

Unit 3



COPS Editing Checklist

Use the following checklist as a guide when editing writing.

CAPITALIZATION

- _____ Start all sentences with a capital letter
- _____ Capitalize nouns that name specific people, places, and things (proper nouns)

ORGANIZATION

For all assignments:

- _____ Sentences are clear and complete (combine simple sentences without creating a run-on sentence)
- _____ Edit run-on sentences into 2 or more complete sentences
- _____ Check that there are a variety of sentence structures included (having different lengths, using various introductory clauses/endings, effective use of transition words)
- _____ Use powerful verbs, specific nouns, and colorful adjectives/adverbs

For longer writing assignments:

- _____ Break writing into appropriate paragraphs that are indented or spaced correctly
- _____ Use topic sentences, introductions and conclusions.
- _____ Check that transitions between ideas/paragraphs are used.

PUNCTUATION

- _____ Each sentence should end with an appropriate punctuation mark (. ! ?)
- _____ Use commas after introductory clauses and transition words
- _____ Use commas in a series (Larry, Moe, and Curly)
- _____ Use commas before connecting words (and, but, or) in compound sentences
- _____ Punctuate dialogue correctly (Mary said, "I did my homework!")

SPELLING

- _____ Check for spelling (use spell check)
- _____ Check for homonyms and make sure the correct form was used (too or to or two, your or you're and there or their or they're)

Adapted from "COPS Editing Checklist." Reading Rockets. WETA Public Broadcasting. Web. 18 Feb. 2015.

YOUR JOB Reminders

- You can get a raise OR a promotion each week.
- After 1 raise, you can apply for a promotion. You must apply for a raise between promotions.
- If you do not apply for a promotion after 2 raises, you will remain at that benefit level until you receive a promotion.
- Applying for raises and promotions require: an application, a self-evaluation and recommendation(s).
- Assignments will have symbols that show what you need to do to earn a raise or promotion.
 - Minimum Requirement
 - ✓ For a raise
 - + For a promotion
- If you do not meet the expectations, you may be written up, which could lead to losing benefits.

Homework: Mentors Email 4

The Task: Students will compose an email to their Mentor applying the lessons covered in class.

How To:

1. Complete the email outline that follows.
2. Get an adult to sign off on your outline.
3. Get a computer and type up your email.
 - a. Make sure you CC Mrs. Nelson – lnelson@afsahighschool.com
 - b. Subject should say – Mentor Topic: Social Media for Business
4. Once your email is typed up, use the checklist that follows to make sure it is actually ready.
5. Get an adult to look over your email before you send it.

Adult Sign-off: _____

6. Once an adult has given you approval, send your email.

EMAILS MUST BE SENT BY _____

Email Outline

Topic for Week 4: Social Media for Business: Tell your mentor about what social media you use. Do you use it for networking? What social media does your mentor use? How has their use of social media changed over time? Do they use it to network and find new job opportunities through LinkedIn or other professional social media sites? What do you and they see as the benefits and drawbacks of social media? Do you both think social media can provide positive change in communities and the world? If so, in what way?

Complete the following outline before you start your email:

Greeting:

Paragraph one: Respond to your mentor's previous email. Reply to any questions they asked and comment on things that they mentioned that you found interesting or could relate to. Talk about the Meet & Greet.

Paragraph two: Talk with your mentor about social media. Mention the social media platforms that you use the most. Do you use it just for fun or do you use it for school related purposes as well? How important do you think social media fits in with a career? **YOU CANNOT EXCHANGE SOCIAL MEDIA CONTACT INFORMATION.**

Paragraph three: Ask your mentor about what social media they use and how they use it. Do they see it as beneficial to their job? Have they seen any issues with social media in their job? What advice do they have for using social media?

Closing:

Adult Sign-off: _____

Once you have your outline ok'd, start your email. Once you have completed the email, check it over using the checklist:

- Double check that you have correctly typed the mentor's email address.
- Mrs. Nelson's email should be in the CC: space (lnelson@afsahighschool.com)
- Your subject should say – Mentor Topic: Social Media for Business
- You should have a professional greeting
- You should have three separate paragraphs that are 5-10 sentences a piece.
- Your closing should include a "Sincerely" or "Thank you" with a comma after it and then your name one space down.
- Make sure all your language is professional – no txt speak!! (i, u, lol, emojis, etc.)
- Spelling, grammar, usage and capitalization have been double checked by another trusted adult.

Classwork: Big Data

The Task: Students will identify what data is being collected online and how that data is used.

How To:

1. Define the following:
 - a. Online Tracking -

 - b. Third Party -

2. Watch “Hot on Your Trail” and make a list of all the examples of tracking in the video.

3. Define the following:
 - a. Targeted Advertising -

 - b. Cookies -

 - c. Personalized Content -

4. Watch “The Power of Likes” and “Netflix Movie Posters Might Be Pandering to You”. For each video complete the table below.

	Examples of Tracking	Benefits and/or Drawbacks
Power of Likes		
Netflix Movie Posters		

Classwork: Your Online Reputation

The Task: Consider what impact your digital life can have on your offline life.

How To:

1. Define the following:
 - a. Digital Footprint –

 - b. Digital Reputation –

2. Complete the table below

Good for your digital reputation?	Not good for your digital reputation?

3. Complete the “Perspectives on Posting” with a partner.
4. Make a list of questions you should ask yourself before you post something.

Homework: Evaluating What You See Online

The Task: Students will analyze online content for accuracy and bias.

How To:

1. Choose one of the following activities to complete.
 - a. iCivics.org: Bias
 - b. iCivics.org: Misinformation
 - c. iCivics.org: Opinion & Analysis
 - d. Hoaxes and Fakes: Reading Laterally for Accuracy

2. If using iCivics, Register on iCivics.org
 - a. Click on “Join iCivics”
 - b. Choose “Student”
 - c. Fill out the registration form.
 - d. Go to email and verify account.
 - e. Click “Play”
 - f. Click on “My iCivics”
 - g. Click on “Classes”
 - h. Click on “Join a Class”
 - i. Enter your class code. Your class code is:
 - i. White33492
 - j. If it asks for a password – the general password is AFSA2020

3. If doing “Hoaxes and Fakes” you can find the sheet with links on the class webpage under the assignment.

THIS ASSIGNMENT WILL BE DUE

Homework: NewsFeed Defenders

The Task: Students will define and identify unreliable digital information.

How To:

4. Register on iCivics.org
 - k. Click on “Join iCivics”
 - l. Choose “Student”
 - m. Fill out the registration form.
 - n. Go to email and verify account.
 - o. Click “Play”
 - p. Click on “My iCivics”
 - q. Click on “Classes”
 - r. Click on “Join a Class”
 - s. Enter your class code. Your class code is:
 - i. White33492
 - t. If it asks for a password – the general password is AFSA2020

5. Under assignments, choose “Newsfeed Defender”

THIS ASSIGNMENT WILL BE DUE

Digital Citizenship Notes

Homework: Mentors Email 5

The Task: Students will compose an email to their Mentor applying the lessons covered in class.

How To:

1. Complete the email outline that follows.
2. Get an adult to sign off on your outline.
3. Get a computer and type up your email.
 - a. Make sure you CC Mrs. Nelson – lnelson@afsahighschool.com
 - b. Subject should say – Mentors Topic: Workplace Diversity
4. Once your email is typed up, use the checklist that follows to make sure it is actually ready.
5. Get an adult to look over your email before you send it.

Adult Sign-off: _____

6. Once an adult has given you approval, send your email.

EMAILS MUST BE SENT BY _____

Email Outline

Topic for Week 5 - Workplace Diversity: Discuss diversity within your school (race, religion, culture, etc). Share how you have learned to get along with students unlike yourself. Ask your mentor about diversity in their workplace and how they interact with people from other backgrounds. What impact has working with people from other backgrounds had on their life?

Complete the following outline before you start your email:

Greeting:

Paragraph one: Respond to your mentor's previous email. Reply to any questions they asked and comment on things that they mentioned that you found interesting or could relate to.

Paragraph two: Describe the diversity you see here at school and in your community. Remember diversity can include: race, religion, culture, economics, ability, etc. How do you get along with those who are different from you? What have you gained by spending time with those that have different experiences and views from you?

Paragraph three: Ask your mentor about the diversity they have experienced, in their workplace, community, schools, etc. Ask them how issues of diversity of are addressed in their workplace. What have they gained by spending time with those that have different experiences and views from themselves?

Closing:

Adult Sign-off: _____

Once you have completed the email, check it over using the checklist:

- Double check that you have correctly typed the mentor's email address.
- Mrs. Nelson's email should be in the CC: space (lnelson@afsahighschool.com)
- Your subject should say "Mentors Topic: Workplace Values"
- You should have a professional greeting
- You should have three separate paragraphs of 5-10 sentences a piece.
- Your closing should include a "Sincerely" or "Thank you" with a comma after it and then your name one space down.
- Make sure all your language is professional – no txt speak!! (i, u, lol, emojis, etc.)
- Spelling, grammar, usage and capitalization have been double checked by a trusted adult.

Seminar Entry Ticket: Connected, but Alone?

The Task: Prepare for a seminar on the Ted Talk by Sherry Turkle “Connected, but alone?”

How To:

1. Read the transcript of the video provided here.
2. As you read, annotate the reading.
3. Complete the following T-Chart

How are we connected?

How are we alone?

4. Write at least two things you would like to discuss during the seminar.

Seminar Self-Assessment

Seminar Topic:

Please indicate your opinion by checking the appropriate box.

<i>In seminar I...</i>	Rarely	Sometimes	Usually
Expressed my ideas			
Listened to the ideas of others			
Worked to keep the discussion connected to the text			
Expressed agreement with statements made by peers			
Expressed disagreement with statements made by peers			
Encouraged others to participate			
Considered the appropriateness of my level of participation			
Questioned the contributions of others			
Contributed positively to the seminar.			
Felt good about my participation			

I want:

My participation to improve by...

The group to improve by...

The teacher to improve by...

Connected, but alone?

By Sherry Turkle

https://www.ted.com/talks/sherry_turkle_alone_together/

00:11

Just a moment ago, my daughter Rebecca texted me for good luck. Her text said, "Mom, you will rock." I love this. Getting that text was like getting a hug. And so there you have it. I embody the central paradox. I'm a woman who loves getting texts who's going to tell you that too many of them can be a problem.

00:44

Actually that reminder of my daughter brings me to the beginning of my story. 1996, when I gave my first TEDTalk, Rebecca was five years old and she was sitting right there in the front row. I had just written a book that celebrated our life on the internet and I was about to be on the cover of Wired magazine. In those heady days, we were experimenting with chat rooms and online virtual communities. We were exploring different aspects of ourselves. And then we unplugged. I was excited. And, as a psychologist, what excited me most was the idea that we would use what we learned in the virtual world about ourselves, about our identity, to live better lives in the real world.

01:38

Now fast-forward to 2012. I'm back here on the TED stage again. My daughter's 20. She's a college student. She sleeps with her cellphone, so do I. And I've just written a new book, but this time it's not one that will get me on the cover of Wired magazine. So what happened? I'm still excited by technology, but I believe, and I'm here to make the case, that we're letting it take us places that we don't want to go.

02:17

Over the past 15 years, I've studied technologies of mobile communication and I've interviewed hundreds and hundreds of people, young and old, about their plugged in lives. And what I've found is that our little devices, those little devices in our pockets, are so psychologically powerful that they don't only change what we do, they change who we are. Some of the things we do now with our devices are things that, only a few years ago, we would have found odd or disturbing, but they've quickly come to seem familiar, just how we do things.

02:59

So just to take some quick examples: People text or do email during corporate board meetings. They text and shop and go on Facebook during classes, during presentations, actually during all meetings. People talk to me about the important new skill of making eye contact while you're texting. (Laughter) People explain to me that it's hard, but that it can be done. Parents text and do email at breakfast and at dinner while their children complain about not having their parents' full attention. But then these same children deny each other their full attention. This is a recent shot of my daughter and her friends being together while not being together. And we even text at funerals. I study this. We remove ourselves from our grief or from our reverie and we go into our phones.

04:04

Why does this matter? It matters to me because I think we're setting ourselves up for trouble -- trouble certainly in how we relate to each other, but also trouble in how we relate to ourselves and our capacity for self-reflection. We're getting used to a new way of being alone together. People want to be with each other, but also elsewhere -- connected to all the different places they want to be. People want to customize their lives. They want to go in and out of all the places they are because the thing that matters most to them is control over where they put their attention. So you want to go to that board meeting, but you only want to pay attention to the bits that interest you. And some people think that's a good thing. But you can end up hiding from each other, even as we're all constantly connected to each other.

05:04

A 50-year-old business man lamented to me that he feels he doesn't have colleagues anymore at work. When he goes to work, he doesn't stop by to talk to anybody, he doesn't call. And he says he doesn't want to interrupt his colleagues because, he says, "They're too busy on their email." But then he stops himself and he says, "You know, I'm not telling you the truth. I'm the one who doesn't want to be interrupted. I think I should want to, but actually I'd rather just do things on my Blackberry."

05:35

Across the generations, I see that people can't get enough of each other, if and only if they can have each other at a distance, in amounts they can control. I call it the Goldilocks effect: not too close, not too far, just right. But what might feel just right for that middle-aged executive can be a problem for an adolescent who needs to develop face-to-face relationships. An 18-year-old boy who uses texting for almost everything says to me wistfully, "Someday, someday, but certainly not now, I'd like to learn how to have a conversation."

06:22

When I ask people "What's wrong with having a conversation?" People say, "I'll tell you what's wrong with having a conversation. It takes place in real time and you can't control what you're going to say." So that's the bottom line. Texting, email, posting, all of these things let us present the self as we want to be. We get to edit, and that means we get to delete, and that means we get to retouch, the face, the voice, the flesh, the body -- not too little, not too much, just right.

07:05

Human relationships are rich and they're messy and they're demanding. And we clean them up with technology. And when we do, one of the things that can happen is that we sacrifice conversation for mere connection. We short-change ourselves. And over time, we seem to forget this, or we seem to stop caring.

07:32

I was caught off guard when Stephen Colbert asked me a profound question, a profound question. He said, "Don't all those little tweets, don't all those little sips of online communication, add up to one big gulp of real conversation?" My answer was no, they don't add up. Connecting in sips may work for gathering discrete bits of information, they may work for saying, "I'm thinking about you," or even for saying, "I love you," -- I mean, look at how I felt when I got that text from my daughter -- but they don't really work for learning about each other, for really coming to know and understand each other. And we use conversations with each other to learn how to have conversations with ourselves. So a flight from conversation can really matter because it can compromise our capacity for self-reflection. For kids growing up, that skill is the bedrock of development.

08:57

Over and over I hear, "I would rather text than talk." And what I'm seeing is that people get so used to being short-changed out of real conversation, so used to getting by with less, that they've become almost willing to dispense with people altogether. So for example, many people share with me this wish, that some day a more advanced version of Siri, the digital assistant on Apple's iPhone, will be more like a best friend, someone who will listen when others won't. I believe this wish reflects a painful truth that I've learned in the past 15 years. That feeling that no one is listening to me is very important in our relationships with technology. That's why it's so appealing to have a Facebook page or a Twitter feed -- so many automatic listeners. And the feeling that no one is listening to me make us want to spend time with machines that seem to care about us.

10:03

We're developing robots, they call them sociable robots, that are specifically designed to be companions -- to the elderly, to our children, to us. Have we so lost confidence that we will be there for each other? During my research I worked in nursing homes, and I brought in these sociable robots that were designed to give the elderly the feeling that they were understood. And one day I came in and a woman who had lost a child was talking to a robot in the shape of a baby seal. It seemed to be looking in her eyes. It seemed to be following the conversation. It comforted her. And many people found this amazing.

10:56

But that woman was trying to make sense of her life with a machine that had no experience of the arc of a human life. That robot put on a great show. And we're vulnerable. People experience pretend empathy as though it were the real thing. So during that moment when that woman was experiencing that pretend empathy, I was thinking, "That robot can't empathize. It doesn't face death. It doesn't know life."

11:33

And as that woman took comfort in her robot companion, I didn't find it amazing; I found it one of the most wrenching, complicated moments in my 15 years of work. But when I stepped back, I felt myself at the cold, hard center of a perfect storm. We expect more from technology and less from each other. And I ask myself, "Why have things come to this?"

12:07

And I believe it's because technology appeals to us most where we are most vulnerable. And we are vulnerable. We're lonely, but we're afraid of intimacy. And so from social networks to sociable robots, we're designing technologies that will give us the illusion of companionship without the demands of friendship. We turn to technology to help us feel connected in ways we can comfortably control. But we're not so comfortable. We are not so much in control.

12:41

These days, those phones in our pockets are changing our minds and hearts because they offer us three gratifying fantasies. One, that we can put our attention wherever we want it to be; two, that we will always be heard; and three, that we will never have to be alone. And that third idea, that we will never have to be alone, is central to changing our psyches. Because the moment that people are alone, even for a few seconds, they become anxious, they panic, they fidget, they reach for a device. Just think of people at a checkout line or at a red light. Being alone feels like a problem that needs to be solved. And so people try to solve it by connecting. But here, connection is more like a symptom than a cure. It expresses, but it doesn't solve, an underlying problem. But more than a symptom, constant connection is changing the way people think of themselves. It's shaping a new way of being.

13:47

The best way to describe it is, I share therefore I am. We use technology to define ourselves by sharing our thoughts and feelings even as we're having them. So before it was: I have a feeling, I want to make a call. Now it's: I want to have a feeling, I need to send a text. The problem with this new regime of "I share therefore I am" is that, if we don't have connection, we don't feel like ourselves. We almost don't feel ourselves. So what do we do? We connect more and more. But in the process, we set ourselves up to be isolated.

14:29

How do you get from connection to isolation? You end up isolated if you don't cultivate the capacity for solitude, the ability to be separate, to gather yourself. Solitude is where you find yourself so that you can reach out to other people and form real attachments. When we don't have the capacity for solitude, we turn to other people in order to feel less anxious or in order to feel alive. When this happens, we're not able to appreciate who they are. It's as though we're using them as spare parts to support our fragile sense of self. We slip into thinking that always being connected is going to make us feel less alone. But we're at risk, because actually it's the opposite that's true. If we're not able to be alone, we're going to be more lonely. And if we don't teach our children to be alone, they're only going to know how to be lonely.

15:33

When I spoke at TED in 1996, reporting on my studies of the early virtual communities, I said, "Those who make the most of their lives on the screen come to it in a spirit of self-reflection." And that's what I'm calling for here, now: reflection and, more than that, a conversation about where our current use of technology may be taking us, what it might be costing us. We're smitten with technology. And we're afraid, like young lovers, that too much talking might spoil the romance. But it's time to talk. We grew up with digital technology and so we see it as all grown up. But it's not, it's early days. There's plenty of time for us to reconsider how we use it, how we build it. I'm not suggesting that we turn away from our devices, just that we develop a more self-aware relationship with them, with each other and with ourselves.

16:38

I see some first steps. Start thinking of solitude as a good thing. Make room for it. Find ways to demonstrate this as a value to your children. Create sacred spaces at home -- the kitchen, the dining room -- and reclaim them for conversation. Do the same thing at work. At work, we're so busy communicating that we often don't have time to think, we don't have time to talk, about the things that really matter. Change that. Most important, we all really need to listen to each other, including to the boring bits. Because it's when we stumble or hesitate or lose our words that we reveal ourselves to each other.

17:29

Technology is making a bid to redefine human connection -- how we care for each other, how we care for ourselves -- but it's also giving us the opportunity to affirm our values and our direction. I'm optimistic. We have everything we need to start. We have each other. And we have the greatest chance of success if we recognize our vulnerability. That we listen when technology says it will take something complicated and promises something simpler.

18:07

So in my work, I hear that life is hard, relationships are filled with risk. And then there's technology -- simpler, hopeful, optimistic, ever-young. It's like calling in the cavalry. An ad campaign promises that online and with avatars, you can "Finally, love your friends love your body, love your life, online and with avatars." We're drawn to virtual romance, to computer games that seem like worlds, to the idea that robots, robots, will someday be our true companions. We spend an evening on the social network instead of going to the pub with friends.

18:55

But our fantasies of substitution have cost us. Now we all need to focus on the many, many ways technology can lead us back to our real lives, our own bodies, our own communities, our own politics, our own planet. They need us. Let's talk about how we can use digital technology, the technology of our dreams, to make this life the life we can love.

19:30

Thank you.

Classwork: The Complexity of Identity

The Task: Students will identify their inner and outer identity and discuss the role of identity in relations with others.

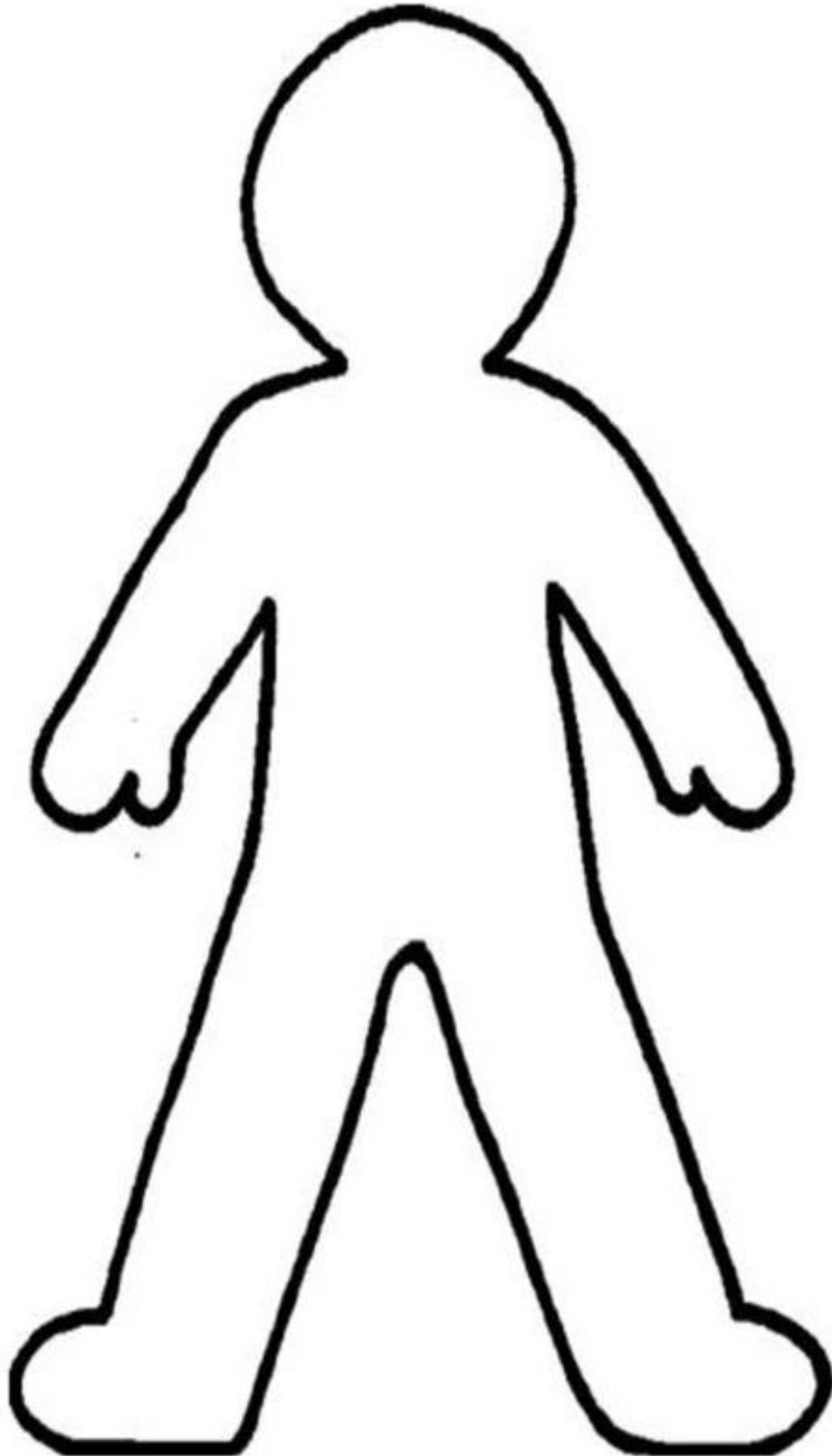
How To:

1. Listen to “Essay B” and participate in class follow up activities.
2. Use the following page to create your own identity chart.
3. Answer the reflection questions that go along with your identity chart.
4. Watch “Three Ways to Speak English” and answer the reflection questions.

Classwork: My Identity Chart

Inside the outline write words, phrases, and images that define your identity.

Outside the line write words and phrases you think others use to identify you.



Classwork: My Identity Chart Reflection Questions

1. What factors are most important TO YOU in shaping your identity? Why?
2. What factors do you think contribute most to others views of you? Why?
3. What factors do you wish others would focus more on? Focus less on? Explain.
4. How does the way others view you impact how you see yourself?
5. What dilemmas arise when others view us differently than we view ourselves?

Classwork: "Three Ways to Speak English" Reflection

1. What characteristics impact how you think about others?
2. Where do your perceptions of others come from?
3. How can we balance our perceptions of others and how they see themselves?
4. What can you do if you find an imbalance?

Homework: Mentors Email 6

The Task: Students will compose an email to their Mentor applying the lessons covered in class.

How To:

1. Complete the email outline that follows.
2. Get an adult to sign off on your outline.
3. Get a computer and type up your email.
 - a. Make sure you CC Mrs. Nelson – lnelson@afsahighschool.com
 - b. Subject should say – Mentors Topic: Lifelong Learning
4. Once your email is typed up, use the checklist that follows to make sure it is actually ready.
5. Get an adult to look over your email before you send it.

Adult Sign-off: _____

6. Once an adult has given you approval, send your email.

EMAILS MUST BE SENT BY _____

Email Outline

Topic for Week 6: Lifelong Learning: Share with your mentor what you expect to learn once you graduate college and start a career. Do you think you will continue to keep learning? Will you keep taking classes, reading books, writing, practicing skills? Ask your mentor what they are learning now that they are done with college. Do they have to keep learning for their job? What tools are they using to keep learning? Are they taking classes or learning on the job? Would they consider themselves to be a 'lifelong learner?' What other interests have they developed since school (appreciation of poetry, love for geography)?

Complete the following outline before you start your email:

Greeting:

Paragraph one: Respond to your mentor's previous email. Reply to any questions they asked and comment on things that they mentioned that you found interesting or could relate to.

Paragraph two: Talk with your mentor about how you imagine learning to continue through your life. Will it be different when you can choose what to learn about? Do you think you will need to learn new things for the job you hope to have? How do you hope to learn in the future?

Paragraph three: Ask your mentor about learning they still have to do. How do they learn? Do they learn just for work or do they continue to learn for fun?

Paragraph four: This is your final email to your ementor. SAY THANK YOU. Give them SPECIFIC examples of things you learned from them and will take away from this experience. Wish them well.

Closing: Again – this is your final email – say something appreciative.

Adult Sign-off: _____

Once you have your outline ok'd, start your email. Once you have completed the email, check it over using the checklist:

- Double check that you have correctly typed the mentor's email address.
- Mrs. Nelson's email should be in the CC: space (lnelson@afsahighschool.com)
- Your subject should say – Mentors Topic: Lifelong Learning
- You should have a professional greeting
- You should have four separate paragraphs that are 5-10 sentences a piece.
- Your closing should include a "Sincerely" or "Thank you" with a comma after it and then your name one space down.
- Make sure all your language is professional – no txt speak!! (i, u, lol, emojis, etc.)
- Spelling, grammar, usage and capitalization have been double checked by a trusted adult.

Classwork: Microaggressions

The Task: Students will define and discuss microaggressions, how they affect people and possible responses to them.

How To:

Day 1:

1. Take notes on the “Microaggressions” presentation.
2. Complete the “Video Viewing Notes”

Day 2:

3. Take notes on the “Responding to Microaggressions” presentation
4. In a group, take one of the clips or one of the “#itooamharvard” images and write a script that describes the rest of the scene. Your script should:
 - a. Take into account the guidelines from the presentation.
 - b. Resolve the situation in a positive manner for all involved in the scene.
 - c. Be respectful to all those involved in the scene.
5. Your group will present your scene to the class.

Classwork: Microaggressions Presentation Notes

Responding to Microaggressions Presentation Notes

VIDEO VIEWING NOTES

Video	How do you feel?	What's the message?	Can you relate?	Other Thoughts
#1: You're different for a black guy.				
#2: How'd you get into that school?				
#3: What up, Bin Laden?				
#4: You don't look Jewish.				

Video	How do you feel?	What's the message?	Can you relate?	Other Thoughts
#5: You're pretty for a dark girl.				
#6: I can't tell Asians apart.				
#7: Your English is so good.				

Homework: Seminar Entry Ticket – Sure You Can Ask Me...

The Task: Students will create an identity chart to prepare for a seminar on “Sure You Can Ask Me a Personal Question” by Diane Burns.

How To:

1. Read the poem once to yourself.
2. Read the poem out loud to yourself or someone else.
3. Create an identity chart for the person who is being questioned.
4. Identify characteristics you believe the speaker would use to describe themselves and which are characteristics others would attribute to the speaker.

Speaker's Identity Chart

Characteristics from the speaker

Characteristics others would use



5. ***List at least 3 points that you would like to make during the seminar.***

Classwork: Seminar Self-Assessment

Seminar Topic:

Please indicate your opinion by checking the appropriate box.

In seminar I...

<i>In seminar I...</i>	Rarely	Sometimes	Usually
Expressed my ideas			
Listened to the ideas of others			
Worked to keep the discussion connected to the text			
Expressed agreement with statements made by peers			
Expressed disagreement with statements made by peers			
Encouraged others to participate			
Considered the appropriateness of my level of participation			
Questioned the contributions of others			
Contributed positively to the seminar.			
Felt good about my participation			

I want:

-My participation to improve by...

✓The group to improve by...

+The teacher to improve by...

Sure You Can Ask Me A Personal Question
by Diane Burns

How do you do?
No, I am not Chinese.
No, not Spanish.
No, I am American Indi—uh, Native American.

No, not from India.
No, not Apache.
No, not Navajo.
No, not Sioux.
No, we are not extinct.
Yes, Indian.

Oh?
So that's where you got those high cheekbones.
Your great grandmother, huh?
An Indian Princess, huh?
Hair down to there?
Let me guess. Cherokee?

Oh, so you've had an Indian friend?
That close?

Oh, so you've had an Indian lover?
That tight?

Oh, so you've had an Indian servant?
That much?

Yeah, it was awful what you guys did to us.
It's real decent of you to apologize.
No, I don't know where you can get peyote.
No, I don't know where you can get Navajo rugs real cheap.
No, I didn't make this. I bought it at Bloomingdales.

Thank you. I like your hair too.
I don't know if anyone knows whether or not Cher is really Indian.
No, I didn't make it rain tonight.

Yeah. Uh-huh. Spirituality.
Uh-huh. Yeah. Spirituality.
Uh-huh. Mother Earth. Yeah.
Uh-huh. Uh-huh. Spirituality.

No, I didn't major in archery.
Yeah, a lot of us drink too much.
Some of us can't drink enough.

This ain't no stoic look.
This is my face.

4. Did we miss anything?

5. Reflect on “Problem #3: 15 Objects” (-answer two questions, ✓ answer 4 questions, + reflect in your own manner)

Day 2

6. Take notes on what you need to know to solve “Problem #4: Dark Coins”.

7. Use this space to solve the riddle. (✓ - show your work, + get it right)

8. How did you do? If you answered correctly, how did you do it? If you did not, where did you go wrong?

9. P.A.C.E.D – What does it stand for?

10. Complete the PACED Decision Making Charts (- 3 alternatives and 3 criteria, ✓ 4 of each, + 5 of each)

Practice P.A.C.E.D Decision Making Chart

Problem: A friend wants to cheat from my assignment.

Alternatives	Criteria - What should be considered? Values?				

Evaluation - Which alternative best meets criteria:

Decision - What will you do?

Practice P.A.C.E.D Decision Making Chart

Problem: I realized this morning I forgot to do my homework last night.

Alternatives	Criteria - What should be considered? Values?				

Evaluation - Which alternative best meets criteria:

Decision - What will you do?

Practice P.A.C.E.D Decision Making Chart

Problem: I was given a gift of \$50 and have to decide for what to use it.

Alternatives	Criteria - What should be considered? Values?				

Evaluation - Which alternative best meets criteria:

Decision - What will you do?

11. Reflect on using the P.A.C.E.D. decision making process.

12. Take notes on what you need to know to solve "Problem #4: Dark Coins". (✓- show your work, + get it right)

13. Try to use P.A.C.E.D to solve the riddle.

Practice P.A.C.E.D Decision Making Chart

Problem: Amaro has to propose how to split 100 gold coins with crew

Alternatives	Criteria - What should be considered? Values?				

Evaluation - Which alternative best meets criteria:

Decision - What will you do?

14. How did you do? If you answered correctly, how did you do it? If you did not, where did you go wrong?

15. Problem Solving Reflection: (-answer two questions, ✓ answer 4 questions, + reflect in your own manner)

- a. What are your strengths when it comes to problem solving?
- b. What do you need to work on when it comes to problem solving?
- c. How do you feel about solving problems individually vs. in groups?
- d. What will you take away from these two days?

Homework: Academic Planning

First Trimester

Course	Grade	Credit	Repeat?

2nd Trimester Classes

Block 1:

Block 2:

Block 3:

Block 4:

Block 5:

3rd Trimester Classes

Block 1:

Block 2:

Block 3:

Block 4:

Block 5:

Total Credits Needed

4.5 Credits Language Arts

Will have at the end of the 9th Grade: _____

4 Credits Math

Will have at the end of the 9th Grade: _____

4 Credits Science

Will have at the end of the 9th Grade: _____

4 Credits Social Studies

Will have at the end of the 9th Grade: _____

4 Credits Agriscience

Will have at the end of the 9th Grade: _____

2 Credits World Language

Will have at the end of the 9th Grade: _____

1 Credit Art

Will have at the end of the 9th Grade: _____

.5 Credit Phy Ed

Will have at the end of the 9th Grade: _____

.5 Credit Health

Will have at the end of the 9th Grade: _____

4 Credits Electives

Will have at the end of the 9th Grade: _____

Do you want to take College in the Schools (CIS) or CollegeNow classes?

What are the requirements for taking those upper level classes?

What Language Arts courses are you interested in? How many credits do you need? _____

Course Name	Credits	Best Grade to take?

What Social Studies courses are you interested in? How many credits do you need? _____

Course Name	Credits	Suggested Grade	When to take?
US History	1	10	
World History	1	11	
Geography	.5	12	
Economics	.5	12	

What Science courses are you interested in? How many credits do you need? _____

Course Name	Credits	Suggested Grade	When to take?
Chemistry	1	10	
Physics	1	11	

What Art courses are you interested in? How many credits do you need? _____

Course Name	Credits	Best Grade to take?

What does the rest of your math course look like? (Required up through Algebra 2, all following courses are your choice) How many credits do you need? _____

Course Name	Credits	Best Grade to take?

Math Order: Algebra, Geometry, Algebra II, Pre-Calculus, Calculus

What Ag courses are you interested in? How many credits do you need? _____

Course Name	Credits	Best Grade to take?

How many Spanish credits do you need? _____

Course Name	Credits	Best Grade to take?

What Electives courses are you interested in? How many credits do you need? _____

Course Name	Credits	Best Grade to take?
O-Term (9-12 grade)	1	
J-Term (9-12 grade)	1	

Fill out the Schedule Planning Sheet for grades 9-12.

Now that you have a tentative plan, consider the following:

Do you want to take study hall? Do you have space for it?

Do you want to do a work study? What do you have to do to prepare for that?

Are there any classes you think you could earn credit by testing out of? You must do at least 1 trimester before the class.

Do you want to do PSEO? What do you have to do to prepare for that?

Do you want to be a Teacher's Assistant? Do you have space for it? Which teacher would you like to work with?

Schedule Planning Sheet for grades 9-12

- Students must take Language Arts, Math, Science, Agriscience, and Social Studies each year, other classes can be taken as they are available and fit into the schedule.
- Check the course descriptions to see how many trimesters each class is. Each trimester is worth .5 credits unless other noted.

Classes	Freshman	Sophomore	Junior	Senior
Trimester 1				
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Trimester 2				
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				
Trimester 3				
Class 1				
Class 2				
Class 3				
Class 4				
Class 5				

Homework: How Will You be a Leader?

The Task: Students will define leadership.

How To:

1. Reflect on all the things we've talked about this trimester.
2. Determine what YOU think are the most important characteristics of leadership and how YOU will be a leader.
3. Determine how you will share this with Mrs. Nelson and perhaps the class.
4. You could:
 - a. Write
 - i. An essay
 - ii. A story
 - iii. A poem
 - b. Draw/Illustrate
 - i. A cartoon
 - ii. An artistic rendering of leadership
 - iii. A poster
 - iv. Collage
 - c. Perform
 - i. A poem
 - ii. A monologue
 - iii. A dialogue
 - iv. Spoken Word
 - v. Song
 - vi. Mix Tape
5. This is not an exhaustive list, if you have other ideas – run them by Nelson.
6. Share with the class.

THIS ASSIGNMENT WILL BE DUE
