient locations and voter registration at state motor vehicles agencies increased youth turnout. In states that mailed sample ballots and information about polling place hours, youth turnout increased by about 10 percent.

Civic organizations such as Rock The Vote, MTV's Choose or Lose, NAACP Youth & College Voter Empowerment, Paddle for President, Project Vote, V-Day: V is for Vote and numerous others have all devoted their efforts to target young people. If you are a U.S. citizen who is 18 years old or will be by November 2, then you are eligible to vote. To register, call 1-866-VOTE-NYC (1-866-868-3692), or you can download the form at vote.nyc.ny.us. You can also check out the New Voters' Project at newvotersproject.org. Or call Project Vote Smart's Voter's Research Hotline at 1-888-VOTE-SMART (868-3762).

Are you too young or ineligible to vote? That's doesn't mean that you can't become politically active and volunteer for a candidate that matters to you. If you're interested, check out WireTap's Election 2004: Storm the Polls section at alternet.org/wiretap/election04.

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 60%

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.

Week 2 - Politics

Inquiry Project Objective: You will research political party platforms and create an original political party platform based on your own values and beliefs.

Tasks needed to be completed for portfolio:

- Find 4 ideas from existing platforms that you agree with.
- Develop 2 original ideas for this new political party platform
- Poster must include:
 - Name your party,
 - design a platform on poster using all of your researched ideas
 - a motto
 - 2 paragraphs (5 sentences a paragraph) discussing how your party will help America and why

Existing Political Party Platform Ideas:

Party:

Platform Idea:

Party:

Platform Idea:

Party:

Platform Idea:

Party:

Platform Idea:

2 Originals:

1.

2.

Peer Assessment

What is one idea that you like from this person's political party?

What can be improved to make this political party poster more appealing?

What do you think the visual of that political party represents?

All Party Viewing

Besides your own, which political party would you vote for and why?

Student:

Name of Party:

Why you would vote for it:

Week 2: Closure

Big Idea: Politics

Essential Questions:

1. Why don't young people vote as much as other voting groups?
2. Are politics and political parties necessary?
3. What would your ideal political party look like?



Unleash your imagination, but
always be considerate of others.

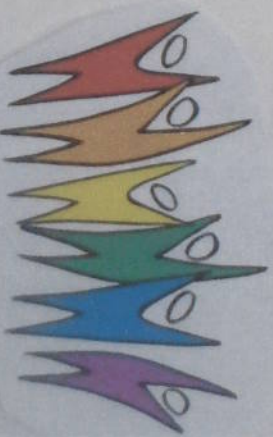


All our government consists of is
laws over nonsense and
boundaries on our own territory.
We are human, created with
flaws. Therefore how can the
government be so ignorant and
expect us not to make mistakes.
Treat others with honor, loyalty,
and respect. With those simple
rules in place judges can make
common sense based decisions

Just is a political philosophy
which supports individual liberty.
All about freedom of expression
and action. Justisum embrace
diverse beliefs and
organizations—all parties can be
put under out party because it is
true freedom, and the goal of
maximizing individual liberty
and freedom. We believe if
you're not harming others then
it's legal.



By: Joanne
Marques



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 the this type of freedom of speech should be restricted

Part 3: Research Article and Dialectical Journal / PowerPoint Presentation

- 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
- PowerPoint Presentation of work
 - 8 slides
 - Title
 - First Amendment Page
 - Summary of Article
 - Responses (x4)
 - Personal Opinion of Free Speech in art/media
- Class Share

Part 4: Closure

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

Socratic Seminar Prep

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

1. **Number** all paragraphs
2. **Circle** words you need clarified
3. **Underline** 4 ideas you found interesting and write reasons
4. **Bracket** something that seemed unfair and write reason

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
Inside Circle Participation	Did not participate at all in seminar	Partially participated in seminar	Fully participated in seminar
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Listening to others	Talked to others and was off task	Listened sometimes but also was talking under others	Listened intently on others remarks

Catholic group protests student paintings in NY

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

AP Associated Press

updated 6/5/2008 6:00:54 PM ET

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.

The Cult of Che

Don't applaud *The Motorcycle Diaries*.

By Paul Berman Posted Friday, Sept. 24, 2004, at 7:33 AM ET



"...Portrait of the insurgent as a young manThe cult of Ernesto Che Guevara is an episode in the moral callousness of our time. Che was a totalitarian. He achieved nothing but disaster. Many of the early leaders of the Cuban Revolution favored a democratic or democratic-socialist direction for the new Cuba. But Che was a mainstay of the hardline pro-Soviet faction, and his faction won. Che presided over the Cuban Revolution's first firing squads. He founded Cuba's "labor camp" system—the system that was eventually employed to incarcerate gays, dissidents, and AIDS victims. To get himself killed, and to get a lot of other people killed, was central to Che's imagination. In the famous essay in which he issued his ringing call for "two, three, many Vietnams," he also spoke about martyrdom and managed to compose a number of chilling phrases: "Hatred as an element of struggle; unbending hatred for the enemy, which pushes a human being beyond his natural limitations, making him into an effective, violent, selective, and cold-blooded killing machine. This is what our soldiers must become ..."— and so on. He was killed in Bolivia in 1967, leading a guerrilla movement that had failed to enlist a single Bolivian peasant. And yet he succeeded in inspiring tens of thousands of middle class Latin-Americans to exit the universities and organize guerrilla insurgencies of their own. And these insurgencies likewise accomplished nothing, except to bring about the death of hundreds of thousands, and to set back the cause of Latin-American democracy—a tragedy on the hugest scale..."

Che Guevara – Mural at School / Free Speech

1. From the article you read, how can you justify this mural here at the school?
2. Should there be limits on who or what can be painted as a mural at school?
List anything that should not be painted at school and explain why?

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

High Level Prompts Explained

Ask a question -

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

Evaluate -

Form an idea of the value of the subject. What is its significance?

Why is it important

Interpret -

What is the meaning of the text?

Analyze -

By separating parts of the text, what does it reveal about the setting or author?

Personal Connection -

How can the subject affect you personally or to present times?

Week 3: Closure

Big Idea: Freedom of Ideas and Speech

Essential Questions:

1. When should freedom of ideas and/or speech be limited?
2. What did you learn today?
3. What did you enjoy most in today's lesson?

Week 4:

Big Idea: Wars **Essential Question:** How do wars affect the human experience?

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

- Students will look up and print out a short primary source on a soldier from the current war in Iraq or Afghanistan to share during the seminar.
- Students will read and take margin notes on the article, "Understanding the Psychological Effects of War"
- 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

Socratic Seminar Prep

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

- Circle words you need clarified
- Underline 4 ideas you found interesting and write reasons
- Bracket something that seemed unfair and write reason

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
Inside Circle Participation	Did not participate at all in seminar	Partially participated in seminar	Fully participated in seminar
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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."

High Level Prompts Explained

Ask a question -

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

Evaluate -

Form an idea of the value of the subject. What is its significance?

Why is it important

Interpret -

What is the meaning of the text?

Analyze -

By separating parts of the text, what does it reveal about the setting or author?

Personal Connection -

How can the subject affect you personally or to present times?

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
 - essential questions
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 human experience?”**
4. Students will make a Power Point cover page that reflects the work within the presentation

Group Presentations – Effects of War

As you view each student's presentation, respond to something that moves you in that presentation.

Left Side– Something from the presentation

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

Student:	Topic:	
Student:	Topic:	
Student:	Topic:	
Student:	Topic:	
Student:	Topic:	

CLOSURE WEEK 4 - War

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...



WARSHIPS OF WORLD WAR I; ROYAL NAVY, GERMAN, AUSTRALIAN

Ask a question?

Why is this so important to WWI?

This is the way they fought in this time period.

Keep The Home Fires Burning Sung By John McCormack

They were summoned from the hillside, they were called in from the glen,

And the country found them ready at the stirring call for men.

Let no tears add to their hardships, as the soldiers pass along,

And although your heart is breaking, make it sing this cheery song:

Keep the Home Fires burning,

While your hearts are yearning,

Though your lads are far away they dream of home.

There's a silver lining, through the dark clouds shining,

Turn the dark cloud inside out, 'till the boys come home.

Overseas there came a pleading,

"Help a nation in distress."

And we gave our glorious laddies, honour bade us do no less,

For no gallant son of freedom to a tyrant's yoke should bend,

And a noble heart must answer to the sacred call of "Friend".

Keep the Home Fires burning,

While your hearts are yearning,

Though your lads are far away they dream of home.

There's a silver lining, through the dark clouds shining,

Turn the dark cloud inside out 'till the boys come home

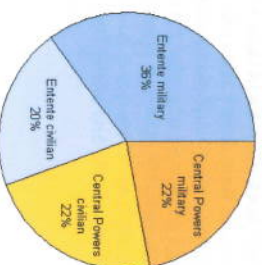
Analyze

This is how the people in this time period felt about

what was going on in the war and their troubles.

The death toll was more than 22 million. In addition, 20 million were wounded and 10 more million became refugees.

World War I Deaths



High Level question:
Why were so many civilians killed?

Primary source quote

A soldier will fight long and hard for a bit of colored ribbon.

By : Napoleon Bonaparte

England has been offered a choice between war and shame. She has chosen shame and will get war. By: Winston Churchill

Interpret

These are how the soldiers felt and the generals felt about their country and were willing to do anything to make them on top



Essential Questions

How do wars effect the human experience?

Wars effect personal experience by violence and people fighting. This is not how the world should be perceived because in a time of war or crisis it is not like everyday life so it is a big impact on life.

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. Cite the REAL charity and place their logo in the brochure. Charity must relate to your topic.

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

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

1. Number all paragraphs
2. Circle words you need clarified
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2. Ask a high level question regarding the text on top of the page.
(How or Why Question)

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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

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...

Peer Assessment – Civil Rights Memorial

Student Assessing:

Student Project:

Civil Rights Leader:

Left Side— Example from project

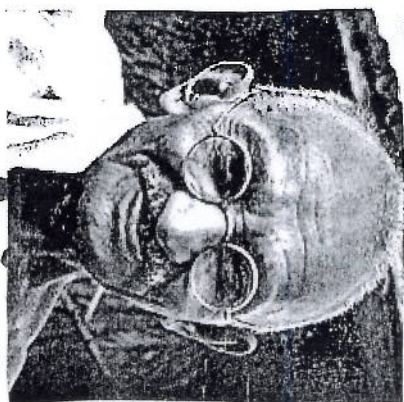
Right Side – Respond to the passage by asking a question, analyzing, interpreting, evaluating, or making a personal connection

Moh



h.

Gandhi



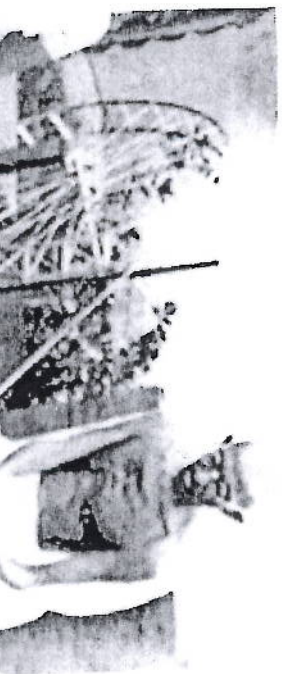
India's

Freedom

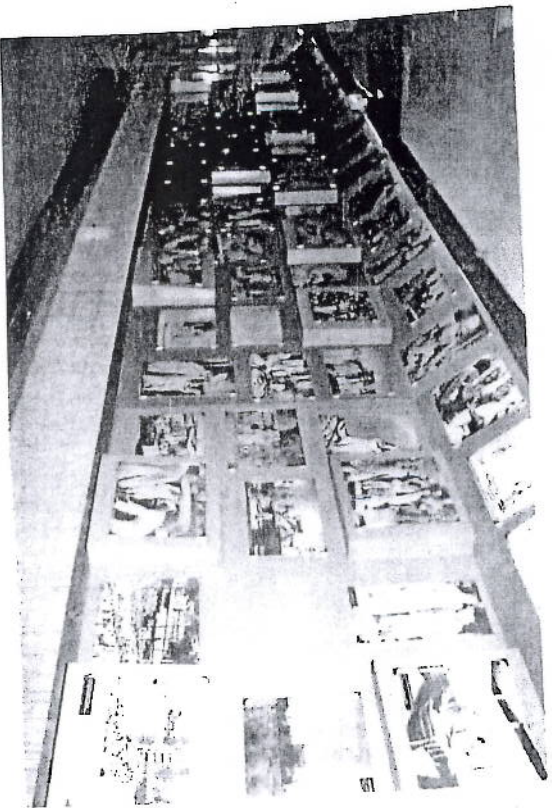
Father

took him a
long way...

Gandhi who preferred
life in a commune with
few worldly goods was elevated
to legendary status when he
began wearing a home spun
breach cloth in spireing
a revolution!



explos photos of
the great performing
miracles



Memorial

Admire the 100t.
statue that
represents the
*only way war
with out use of
Any weapons



to:



About Feed The Children

Our Mission

Feed The Children is a Christian, international, nonprofit relief organization with headquarters in Oklahoma City, Oklahoma, that delivers food, medicine, clothing and other necessities to individuals, children and families who lack these essentials due to famine, war, poverty, or natural disaster.

Adt #20

Senior C. #15

Week 6: Transcendentalism and Closure

Big Idea: Transcendentalism

Essential Question—How can removing yourself from modern technology and looking inward, improve your life?

Kaitlyn
Zimice

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 Title
 - b. A place in nature you would go in solitude (PICTURE FROM INTERNET)
 - c. A natural activity you would do while there and why.
 - d. What you would hope to learn about yourself there
 - e. The negative impact of too much technology/media/information in your life
 - f. How it would change your life for the better when you re-enter society

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

Define Transcendentalism -

Removing yourself from society and going into nature to improve your life

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>interpretate: He's saying nature is beautiful and when your there with nothing to do but you, your at peace,</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."</p> <p>-Jeff Johnson</p>	<p>evaluate: when you go out and do what you wanna do you learn more in the end.</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>personal question: why would you want to throw your life away on one trip?</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>connection: when I lived with my aunt in Indiana for 3 months, I came home and everything was different.</p>

1 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.

2 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.

3 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.

4 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.

5 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 naïveté 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".

6 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. Kraauer 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.

7 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"

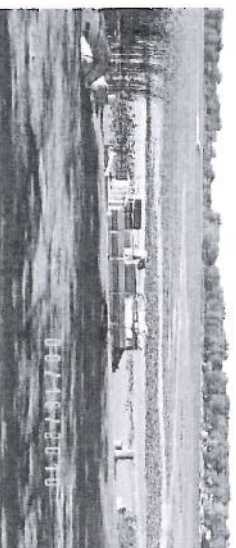
McCandless left Northern Virginia to escape the constraints of a materialistic society in order to fulfill himself spiritually and philosophically, in the hope that he would achieve the moral perfection described in Thoreau's Walden and Jack London's Wild Fang.

Nature Experience

Katelyn Giudice

Place in nature

- I have a trailer in Indiana right on a lake. I would go there.



Natural activity

- A natural activity I would do there would be fishing or swimming. I like fishing because it calms me down and makes me learn to be patient. I like swimming because it makes me forget about everyone else around me when I'm in the lake by myself.

Learn

- I would hope to learn how to be more relaxed and calm. Also how to be patient and become less stressed and more about my surroundings.

Negative Impact of Tech.

- Technology makes it able for us not to use our mental abilities. Since we have machines to do the work for us no one is doing it themselves. With this much technology we are losing the ability to socialize with others. People are too dependant on their phones and computers that they will freak out without them. This much technology also decreases creativity.

How can Technology Be Good

- Technology can help us stay in contact quicker. It could make us safer by being able to reach someone right away. Makes it easier to find a job and other resources.

CLOSURE WEEK 6 - Transcendentalism

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

explaining where I liked to stay in nature.

One question I still have is...

why people didn't prepare to go on an expedition

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

people can survive months without anything