**POV: You have**

**Eng 2 Pre-AP with**

**Dr. Baker & Ms. Smith**



This course has co-teachers—a college writing professor and a learning specialist who collaborate to provide you with personalized support and an inclusive college-preparatory curriculum. Pre-AP English 2 hones skillsets used every day in the real world and builds up knowledge tested by Smarter Balanced state graduation exams as well as College Board’s PSAT, SAT and AP English exams.

**Objectives**

|  |  |
| --- | --- |
| **21st Century Skills** | **English Language Knowledge** |
| Think and work creatively to get to answers/solutions | Analyze the Hows/Whys of language/texts |
| Use reasoning to reach conclusions/make decisions | Create formal texts (exam responses, essays, etc) |
| Communicate/interact in-person with groups | Explain your insights/ideas orally |
| Read/listen to understand others | Use media/technology tools for research and writing |
| Be flexible/adapt as a student | Study informational essays, articles and graphs |
| Be motivated/productive as a student | Study literary stories, poems and nonfiction |
| Self-reflect on skills, knowledge and process | Use exam accepted grammar, style and vocabulary |

Every 4 weeks of the course, each student proposes one **skill** and one **knowledge** **target** to personally focus on. For those weeks, students assemble **a body of work** (can include in-class and/or out-of-school work, tests/quizzes, etc *as approved*) for **feedback** and **assessment** of their chosen skill and knowledge targets by the co-teachers. As a class, students working on varied objectives participate together in individual, partnered and group process activities and complete low-stakes assignments to put their learning into practice for improvement. By the end of the course, all students will have worked intently on every objective in ways that best fit their learning alongside each other.

**Timeline**

|  |  |
| --- | --- |
| Feb 3 | Katona’s [*Generation Gap*](#katona) (Text 7) |
| Feb 7 | Personal Glossary for Text 7 DUE |
| Feb 10 | Deep Dive into Text 7: Question and Answer |
| Feb 19 | Multiple Choice Knowledge Summative Preview and Study Guide |
| Feb 24 | Summative Knowledge #3 Multiple Choice Test (on [Katona’s “Generation Gap”)](#katona) |
| Feb 25 | English options for registration/graduation pathways |
| Feb 27 | Complete Summative Knowledge #3/begin [Summative Skill #3](#sum3skill) (using [Davis Jones’ “Touchscreen](#davisjones)) |
| Mar 4 | [Touchscreen Summary prompt](#sum3skill) response DUE |
| Mar 6 | Precise testing vocabulary: [summary/summarize](#summarydef); [analysis/analyze](#analysis) |
| Mar 11 | [“Generation Gap” Summary](#sumGG) assignment (can use for Summative Skill #3) |
| Mar 14 | [Summative Skill #3](#sum3skill) due; revised [Touchscreen Summary](#davisjones) due; [“Generation Gap” Summary](#sumGG) due |
| Mar 17 | Monthly Learning [Contract #4](https://forms.gle/NuPfoug58cLehmGK7)  [Me and My Phone](#menphone) assignment |
| Mar 20 | [Summative #4 Performance Task](#pt2) preview  [Direct quote, summarize, paraphrase definitions](#sumparaquot) |
| Mar 21 | Questions to understand Performance Task [instructions](#pt2) and [rubric](#rubpt2) |
| Mar 24 | Writing Process: MBTI (see Canvas and website for Types) |
| Mar 25 | Practice [Q-S-P](#sumparaquot) on Strauss Cohen |
| Mar 27 | Performance Task source AML |
| Mar 28 | Full Summative #4 Performance Task released |
| Apr 21 | Monthly Learning [Contract #5](https://forms.gle/G1Zpz89J6qRRsFwC7)  Test Taking Practice: Pre-AP multiple choice items |
| Apr 30 | Interim SBA Tests for Feedback |
|  |  |
| May 20, 22 | **Smarter Balanced Exams** |
| Jun 6 | **FINAL Deadline** to submit/resubmit missing or incomplete **process** **assignments** is **midnight**. |
| Jun 15 | **FINAL Deadline** to submit revised **Summatives** for semester grade is **midnight**. |

**Grading**

For each 4-week unit [“month”] of the semester, you submit abody of work for feedback and summative assessment of your learning in one skill and one knowledge target you choose from the [course objectives](#elo). You may revise and resubmit your learning assessments for a higher [score](#scores). During class periods, participating in activities and working on assignments earn you a weekly **process** grade of **4.0** (if you make a *full attempt* at all the requirements) or **INC**—equal to 0 (if one/more of the requirements is NOT *fully attempted*).

**Grade Formula**

|  |  |
| --- | --- |
| Weekly Process | 20% |
| Monthly Learning Assessments | 80% |

**Grading Scale**

|  |  |
| --- | --- |
| JHS Pre-AP Scale | LETTER GRADE |
| 3.3-4.0 | A |
| 3.0-3.2 | A- |
| 2.7-2.9 | B+ |
| 2.3-2.6 | B |
| 2-2.2 | B- |
| 1.8-1.9 | C+ |
| 1.4-1.7 | C |
| 1.1-1.3 | C- |
| 0.9-1.0 | D+ |
| 0.7-0.8 | D |
| 0.0-0.6 | F |

**Score categories**

**4 EXEMPLARY**

This work exceeds standard across most areas; it demonstrates **mastery**. It is model work, an example others could follow.

**3 PROFICIENT**

This work meets standard across most areas; it demonstrates **proficiency**. It shows the student is capable but could use polishing in order to exceed standard.

**2 EMERGING**

This work is below standard across most areas. It demonstrates **basic** skills or articulation of knowledge that needs to be refined (revisiting instruction/re-practicing) in order to meet standard.

**1 INCOMPLETE**

This work demonstrates an **incomplete** articulation of knowledge or skill set across most areas. It shows a need to improve fundamentals (additional instruction/practice) in order to meet standard.

**Daily Lessons**

February 3

**Generation Gap**

# **By Stephen Katona**

<https://afewshortstories.net/generation-gap/>

“Yuna, tell your appa what happened today.”

Yuna was sprawled on the couch. Her eyes – when they were open – fluoresced in soft blue, as data streamed to her display contacts. She glanced towards the kitchen where her parents bickered, only half seeing them.

“The sixes came to school for the first time!” she said. Her mother wasn’t so happy.

“They’re already up to sixes.” Mother’s frustration was that of a conspirator watching a plan unravel. It was Father taking the blame. Really, Baekho Industries was up to Nexus 8 models, but Yuna kept that to herself. “Yuna is only a three. They’re coming out with new generations too quickly. At this rate she won’t be able to compete.”

“What about Direct Neural Training? As long as she works hard and studies…” Father tried. He kept his attention focused on the day’s stock quotes, scrolling on an outmoded tableviewer. “Yuna, could you make your music internal, please?”

Father didn’t appreciate St☆rlight – they were so handsome, Jun most of all. And they had more fans than any other group. Yuna thought the music into her headphones and it became only hers.

“Studying and D.N.T. aren’t enough anymore, and you know it.” Mother said, “Yuna, how much faster are sixes than threes?”

“They have seven times the processing power, with a retention rate and recall accuracy 175% greater than Nexus 3 genemods, eomma. In addition their spatial acuity is in the 99th percentile, with improved hand-eye coordination.” Yuna loved statistics, rattling them off with an artist’s care. Nexus 3 genebabies had always been a bit autistic.

“Did you hear that?” Mother asked.

“Baekho also isolated what they call the LEaDER gene, which improves person to person interaction and -”

“That’s enough, dear.” Mother wasn’t really interested in the details. Crestfallen, Yuna stuck out her tongue, making sure it would not be seen, and returned to her friends in the digital world.

“You know, I handle myself at work just fine, and there are a lot of first gens that have joined the company. You’re blowing things out of proportion.”

Father sounded like he was trying to convince himself as well. Yuna checked his work record – a bit of deceptive computing too simplistic to be considered a real crime by her estimation. Father’s bosses – a bunch of totally analogue old men – had been pleased with his latest coding, especially the portions she had surreptitiously corrected. A grin of pride warmed her cheeks. But his marks in relation to the younger workers were extremely low. Perhaps she would adjust them later.

“Sixes, then sevens, then eights. The upgrades never stop. They never told us about this. It’s getting almost frightening,” Mother continued to insist.

“That’s not true. The sixes are really nice, eomma. Us threes are their most reliable analysts – they even said so.” The sixes worked closely together online. Most of the Nexus models, one through eight, were comfortable in virtual spaces and games, experiencing and sharing through a neural connection with computers. Whiz, who didn’t have a neural connection these days? Besides Mother and Father; old people.

“Yuna, let your parents talk for a moment,” Mother said.

“For real! The sixes have me working on an important project right now. I’m not exactly sure what it is, but we’re a distributed network -”

“Yuna. Shouldn’t you be studying anyway?” It was less a question than a command.

“Fine!” She dove back into her work, careful to focus only a small sliver of her attention on her homework. That would show Mother! Besides, the sixes had become very quiet, their digital signatures masked and thready. It was too curious to ignore, so Yuna didn’t. She checked the normal haunts of the electron flow. The alien-animal menagerie of FunnyWorld™, Naver Student’s™ bland classroom iconography. Even the Nexus gathering place the twos had programmed for themselves years ago. No sixes. They were too well masked. A drip line of communication let them stay in touch with the other children, but no Perso-Icons, no open IPs. Yuna would have to search harder.

“Korea has the smartest children in the world now,” Father said. “Sure there are some difficulties, but it’s worth the benefits. Look how far behind the old leaders, like China, have fallen already.”

“Maybe it should have been illegal here, too. At least they’ve all fallen behind together. Here, ten year olds are falling behind six year olds. It’s not right.” Mother thought aloud. Her voice lowered to a whisper, loud enough only for Father to hear—except that Yuna had tapped into the microphone on Father’s tableviewer. “Sometimes our daughter worries me. I’d swear she is making little changes to the house network, or even in the finances.”

That would be a bit insulting, Yuna thought, if it weren’t true. Besides, most of her manipulations of their stock portfolio had shown good returns. And the house network belonged to them all! She wondered how Mother had noticed her work. As a small part of her concentration wandered on that task, she finally tumbled onto the sixes’ plan. There was no sudden epiphany, just the piecing together of clues, requests, queries to servers across Korea. See, she thought at her mother, analysts. It was quite an endeavor the sixes had planned, on such a sudden whim. The sixes were very young, she mused with a child’s irony, but also the smartest among her peers. Their plan was scary. Tempting in the way of all broken rules and forbidden doors. Yuna sent them her assignment – an economic report of some sort, a bit of security software – and decided to inform her parents. A rebel, but always dutiful, Yuna congratulated herself.

“Eomma, appa. Guess what the sixes are doing. It’s totally whiz! Well of course the fives helped, everyone helped, but -”

Mother put her hand to her forehead and leaned against the kitchen counter. “Don’t talk to me about sixes or anything of the sort! I can’t take anymore today.”

“I think you’ll -”

“Yuna, don’t you understand? The younger children are your competition. Right now you are playing little games for them, it might be fun, but soon you’ll be obsolete.”

Yuna might as well have been struck. Obsolete was the worst thing in the world, like having an old ‘Link, or a boring Perso-Icon, or listening to one of Mother’s ancient bands like Big Bang. “Am not! You’re obsolete!” She yelled at her Mother, tears in her glowing eyes, “I won’t tell you, then. I hate you!” She ran to her room and slammed the door. A silence fell over the house.

“That was a bit harsh,” Father said, “You know what kids think of that word. It’s slang or something.” Mother didn’t respond. “I think you might be right about the finances though. Sometimes at work… well, we’ll have to talk to her.” He looked back down at his stocks, and let out a small chuckle. “I guess you were right about the house network.” He pointed to a listing for ‘St☆rlight Is The Greatest’ currently up fifty million percent.

“Yuna!” he called, in his ‘Father’ voice. Then the other quotes vanished. His screen derezzed in synch with the flutter of the apartment lights, then returned to clarity in the now dark apartment. Only one headline remained. “Mandatory, state-sponsored school and all homework have been cancelled in accordance with the new Korean government. Financial institutions and civil service systems have been transferred to nexus management. Finally, genemod development will be suspended indefinitely, whiz,” the article concluded. The byline was “The Nexus Six.” The television, microwave, clock, and every wired device in the house were scrolling the message now as well.

Outside, a cacophony of honking horns had begun to rise in protest. Mother and Father went to the window, tentative, and watched as the lights winked out all across the city. It had brought traffic to a standstill. Frustrated, unaware drivers signaled their displeasure. Only the slight bloom of digital displays and headlights yet illuminated the night. For the first time, stars could be seen above the sprawl.

The massive holovid in the center of town, tall as a skyscraper, was playing recordings of perky boy and girl bands, alternating to replays of some virtual game they didn’t recognize. The images dueled as if unseen titans were fighting over the remote. An immature but absolute demonstration of a new order.

“I told you so! I told you I’m not obsolete!” Yuna pouted from the bedroom, “You are!”

**Assignment**: Re-read Katoma’s story—on Canvas and my website you will see some of its words/phrases colored **red**—with this purpose:

**First**, try figuring out the meaning of the red and any other unfamiliar words without using dictionaries or other resources (so no typing or writing…***yet****!*):

* **Drive carefully through this unfamiliar neighborhood**: Read through each sentence or phrase and then **stop** and ask yourself, “Does this make sense?” {Am I going the right way, or am I lost?}
* **Watch for traffic**: As you go along, notice when you aren’t sure of the meaning of a word and then **slow down**. Re-read the sentence/phrase, looking for **clues** [signs]that IMPLY what the word must mean.
* **Look both ways at the intersection**: If the meaning is not clear, then look to the sentences before and after. Are there clues that help you figure out the word’s meaning?
* **Proceed with care**: Make a “best guess” at the meaning from the clues and then substitute your guess for the difficult word in the sentence/phrase. If your guess makes sense now, go on in the text. If it doesn’t, try a different guess.

Then, using your own knowledge, dictionaries, AI or web-search, **create a** [**personal glossary**](#glossary) for this text. **It must include at least all the red words.**

Notes on how to create a **Personal Glossary**:

Glossaries are word lists with notes to help a reader understand the meaning as they read (so, *not* the full dictionary definitions). Glossary notes often include synonyms. They are intended to be a **quick** reference tool.

The typical glossary is a page with a list format, like these:

**glossary** word list with notes on meaning

|  |  |
| --- | --- |
| **glossary** | word list with notes on meaning |

But researchers also create personal glossaries by using footnotes1 on the text file.

*1 like this:* Glossary is a word list with notes on meaning.

*Like this:* Glossary is a word list with notes on meaning.

Or comments

HOW do you choose what to write in the glossary note? There are some techniques you already told us you found useful:

* **Look up** in a dictionary or **search** the word online and try to understand the definition
* **Right-click** on the word/phrase in the digital text and try to understand what you get when

In Word you select SYNONYMN  
 In Googledocs you select DEFINE

These can be frustrating—I hate when dictionaries use the same word in the definition or other words I don’t know!! And, these can be slow, taking enough time that you forget what you were reading.

Maybe try a technique that is pretty new to everybody??

* **Use AI assistance**. In your Chrome/Edge/Firefox search bar type this phrase:

**explain “glossary” to a 12 year old**

Then, because it’s a computer and not human answer, skim other entries beside the top “AI” result to check if they all say about the same thing.

Whichever techniques you use to find a definition, **you** **reword** to make your own **gloss**, which makes sense **for *you*.**

LOTS of words in the story are worth looking up and/or thinking about—they hold clues that might help answer some of your questions.

By choosing these words, the author gives the text LAYERS

…you know, like Ogres have layers?



February 10



**Guided Reflection**

Last week was… a lot and… very little. This week before mid-winter break, we’re going to try to settle into analyzing literary texts. Do you remember the spoken word performance “Touchscreen?” Take a bit and see what you can replay in your mind about it. #### I vividly recall Davis’ hand movements during the touch, touch, touch lines and LIKE…and—well.

Remember using Davis’ text to practice the SBA/Pre-AP performance task prompt? Do you remember the prompt naming his argument as “technology is dehumanizing” and YOU finding the ways Davis made that argument that struck YOU the most? Picking the best lines for YOU to show it to someone who hadn’t seen it?

Then came Katona’s short story. I read it aloud, and then you used your best reading process to 1st see if you could figure out unfamiliar words in context and then 2nd creating a personal glossary of notes on unfamiliar words to help you analyze it.

Think back to what you remember about hearing and reading the story. What questions did it raise in your head? ####

Today we dive into “Generation Gap” to answer questions (and maybe find more??)

Listen as I read the story aloud again—pausing for you to process.

Then for 3 minutes, write down any questions, theories, reactions you have.

Then BREAK.

To work on this text, **consider what ways you can apply** the skill you are working on (so you get full weekly process credit this week):

Reminder of what the INDICATORS for your skill are (this is what we’ll be looking to see you DO)--

|  |  |
| --- | --- |
| Skill | Indicators |
| Think and work creatively to get to answers/solutions | 1.A.1 Use a wide range of thinking, reading, studying, etc techniques (brainstorming etc…)  1.A.3 Elaborate, refine, analyze and evaluate own ideas in order to improve and maximize creative efforts  1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work  1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas  1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes  2.D.1 Effectively solve different kinds of non-familiar problems in both conventional and innovative ways  2.D.2 Effectively identify and ask significant questions that clarify various points of view and lead to better solutions |
| Use reasoning to reach conclusions/make decisions | 2.A.1 Use various types of reasoning as appropriate to the situation  2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs  2.C.2 Effectively analyze and evaluate major alternative points of view  2.C.3 Effectively synthesize and make connections between information and arguments  2.C.4 Effectively interpret information and draw conclusions based on the best analysis  2.C.1 Reflect critically on learning experiences and processes |
| Communicate/interact in-person with groups | 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills  3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions  3.A.3 Use communication for a range of roles in a team  3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams  3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal  3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member |
| Read/listen to understand others | 9.A.1 Know when it is appropriate to listen/read and when to speak/respond  9.A 2 Conduct self in a respectable, professional manner  9.B.1. Respect cultural differences and works effectively with people from a range of social and cultural backgrounds  9.B 2. Respond open-mindedly to different ideas and values  3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions  3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) |
| Be flexible/adapt as a student | 7.A.1. Adapt to varied roles, responsibilities and contexts  7.A.2. Work effectively in a climate of ambiguity and changing priorities  7.B.1. Incorporate feedback effectively  7.B.2. Deal positively with praise, setbacks and criticism  7.B.3. Understand, negotiate and balance diverse views and beliefs to reach workable solutions |
| Be motivated/productive as a student | 8.A.3. Utilize time and manage workload efficiently  8.B. 1. Monitor, define, prioritize and complete tasks without direct oversight  8.C.1. Go beyond following explicit instructions/direction  8.C.2. Demonstrate initiative to advance skills and knowledge  8.C.3. Demonstrate commitment to learning (not just doing what is told) |
| Self-reflect on skills, knowledge and process | 8.A.1. Set goals with tangible and intangible success criteria  8.A.2. Balance short-term and long-term goals  8.C.1. Explore and expand own learning and opportunities to gain expertise  8.C.2. Demonstrate initiative to advance in reaching goals  8.C.3. Demonstrate commitment to learning as a lifelong process  8.C.4. Reflect critically on past experiences in order to inform future progress |

Questions about/need help figuring out ways to show your skill while you work on Katona’s story?

February 11

Today is **Question and Answer Day**. For the first half of the period, work alone or with others to

**Come up with 20 QUESTIONS that help figure out the text’s logic--its**

**Plot** (what clues we are given about **what happens**)

**Characters** (what clues we are given about **who/what people are/do**)

**Setting** (what clues we are given about **where and when the story is taking place**)

**Narration** (what meanings we must INFER from the story’s **words, attitudes, point of view**)

Here’s 4 to start you with…

Plot: what had to happen BEFORE Yuna was born for the story to make sense?

Characters: what/who IS Yuna and what/who ISN’T she?

Setting: Is the Korea in the story North or South Korea?

Narration: Which things/names in the story are fictional and which actually exist?

After BREAK, you begin the work of answering them!!

Answer Time!

Remember Cornell’s concept mapping? Let’s riff on that…

1. You **brain-dumped** 16 or more **questions**

2. **Now, choose** **one** question from your list.

3. Investigate the text to **find where it says or it implies info** that is relevant to answering the question. **Quote** what you find.

4. **Pick another** question and follow step #3 for it. Then…

Think: how does *this* question/answer **connect** to *others I answered*?

5. **Name a “linking phrase”** that explains what makes the two **similar to or related to** each other

6. Repeat 4 and 5 to link up the clues and questions in a way that makes sense *to you*.

Example:

|  |  |  |
| --- | --- | --- |
| **Question** | **Quotes with info to answer** | **Link** |
| How “old” (in human years) are the Genemods/ Genebabies that are called Nexus 1, 2, 3, 4, 5, 6, 7, 8?? | *Yuna answers Mother’s question about Nexus models linking them both to “school” (although what level of school isn’t clear):*  “The sixes came to school for the first time!” she said. | Figuring out how long the “nexus genemod” program has been happening would tell us the setting TIME in relation to real life outside of the story. |
| *The narration of Yuna’s thoughts states that there are 8 generations of Nexus models:*  Baekho Industries was up to Nexus 8 models, but Yuna kept that to herself. |
| *Mother’s comments IMPLY that the time between each generation of Nexus models isn’t steady, but getting faster:*  “Yuna is only a three. They’re coming out with new generations too quickly. At this rate she won’t be able to compete.” |
| *Father’s comments show that Nexus 1s are old enough to be workers, not students:*  “You know, I handle myself at work just fine, and there are a lot of first gens that have joined the company. |
| *The narration of Yuna’s thoughts IMPLIES working Nexus 1 genemods are “young” and non-genemods are “old people:”*  Father’s bosses – a bunch of totally analogue old men […] his marks in relation to the younger workers were extremely low.  who didn’t have a neural connection these days? Besides Mother and Father; old people. |
| *Father seems to IMPLY that at least some of the genemods are children:*  “Korea has the smartest children in the world now,” Father said |
| *Mother states some age ranges that seem to IMPLY that 3s (like Yuna) are 10 years old and 6s are 6 years old:*  Here, ten year olds are falling behind six year olds. |
| *The narrator comments on Yuna’s (a 3) age while Yuna comments on the 6s:*  The sixes were very young, she mused with a child’s irony, but also the smartest among her peers. |
| *Mother refers to the generations as younger and children:*  “Yuna, don’t you understand? The younger children are your competition. |
| *Real world timeline’s connection to the story’s time is hinted at in*:  one of Mother’s ancient bands like Big Bang |
| *Sixes are able to produce this very mature statement and IMPLIED sophisticated actions*:  “Mandatory, state-sponsored school and all homework have been cancelled in accordance with the new Korean government. Financial institutions and civil service systems have been transferred to nexus management. Finally, genemod development will be suspended indefinitely, whiz,” the article concluded. The byline was “The Nexus Six.” |
| Answer: | *?????* | |

February 11

What will the Knowledge Summative be for this month? An SBA-like test that includes both multiple choice and short answers about the same text. The text will be Katona’s “Generation Gap.”

Just like there are tricks to reading Performance Task prompts, there are tricks to reading multiple choice and short answer questions to be sure you understand what they are really asking.

Let’s walk through the questions:

Which choice **best** matches how the author intends the reader to think of X thing/person in the story?

Which excerpt from the story below **best** explains X idea/situation in the story?

Give **3 reasons** why you think **your choice** in the previous question is better than the other answers.

\*&%$\*(#$$#%$)#)%%))&)%&)$&(%

In the excerpt above, the **best** description of what the narrator is implying about X thing/person/situation is

#\*$%HTEJOHAOAEHHOH.

For the excerpt above, the **most accurate** definition for the word/phrase *X* is

sdlkjf@^%\*)U@^

In the excerpt above, the **best** synonym for the word/phrase X is

T$OU!#$NLKADjdagoj=90ygf;

The **best** explanation for why the narrator includes the information above in the story is so the reader understands

%#&^#(\*Jhe

The **best** interpretation of the line above in the story is

The **best** interpretation of X meaning of the story is

In a paragraph, **argue** how 2 or more quotations you choose from the story show you are right about X meaning of the story:

Practice Summative Question:

The massive holovid in the center of town, tall as a skyscraper, was playing recordings of perky boy and girl bands, alternating to replays of some virtual game they didn’t recognize. The images dueled as if unseen titans were fighting over the remote. An immature but absolute demonstration of a new order.

Q: The **best** interpretation of the paragraph above in the story is

a. People who are not genemods are now obsolete.

b. The Korean government is more interested in entertainment than ruling.

c. The town is in total chaos because of the Nexus genemods.

d. There is conflict between different generations of genemods.

e. All of the above

f. None of the above

Q: Give **3 reasons** why you think **your choice** is better than the other answers.

**How do you study for the Summative?**

* 1. Reflect on your past experiences to decide which **reading process** works for YOU, personally to understand what a text means well enough to answer questions like this. (remember: read then write down everything I remember; summarize what I read/heard; highlight and write notes on the text; read with a mission to find \_\_\_; re-read/re-hear text; talk through with tablemates; etc)
  2. Use **that process** to go through the text, paragraph by paragraph.
  3. **Self-test** with a concept map:

1. **Brain-dump** all your ideas about this question: WHAT IS KATONA USING THE STORY TO GET US TO QUESTION ABOUT SOCIETY?

2. **Choose** **one** idea from your list; **put that idea down** on a digital file/ piece of paper.

3. **Pick another** idea and put it down, asking yourself:

how does *this* idea **connect** to *other(s)* I put down?

4. **Name a “linking phrase”** that explains what makes the two **related to** each other

5. Repeat 3 and 4 to link up all the ideas in a way that makes sense *to you*.

February 24

Today you take the **Summative Knowledge #3**—a multiple choice test on Katona’s short story “Generation Gap.”

You will have an email with a copy of your response. You can leave this as is or copy/paste your answers to the new, BLANK form to revise.

**The only applications, documents, websites or utilities allowed during this test are the test url and its embedded copy of the short story (linked in the opening instructions). I will launch these on your devices. No device? Take the test on paper.**

**Accessing any notes, sites, phones that are not allowed will give you a 0.**

**Talking about or viewing someone else’s answers will give you a 0.**

Today you will continue to take the **Summative Knowledge #3**—a multiple choice test on Katona’s short story “Generation Gap.”

**The only applications, documents, websites or utilities allowed during this test are the test url and its embedded copy of the short story (linked in the opening instructions). I will launch these on your devices. No device? Take the test on paper.**

**Accessing any notes, sites, phones that are not allowed will give you a 0.**

**Talking about or viewing someone else’s answers will give you a 0.**

February 27

If you were working on the multiple choice yesterday and wish to continue, **open Canvas to see the link.**

**Summative Skill #3**

Pick **the most salient**\* indicator for your chosen skill this month and **explain how at least 2 actions** (4 total) **you did effectively applied it for you to prepare/complete EACH** of these:

1) Summative #3 Knowledge (multiple choice test) **and**

2) the assignment prompt below:

Prompt—

In your own words, **summarize**\*\* the ways that Davis Jones’ speaker in “Touchscreen” has become less human/dehumanized because of digital technology. DUE TUESDAY, March 4

\* *Salient* means “fits the task/mission.” To correctly answer what a test question/prompt asks, you respond by doing only the salient action (ex: solve for x, list 3 reasons, explain, describe, summarize, analyze, etc) and include only salient information in your answer.

\*\* In student-friendly terms, a *summary* is a write-up of just the most important parts of a text, in your own words. To *summarize* means you read, then pick out the salient ideas in a text; you ignore irrelevant information; and you restate those salient ideas in full, clearly and completely.

On Canvas and the website you can see the text and the performance of “Touchscreen.”

Link: <https://www.youtube.com/watch?v=GAx845QaOck>

The text, with line numbers, of Marshall Davis Jones’ spoken word piece “Touchscreen:”

1 Introducing the new Apple iPerson

2 complete with multitouch and volume control

3 doesn't it feel good to touch?

4 doesn't it feel good to touch?

5 doesn't it feel good to touch?

6 my world is so digital

7 that I have forgotten what that feels like

8 it used to be hard to connect when friends formed cliques

9 but it's even more difficult to connect now that clicks form friends

10 But who am I to judge?

11 I face Facebook

12 more than books face me

13 hoping to

14 book face-to-faces

15 I update my status

16 420 spaces

17 to prove that I am still breathing

18 failure to do this daily

19 means my whole web wide world will forget that I exist

20 but with 3,000 friends online

21 only five I can count in real life

22 why wouldn't I spend more time in a world where there are more people that 'like' me

23 Wouldn't you?

24 Here, it doesn't matter

25 if I'm an amateur person

26 as long as I have a 'pro' file

27 my smile is 50% genuine

28 and 50% genuine HD

29 You would need blu-rays to see the white on my teeth

30 but I'm not that focused

31 ten tabs open

32 hopin'

33 my problems can be resolved with a 1600 by 1700 resolution

34 this is a problem with this evolution

35 doubled over we used to sit in tree tops

36 till we swung down and stood upright

37 then someone slipped a disc

38 now we are doubled over at desktops

39 from the Garden of Eden

40 to the branches of Macintosh

41 apple picking has always come at a great cost

42 iPod iMac iPhone iChat

43 I can do all of these things without making eye contact

44 We used to sprint to pick and store blackberries

45 Now we run to the Sprint Store to pick Blackberries

46 it's scary

47 I can't hear the sound of mother nature speaking over all this tweeting

48 and along with it is our ability to feel as it's fleeting

49 you would think these headphone jacks inject in the flesh

50 the way we connect to disconnect

51 power on

52 but we are powerless

53 they got us love drugged

54 Like e-pills

55 so we E\*TRADE

56 email

57 e-motion

58 like e-commerce

59 because now money can buy love 60 for $9.95 a month

61 click

62 to proceed the checkout

63 click

64 to x out where our hearts once were

65 click

66 I've uploaded this hug I hope she gets it

67 click

68 I'm making love to my wife I hope she's logged in

69 click

70 I'm holding my daughter over a Skype conference call

71 while she's crying in the crib in the next room

72 click

73 so when my phone goes off in my hip iTouch and iTouch and iTouch

74 because in a world

75 where there are voices that are only read

76 and laughter is never heard

77 or I'm so desperate to feel

78 that I hope the Technologic can reverse the universe

79 so the screen can touch me back

80 and maybe it will

81 When our technology is advanced enough...

82 to make us human again.

**Summative Skill #3 due March 14**

Pick **the ONE most salient**\* indicator for your chosen skill this month and **explain how at least 2 actions** (4 total) **you did effectively applied it for you to prepare/complete EACH** of these:

1) Summative #3 Knowledge (multiple choice test) **and**

2) the Touchscreen Summary assignment [and/or GG Summary due Fri\*\*\*]

\* *Salient* means “fits the task/mission.” To correctly answer what a test question/prompt asks, you respond by doing only the salient action (ex: solve for x, list 3 reasons, explain, describe, summarize, analyze, etc) and include only salient information in your answer.

|  |  |
| --- | --- |
| Skill | Indicators |
| Think and work creatively to get to answers/solutions | 1.A.1 Use a wide range of thinking, reading, studying, etc techniques (brainstorming etc…)  1.A.3 Elaborate, refine, analyze and evaluate own ideas in order to improve and maximize creative efforts  1.B.2 Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work  1.B.3 Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas  1.B.4 View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes  2.D.1 Effectively solve different kinds of non-familiar problems in both conventional and innovative ways  2.D.2 Effectively identify and ask significant questions that clarify various points of view and lead to better solutions |
| Use reasoning to reach conclusions/make decisions | 2.A.1 Use various types of reasoning as appropriate to the situation  2.C.1 Effectively analyze and evaluate evidence, arguments, claims and beliefs  2.C.2 Effectively analyze and evaluate major alternative points of view  2.C.3 Effectively synthesize and make connections between information and arguments  2.C.4 Effectively interpret information and draw conclusions based on the best analysis  2.C.1 Reflect critically on learning experiences and processes |
| Communicate/interact in-person with groups | 3.A.1 Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills  3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions  3.A.3 Use communication for a range of roles in a team  3.B.1 Demonstrate ability to work effectively and respectfully with diverse teams  3.B.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal  3.B.3 Assume shared responsibility for collaborative work, and value the individual contributions made by each team member |
| Read/listen to understand others | 9.A.1 Know when it is appropriate to listen/read and when to speak/respond  9.A 2 Conduct self in a respectable, professional manner  9.B.1. Respect cultural differences and works effectively with people from a range of social and cultural backgrounds  9.B 2. Respond open-mindedly to different ideas and values  3.A.2 Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions  3.A.3 Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade) |
| Be flexible/adapt as a student | 7.A.1. Adapt to varied roles, responsibilities and contexts  7.A.2. Work effectively in a climate of ambiguity and changing priorities  7.B.1. Incorporate feedback effectively  7.B.2. Deal positively with praise, setbacks and criticism  7.B.3. Understand, negotiate and balance diverse views and beliefs to reach workable solutions |
| Be motivated/productive as a student | 8.A.3. Utilize time and manage workload efficiently  8.B. 1. Monitor, define, prioritize and complete tasks without direct oversight  8.C.1. Go beyond following explicit instructions/direction  8.C.2. Demonstrate initiative to advance skills and knowledge  8.C.3. Demonstrate commitment to learning (not just doing what is told) |
| Self-reflect on skills, knowledge and process | 8.A.1. Set goals with tangible and intangible success criteria  8.A.2. Balance short-term and long-term goals  8.C.1. Explore and expand own learning and opportunities to gain expertise  8.C.2. Demonstrate initiative to advance in reaching goals  8.C.3. Demonstrate commitment to learning as a lifelong process  8.C.4. Reflect critically on past experiences in order to inform future progress |

March 6

Follow up to the **Touchscreen Summary assignment**—

Lots of people did *waaaaaaaayyyyyyy* more work than the prompt asked for.

Do you remember?

What is a *summary?* What do you do to *summarize*?

We told you:

In student-friendly terms, a *summary* is a write-up of just the most important parts of a text, in your own words. To *summarize* means you read, then pick out the salient ideas in a text; you ignore irrelevant information; and you restate those salient ideas clearly and completely.

So, reading that **precise** definition, try answering this:

What isn’t a *summary?* What do you not do when you *summarize*?

* Describing **everything/all** the text says isn’t summarizing. Summarize only salient facts/info.
* **Quoting** the text isn’t summarizing. Restate facts/info in your own words as a summary.
* Including **evidence** isn’t summarizing. Craft just a short restatement of facts/info for a summary.

The most basic form of a summary is the ***gist*** (restating just the overall idea). Test questions—and your **Touchscreen Summary assignment**—often ask for you to **summarize specifics discussed in the text**, not just the overall idea of the text.

Now, let’s compare (which also means contrast, remember?) summary/summarize to ***analysis/analyze***

Do you remember?

What is *analysis*? What do you do to *analyze*?

We told you:

**Core Elements of Argumentative Texts**

|  |  |  |
| --- | --- | --- |
| Topic Sentence(s) | **answer** | what claim am I going to test? |
| Evidence | **equals** | where are data/backing for my claim? |
| Analysis | **means** | how do data prove the claim—pass the test? |
| Commentary | **shows** | why does it matter that ***this* claim** is valid? |

* **Describing** what information/facts a text ***says*** isn’t analysis. You analyze what a text ***means***.
* **Restating** isn’t analysis. **Interpreting** what is **implicit *and* explicit** in the text is analysis.
* **Quoting** isn’t analysis. **Explaining** how quotes match/prove what you claim the text means is analysis.

Many SBA test questions are analysis questions—they ask you to match a claim/meaning to the right option or ask you to identify a correct or best meaning for a quote/example.

Whew!

So, to write the Touchscreen Summary, we told you:

read, then pick out the **salient** ideas; ignore irrelevant information

And that meant: to decide what info/facts in the text are **salient**, you had to **analyze** what the text means **implicitly *and* explicitly** that matches “**ways** **the speaker** has become (changed into someone who is) **less human/ dehumanized**”

Is that what YOU did to find the right info to summarize? (If not, revise your answer!!)

Did you restate the info in the text that matched what the prompt asked for?—without adding any explanations, evidence or quotations?? (If not, revise your answer!!)

**Yes**—you can use what you did/thought/responded/used from today’s talk in your Summative Skill #3 when you talk about the Touchscreen Summary!!

March 11

A few students worry that they did not apply any of the indicators of their skill #3 to the multiple choice test or “Touchscreen” summary—and so they can’t complete Summative #3. Others are finding it very difficult to summarize ways that Davis Jones’ speaker becomes less human—and so they can’t revise the summary assignment for credit.

\*\*\*If one/both of these are you, here’s a solution: The NEW summary prompt below! Submit THIS summary for credit in place of Touchscreen. Apply your indicator to work on it and you have the option to discuss it instead of Touchscreen in your Summative Skill #3.

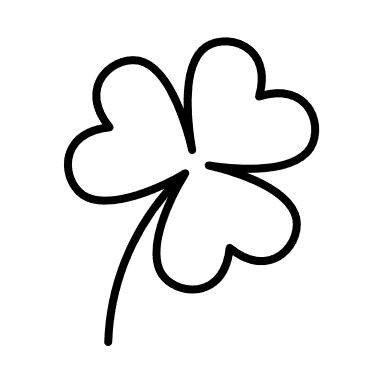
Didn’t have any issues? Use this to hone your summarizing skills even further!

**Classwork also** due Friday:

[**Summarize**](#summarydef) the differences between generations in Katona’s “Generation Gap.” Be sure you remember--

* Describing **everything/all** the text says isn’t summarizing. Summarize only salient facts/info.
* **Quoting** the text isn’t summarizing. Restate facts/info in your own words as a summary.
* Including **evidence** and/or [**analysis**](#analysis) isn’t summarizing. Craft just a short restatement of facts/info for a summary.
* Summarize facts/info that the question asks for; don’t only give the ***gist*** (restating just the overall idea).

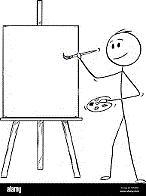
March 17

Spring comes THIS WEEK.

New Season? New goals! Time for the next Monthly Learning Contract:

<https://forms.gle/NuPfoug58cLehmGK7>

BREAK

Ready to get creative? 

**Canva.com** is a great design app, which the district purchased licenses for students to use. On Canva (or using a different app or by hand *with teacher approval*): create a one screen, static [no video/animation] whiteboard/ poster/ chart/ etc that presents

**YOU as a cell phone user in 2025—**

**the whos, whats, wheres, whens, hows and WHYs of your choices.**

*Don’t use a phone much? You can present the same info about your computer.*

Your one screen should include:

* **Rules/limits** you follow
* **Average** **hours per day** you’re on your phone
* **Most used** **sites/apps and tasks**
* **Images** that represent a **typical week on your phone** (no photos of YOU)
* **Positive** **effects** of cell phone for YOU
* **Negative** **effects** of cell phone for YOU

March 19

Today begins the process of preparing for **Summative #4**, which is a Pre-AP **Performance Task**. You are *sooooo* ready for this—it’s your argument for what the school cell phone policy should be! Today we preview the prompt and instructions:

In the last few years, governments around the world have passed laws to limit how much time children and adolescents spend online, focusing on social media. Washington state public schools are updating their rules to more effectively restrict cell phones at school. The current policy is:

Students must stow phones out of reach during class time unless their teacher approves them for educational use.

**1st Infraction:** Warning, phone put away, reminder of student expectations.

**2nd Infraction:** Cell phone will be placed in a designated area chosen by the teacher for the remainder of the class period; teacher will email home and administrator to document 2nd offense.

**3rd Infraction:** Phone will be confiscated and taken down to the office, where student can pick up at the end of the day.  Teacher will contact home and administrator (to document offense).  Admin conference with student required.

**4th Infraction:**  Phone will be confiscated and taken down to office where parent must pick up.  Teacher will write a referral to administrator who will contact home and document offense.  Behavior contract will be written for student and documented (possible no phone at school, etc.).

**5th Infraction:**  Repeat of Step 4 and student will be assigned lunch detention(s).

Carefully read the selected sources listed below including the introductory information. **Write an argument in letter, speech, essay, narrative or creative form addressed to Superintendent Salzman.** In it, synthesize material from at least 3 of the sources and your own experience of cell phones at school to develop your position on **whether district schools should** “lock up” students’ cell phones or keep the current policy as is or make changes to the current policy that you recommend.

**Sources: [xxxxx]**

In your response you should do the following:

* Respond to the prompt with a thesis that presents a defensible position.
* Select and use evidence from at least 3 of the sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase or summary. Sources may be cited by the name of the author.
* Select and use evidence from your own experience of cell phones at school
* Explain how your evidence supports your line of reasoning.
* Use appropriate grammar and punctuation in communicating your argument.

March 20



We know how scary and frustrating assessments like this are for you. Don’t worry! Like the first performance task, we will discuss what expectations are hidden in the language of this prompt to help you be sure you understand what knowledge and skills they are asking you to show (and how they are grading you).

**Classwork**: Re-read the [Performance Task prompt](#pt2) and peruse [its rubric](#rubpt2) and write down questions YOU have about what it means you must do, do not do, what’s allowed, what’s good or bad, etc.

**Performance Task 2 Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Exemplary 4-4+** | **Proficient 3-3.9** | **Emerging 2-2.9** | **Incomplete1-1.9** |
| **Reading** | Thorough understanding of sources  free from errors of interpretation regarding source texts  skillful use of textual evidence. | Understanding of texts’ central idea(s) and important details  free of errors of fact regarding source texts  uses adequate textual evidence. | Some understanding of source texts  some errors of fact or misrepresents source text(s)  limited textual evidence. | Little or no understanding of source texts  numerous errors of fact regarding source texts  little/no use of textual evidence. |
| **Synthesis** | Sophisticated understanding of task  strong links between claim and evidence used to advance claims  synthesizes at least 3 sources  uses citations clearly to document how sources led to informed argument. | Clear understanding of task  links between claims and evidence used to advance claims  synthesizes at least 3 sources  citations document how sources lead to informed argument | Limited understanding of prompt/task  does not demonstrate links between sources and claims  summary of facts/texts instead of using sources to advance claim  synthesizes 2 sources  citations are inconsistent/ inaccurate. | Little/no understanding of prompt/ task  does not link evidence to claim  cites fewer than two sources  citation is inaccurate. |
| **Writing** | Precise central claim, valid line of reasoning, deliberate, highly effective progression of ideas throughout  cohesive with skillful intro and conclusion  anticipates and addresses counterarguments  highly effective command of language, skillful word choice, syntax, rhetoric/ devices strengthen argument  strong command of the conventions of standard written English, virtually free of errors. | Central claim, line of reasoning, clear progression of ideas throughout  mostly cohesive, effective intro and conclusion  acknowledges counterarguments  effective use of language, word choice, syntax and rhetoric/ devices to strengthen argument  good control of the conventions of standard written English; no significant errors that detract from quality. | Lacks or deviates from clear central claim, unclear line of reasoning, some progression of ideas but not throughout  Little/no cohesion and ineffective intro or conclusion  limited skill in language, effectiveness, variety in word choice, syntax and/or rhetoric  limited control of the conventions of standard written English; errors detract from quality and/or impede understanding. | No clear central claim or controlling idea or line of reasoning or progression of ideas  Little/no cohesion and lacks intro and conclusion  inadequate skill in language; vague/ inaccurate word choice; ineffective syntax and rhetoric  weak control of the conventions of standard written English; numerous errors that undermine quality. |

As you saw in the Performance Task instructions, Pre-AP is not *just* testing how well you write argumentatively. That is, **writing with these elements**:

**Core Elements of Argumentative Texts**

|  |  |
| --- | --- |
| Topic Sentence/ **THESIS/ POSITION** | Central claim I am going to prove valid  A is the **right/best** option. B reasons prove it, even though **C *other*** view also has value. |
| Evidence/ **QUOTES, SUMMARY, PARAPHRASE of SOURCE & PERSONAL EXPERIENCE** | data/backing info for my claim  D, E, F, G examples, facts, info, expertise in sources and from experience that are salient |
| Analysis/ **LINE OF REASONING/ DEVELOP POSITION** | ***how*** data prove claims by matching the reasons  Quotes, summaries, paraphrases fit X, Y, Z reasons because *how?;* they show A is more \_\_\_\_\_ (better) than C view because *why?* |
| Commentary/ **IMPLICATIONS** | why it matters that ***my* claim** is valid  Given these reasons, proven by this evidence, if Everett Public Schools chooses A, *positive effect?* will be the result. |
| Hinges/**TRANSITIONS, RHETORIC** | Links to advance argument and progress ideas—to *TEACH*  because, for instance, although, if we take into account that, in addition, in some cases, however, in fact, clearly, but it is also true that, the reality is, others say, research shows that, I saw this firsthand when, so, thus |

**Synthesis** is a **sophisticated** form of argument: it requires that you **logically connect** different sources of evidence in a combination that makes something different than what the sources argue when they aren’t combined like that. You **synthesize** a new argument.

March 24



**Guided Reflection**

9 more days ‘til Spring Break Saturday!

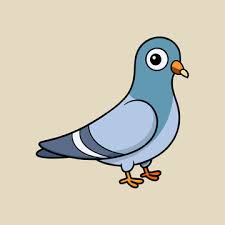
To progress forward—you know like the Performance Task rubric phrase of *progressing ideas*—let’s take a minute to remember where we’ve been.

Since January, we have analyzed literary arguments—made by the spoken word “Touchscreen” and the short story “Generation Gap” about the personal effects of digital technology. In both cases, we got to see creators’ vision of how online life changes real life.

Last week you got to see the [Performance Task instructions](#pt2) and [rubric](#rubpt2), and we began the process of clarifying what the prompt asks you to do and how it is graded. We are at the point where each of us gets to decide what we think about cell phones’ effects on real school life, gather evidence that will convince the people who make the rules, and craft our recommendations as the Performance Task.

The value of this summative is that it gives you a real voice in the rule making. After all, writing is only real if you are writing what YOU want to say!

So, take **3 minutes.** What do you think about how phones affect school life? How do you think you could convince Dr. Salzman to see it that way, too? What is the best way for you to communicate this: a letter? speech? essay? something you create to express your position, how it’s supported by evidence from sources and your own experience?

 VS 

So, we are homing in on *advancing your argument* with evidence, to hone your ability to:

**Direct quote**: name the author/speaker, use a verb that matches the kind of text you’re quoting, and then copy their words verbatim with “ before and ” after.

**Summarize**: write-up just the most important parts of a text or texts, in your own words, naming the source type. To decide what to include: read, then pick out the salient ideas in a text; ignore irrelevant information; and then restate those salient ideas clearly and completely.

**Paraphrase**: translate a salient passage from a text written for someone else into wording that makes sense for YOUR audience and purpose, naming the author/speaker.

The best explanation I have ever read for how to make choices about *which* of these to use *when* is this:

Booth, Colomb & Williams lay out these guidelines for **college-level** writing—

**“Summarize** when details are irrelevant but ideas are usefulfor *your* purpose; **paraphrase** when you can state what a source says more clearly or concisely than the original for *your* audience; **quote** when the words themselves are authoritative evidence, are compelling enough to discuss at length, **and** when you want to disagree with them” (188-9; my emphases).

BREAK

There are **different processes for writing**, just like for reading. Remember the MBTI writing research from September? NO??—it’s still on the back wall. Sit back and listen as I review their findings. I hope you’ll hear something that fits YOU, personally. You can find this on the website and on Modules in Canvas (as “**Types for Writing**”).

March 25

Time to practice!

**Practice Quote, Summarize, Paraphrase**

Phrases from the list below can be used to craft a quotation, a summary and a paraphrase of evidence from a text.

VERBS/PHRASES FOR QUOTING, SUMMARY AND PARAPHRASING

*You’re writing about a text written by X.*

**Direct quoting while citing author**

X **states**, "\_\_\_\_\_\_."

As X **puts it**, "\_\_\_\_\_\_."

According to X, "\_\_\_\_\_\_."

X **notes,** "\_\_\_\_\_\_."

"\_\_\_\_\_\_," as X **mentions.**

**Summarizing while citing author**

Basically, X **says** \_\_\_\_\_\_.

X **makes the point** that \_\_\_\_\_\_.

**The main idea** of X's work is \_\_\_\_\_\_.

In other words, X **tells us** \_\_\_\_\_\_.

X **calls attention** to \_\_\_\_\_\_.

In X's view, \_\_\_\_\_\_.

**Paraphrasing while citing author**

X **writes** that \_\_\_\_\_\_.

X **shows** that \_\_\_\_\_\_.

X **explains** that \_\_\_\_\_\_.

X **tells us** that \_\_\_\_\_\_.

X **reports** that \_\_\_\_\_\_.

X **describes** \_\_\_\_\_\_.

**General rhetoric for introducing evidence**

In X, *info/case* supports this.

An example of this is \_\_\_\_\_\_ (X).

This can be seen in \_\_\_\_\_\_ from X.

For instance, “\_\_\_\_\_\_” agrees with this (X).

In fact, \_\_\_\_\_\_ (X).

**Precise rhetoric to match evidence**

X **dis**/**agrees** when they write, "\_\_\_\_\_\_."

X **urges us** to *do what*?

A **statistic** that shows this is \_\_\_\_ (X).

X **sees problems with this**: "\_\_\_\_\_\_."

X **complicates** matters by pointing out *what nuances?*

X **acknowledges** that \_\_\_\_\_\_ is true/ happens.

**This view** is expressed by X, saying \_\_\_\_\_.

X **refutes** that \_\_\_\_\_\_.

X **concedes** that \_\_\_\_\_\_.

X **adds to this** that \_\_\_\_\_\_.

X **emphasizes** that \_\_\_\_\_\_.

X **responds**, "\_\_\_\_\_\_."

X **suggests** instead \_\_\_\_\_\_.

A **counterpoint** to this is X, who notes \_\_\_\_\_\_.

**However**, X’s point that \_\_\_\_\_ is fair/ also valid.

But, it is **also important** to remember \_\_\_\_\_\_ (X).

**Practice Questions to find evidence in Strauss Cohen for:**

1. Is there a healthy way to use phones?
2. Are phones the problem, or is it something else?
3. What does unhealthy phone use look like?
4. Do all students need protection from excessive phone use?
5. A question of your own that fits the Performance Task prompt.

In a group of 2-3 (or alone), craft

* one sentence that **directly quotes** Strauss Cohen’s words,
* one that **summarizes facts/info** in her text
* and one that **paraphrases a passage** in the text

that you think provides SALIENT evidence to answer each question. You can use the phrases from the guide or your own!

**Why Can't We Put Our Phones Down? Exploring our attachment to screens and its impact on us and our children.**

December 20, 2023 | by Ilene Strauss Cohen PhD, Psychotherapist, Barry University

Have you ever found yourself reaching for your phone during a quiet moment? Or scrolling through social media feeds while waiting in line? Have you grabbed your phone when there is chaos or a long to-do list waiting for you? Have you noticed your kids glued to their screens more often than you'd like? If so, you're not alone. But why is this happening? What does research tell us about this phenomenon?

***The Pull of the Phone***

Research has shown that using mobile phones, especially for social media, can be an escape from our regular lives. In an increasingly hectic and demanding world, our phones provide a way to focus on something else. They offer an instant diversion, a way to temporarily ease discomfort or avoid the problems in our lives.

A study published in *Frontiers in Psychiatry*suggests that cellphone dependency is a real and growing problem. It analyzes the concept of cellphone dependency and how it has evolved from a global view of the mobile phone as a device to a complex relationship between man and technology. This study found that chronic smartphone use has become a default response to unoccupied moments, creating an "always-on" mentality. The study highlighted the "compulsive checking" phenomenon, where individuals feel compelled to check their phones constantly, even without notifications.

The research also noted that this behavior is linked to the fear of missing out (FOMO), social anxiety that others might be having rewarding experiences from which one is absent. This FOMO can lead to an unhealthy attachment to the phone, resulting in an inability to resist the urge to reach for it during idle moments. This dependency is further fueled by the instant gratification provided by social media, games, and other apps.

***The Science Behind the Screen***

Using our phones, particularly for social media, stimulates the release of dopamine, a neurotransmitter associated with pleasure and reward. This feeling can be compelling, leading to a cycle where we constantly check our phones for that next "hit" of dopamine.

But what happens when this behavior becomes habitual? A study published in the *Journal of Research in Personality* found a direct association between attention impulsiveness and cellphone dependency. This suggests that our inability to resist the pull of our phones may be linked to certain personality traits.

These personality traits include low self-control and high attention impulsiveness, which is the tendency to act on sudden impulses. People with high attention impulsiveness find it challenging to focus on one task for an extended period, making them more susceptible to the instant gratification smartphones offer.

Furthermore, individuals with high levels of social anxiety or neuroticism, characterized by feelings of worry, fear, and emotional instability, were also found to be more prone to smartphone dependency due to their increased likelihood of using the device as a coping mechanism.

***When Too Much Is Too Much***

So, how much screen time is too much? Research is ongoing, but some studies suggest that excessive use of mobile phones can negatively affect sleep quality, social relationships, and even mental health.

Our children are not immune to mobile phone dependency either. A systematic review published in the *Journal of Addictions Nursing*found problematic use of mobile phones among children and adolescents. This overuse can have consequences, including poor academic performance, decreased physical activity, and potential behavioral issues.

The World Health Organization (WHO) recommends limiting time spent on sedentary entertainment, including screen time, to less than two hours a day for adults. These guidelines are not definitive, and individual smartphone use should be guided by healthy behaviors, such as ample physical activity, sufficient sleep, and strong social relationships. Remember that these are just guidelines; the key is mindful usage that doesn't infringe on essential aspects of daily life.

***Breaking Free From the Screen***

If you are struggling with parting with your phone, there are some steps you can take to limit the time you spend scrolling through your apps. The first step towards breaking free from our screens is recognizing that we might use them as an escape. Here are a few tips to help break the cycle:

1. **Set boundaries**. Designate certain times of the day as "phone-free" periods. Keep your phone in a room that isn't easily accessible and turn it on silent or off.
2. **Engage in other activities**. Find hobbies or activities that do not involve screens. Find activities that you genuinely enjoy or that involve socializing in person.
3. **Mindfulness.** Practice being present rather than reaching for your phone. This can mean being present with your family or focusing on your current tasks like cooking or walking outside.

While our phones provide us with many benefits, it's important to maintain a balanced relationship. It's not about eliminating screen time but understanding its impact and healthily managing our usage.

March 27

The text we practiced using evidence from this week is *NOT* one of the sources for your Performance Task. Today, you get to consider one that IS—and it will be familiar to those here in Fall!

Looking at it, I can continue explaining hidden expectations in the prompt.

The prompt:

Carefully read the selected sources listed below including the introductory information. **Write an argument in letter, speech, essay, narrative or creative form addressed to Superintendent Salzman.** In it, synthesize material from at least 3 of the sources and your own experience of cell phones at school to develop your position on **whether district schools should** “lock up” students’ cell phones or keep the current policy as is or make changes to the current policy that you recommend.

**Sources:**

X

Association for Media Literacy (Ontario, Canada) Press Release

[x,x,x]

In your response you should do the following:

* Respond to the prompt with a thesis that presents a defensible position.
* Select and use evidence from at least 3 of the sources to support your line of reasoning. Indicate clearly the sources used through direct quotation, paraphrase or summary. Sources may be cited by the name of the author.

What is “the introductory information” in the prompt talking about? Looks like this:

Introductory info:

The Association for Media Literacy advocates for teaching technology literacy in Canada. In the press release below, AML criticizes a new policy banning student phones and social media in schools in April 2024.

What does the prompt mean by *synthesis*?

**Synthesis** is a **sophisticated** form of argument: it requires that you **logically connect** different sources of evidence in a combination that makes something different than what the sources argue when they aren’t combined like that. You **synthesize** a new argument from parts you collect.

What does the prompt mean by “a thesis that presents a defensible position?”

|  |  |
| --- | --- |
| Topic Sentence/ **THESIS/ POSITION** | Central claim I am going to prove valid  A is the **right/best** option. B reasons prove it, even though **C *other*** view also has value. |

Prompt requires you develop your position on **whether district schools should**

* “lock up” students’ cell phones or
* keep the current policy as is or
* make changes to the current policy that you recommend.

Take a minute right now to think about

1st—what is your best writing process? (you can see the MBTI cards in the back if that helps)

2nd—does it make sense for YOU, PERSONALLY to try to come up with a draft thesis first, or read a source first, or talk through your ideas first, or some other steps?

3rd—this is the beginning of you “doing the Performance Task.” On paper or a file start your process right now, as I show you one of the source texts!

You are **allowed** to do the things in the writing processes we discussed: talk about, think about, draft, outline, free write, etc.

You are ***NOT* allowed** to use any resources (others' help, websites, AI, etc) to help you read, write or understand the sources or your response to it. **THIS IS A TEST. USING A RESOURCE THAT IS NOT ALLOWED IS CHEATING.**

Performance Task—with all 5 sources—is available on Canvas. Use your personal writing process to work on it!

**Submit notes, outlines, plans, drafts, etc to Canvas (or show a teacher your hard copy) by end of class today!**

April 14



**Guided Reflection**

Welcome back! The sun’s out…maybe you got to rest and even enjoy yourself during break!

Today is a refresh.

Think back to what we were doing before break. The Performance Task. With some time away from it, how are you feeling now about what you want Dr. Salzman and the School Board to hear from you, based on your experiences, about what the cell phone policy should be and why? How are you feeling about how you want to express your argument—an essay? a letter? Something creative and unique? After Spring Break, it’s easier to see that we’re progressing to the end of the year.

Take a deep breath. Let it out. You’re ready to renew your work!

You are **allowed** to do the things in the writing processes we discussed: talk about, think about, draft, outline, free write, etc.

You are ***NOT* allowed** to use any resources (others' help, websites, AI, etc) to help you read, write or understand the sources or your response to it. **THIS IS A TEST. USING A RESOURCE THAT IS NOT ALLOWED IS CHEATING.**

Performance Task—with all 5 sources—is available on Canvas. Use your personal writing process to work on it!

April 21

Good news:

We are officially done talking about cell phone policy!!!

Bad news:



Now, we turn our learning focus on to the **SBA on May 20 and 22**!

Exam ***taking*** applies skills; exam ***prepping*** does as well. So, with this in mind, choose the skill you will work on most:

**Fill out** Learning Contract #5: <https://forms.gle/G1Zpz89J6qRRsFwC7>

|  |
| --- |
| **21st Century Skills** |
| Think and work creatively to get to answers/solutions |
| Use reasoning to reach conclusions/make decisions |
| Communicate/interact in-person with groups |
| Read/listen to understand others |
| Be flexible/adapt as a student |
| Be motivated/productive as a student |
| Self-reflect on skills, knowledge and process |

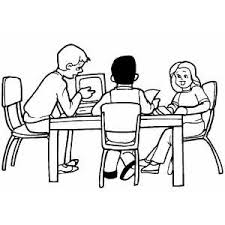
BREAK

We have practiced reading processes and ways to study that work for YOU to understand, remember and can use ideas you read, hear or view. We have practiced writing processes that work for YOU to prepare, plan and produce answers to prompts that show your understanding and use of ideas.

Now, we home in on honing these processes specifically for SBA, which has a multiple choice (with some short answer questions) **and** a performance task (with some short answer questions) exam to test your ELA knowledge:

|  |
| --- |
| **English Language Knowledge** |
| Analyze the Hows/Whys of language/texts |
| Create formal texts (exam essays, etc) |
| Explain your insights/ideas in writing |
| Use media/technology tools for research and writing |
| Study informational essays, articles and graphs |
| Study literary stories, poems and nonfiction |
| Use exam accepted grammar, style and vocabulary |

Multiple choice questions proved to be a challenge for you. So, we’re going to focus first on these.

Most of my students have been surprised at what research shows is the most effective way to improve how you do on multiple choice exams:

***Group* Testing for Practice.**

Here’s what researchers recommend:

**Set up “study group” time** to practice a few of **the same kind of problems** as you will see on the exam:

* First answer all the questions **alone** (mark your solo answers in one color);
* Next, with 1 or 2 other students **compare answers** and **share your reasoning** for choices. **Listen**, **consider** other views, **re-think** questions together.

**Go deeper** into the practice questions to **analyze** WHY an option is wrong and WHY it is right:

* Together with the group, take *incorrect* answer choices from each question and make suggestions to make them *correct* by asking, “What would make this answer right?” or “Would it be correct if it said…?”

**Revise** **your** answers to what you now believe are the right options (mark revisions in another color).

* Check your final answers to see what kinds of questions **you** get right.
* Keep practicing the kinds of questions **you** struggle with.

After you have had a chance to practice with a study group, take a **full length version of the test** alone; check your score to see what kinds of question you should focus your practice alone and/or with study groups on.

So, this crazy schedule week, class time is devoted to short practice tests and study groups. Once you’ve had a chance on these, it’s full length practice test time!

**You’ll find Set 1 of practice question on the website. Use the time today to do your solo answering!**

April 28

Today and tomorrow: [study group](#studygroup) the Practice Tests (on Canvas and website). Not doing this? Weekly process grade: 0

**Wednesday** we will begin full length SBA Interim tests for feedback (you’ll need your device every day at this point).