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# SHOULD SCHOOLS HAVE A VOCATIONAL TRACK?

Word Generation - Unit 3.13

## Focus Words

vocational | inherent | exceed | equivalent | focus



## WEEKLY PASSAGE

Jimmy is in the **vocational** track at his school. This means all his classes are geared toward preparing him to get a job after high school. In English class, he learns how to give a convincing job interview. His math class **focuses** on ways businesses manage money. Jimmy wants to be a mechanic. His favorite class is auto shop. In auto shop, students fix cars and learn how to work with tools.

Jimmy attends a comprehensive high school. The school offers different programs for different types of students. Some students are preparing for college. Others, like Jimmy, learn about different kinds of jobs such as hair styling, child care, wood working, and cooking. Graduates like Jimmy can get jobs in their field right out of high school. Previous graduates are working as hairstylists, plumbers, electricians, or medical technicians. These jobs do not require a college education, but they may require high-level math, reading, and writing.

Some people think comprehensive schools are **inherently** better than college-preparatory schools. They think high schools should prepare students for whatever they want to do. People who support comprehensive schools point out that not everybody goes to college. These people believe that students who want to work right after they graduate might be more motivated if they can take classes that will help them learn job skills. Vocational classes also let students experience different careers. Then students can decide what is right for them.

Other people think high schools should prepare all students for college. They worry that students in vocational classes are getting a watered-down education and won't be able to get into college if their career goals change. People who support college preparatory schools believe that all students should have an **equivalent** education and that the risks of having a vocational track **exceed** the benefits.

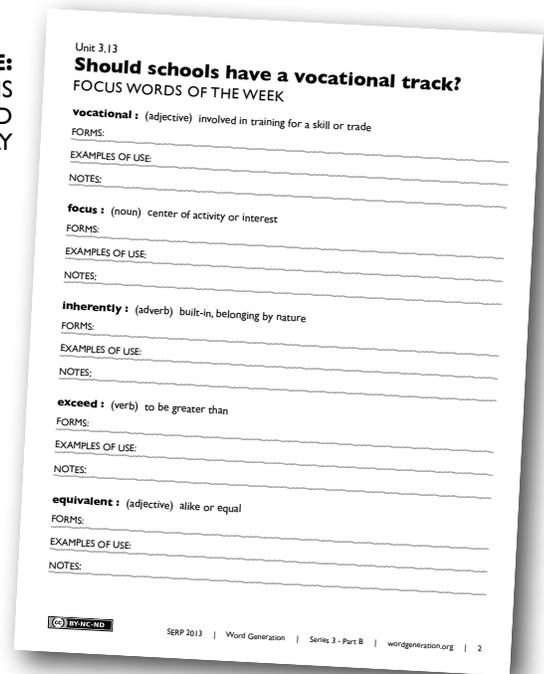
In addition, supporters of college preparatory schools remind us that vocational classes often require expensive equipment. High costs for equipment means there is less money to pay teachers or buy textbooks for other subjects, like English or math. Supporters say that perhaps students who want vocational training should take special classes after high school to prepare for the jobs they want.

Should high schools prepare everybody for college? Or should students be able to enroll in a vocational track?

### TEACHER: Discussion Questions

- ▶ Why is Jimmy in the vocational track at his school?
- ▶ How is the focus of a vocational track different from the focus of a college-preparatory track?
- ▶ What are some benefits of a vocational track?
- ▶ Why do people feel that the risks of having a vocational track exceed the benefits?
- ▶ Are comprehensive high schools inherently better than college-preparatory ones?

**PLEASE NOTE:**  
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Unit 3.13

**WORD CHART FOR TEACHERS**

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
vocational	(adj.) - involved in training for a skill or trade		vocation	vocationally	“voc ed” “vo-tech” evocative equivocal
focus	(n.) - center of activity or interest	foci (pl.) focus (v.) focused focusing		focusless focusable focuser unfocused	focal in focus/out of focus
inherently	(adv.) - built-in, belonging by nature		inherent	inherence	adherence
exceed	(v.) - to be greater than	exceeds exceeded exceeding	cede	excess excessive excessively	excess success recess
equivalent	(adj.) - alike or equal	equivalents		equivalently equivalence equivalency	equal

# Should schools have a vocational track?



## PROBLEM OF THE WEEK

**Option 1:** Blue Hills Regional Technical School is a **vocational** high school. Vocational education is **inherently** practical. Students **focus** on job training in programs like car repair or education of young children. They earn a degree **equivalent** to a high school diploma. The table below shows the credit requirements at Blue Hills. Students must meet or **exceed** the requirement in each subject to graduate.

How many credits in math, English, science, and social studies do students need to graduate?

- A) 24
- B) 65
- C) 20
- D) 104

Subject	Credits
English	8
Math	8
Science	5
Social Studies	3
Physical Education	3
Vocational Training	32
Other	3

**Option 2:** Ms. Wilson agrees that **vocational** schools should focus on skills that students will use in the workplace. However, she also thinks that academic classes like math and English are **inherently** valuable. She thinks that the number of required academic credits should at least be **equivalent** to, or even **exceed**, the number of vocational credits.

Blue Hills Regional Technical School. (n/d). Program of studies. Retrieved on August 20, 2008 from <http://www.bluehills.org/visitor/view/blue-hills-program.html>

If  $v$  = the number of vocational credits, and  $a$  = the number of academic credits, write an inequality that shows the proper relationship, according to Ms. Wilson, between academic and vocational credits.

(Hint: You will use one of these four symbols:  $>$ ,  $\geq$ ,  $<$ , or  $\leq$ )

Answer:  $a \geq v$  or  $v \leq a$

**Math Discussion Question:** Some people think that English and math are **inherently** more important than science and social studies. High-stakes tests across the country **focus** on English and math. And some people feel that **vocational** students have even less need of science and social studies than traditional students. After all, how will learning about China or plant cells help students fix cars or teach preschool? At Blue Hills, the required credits in English and math **exceed** the required credits for science and social studies by 100%. Do you agree with this focus on math and English? Why don't science and social studies get **equivalent** respect?

## Should schools have a vocational track?



### THINKING SCIENTIFICALLY

The students in Ms. Kahn’s class were talking about how education affects job opportunities. “I think it makes sense to be able to **focus** on job skills I’ll be able to use right out of high school,” said Daylen.

“Preparing for college is more important,” said Haley. “Having a college degree gives you an **inherent** advantage in looking for good jobs later on. **Vocational** high schools only prepare students for low-paying jobs, like flipping burgers. Anyway, there aren’t enough jobs for everyone who has only a high school diploma or the **equivalent**, like a GED.”

“I disagree.” answered Daylen. “There aren’t enough workers for many types of jobs in the U.S. With just a high school diploma, you can make a salary that **exceeds** food service wages.”

“Could the two of you research the questions you’ve raised?” asked Ms. Kahn. “Are there enough jobs for America’s high school graduates? Are they well paid? What fields of work are in the greatest demand in the USA?”

➔ Two days later Haley and Daylen presented their findings based on data from the U.S. Bureau of Labor Statistics.

In 2011:

- About 370,000 American students dropped out of high school.
- About 3,100,000 Americans graduated from high school. Of these high school graduates,
  - about 31% (or 960,000) did not go to college.
  - about 28% (or 870,000) enrolled in a 2-year college.
  - about 41% or (1,270,000) went to a 4-year college.
- Median wage for a full-time fast food worker in the U.S. was less than \$25,000 per year.

Refer to the information that Daylen and Haley found to answer these questions.

1. What are the fastest growing jobs in America that require a high school diploma?

Information clerks, equipment operators, mechanics, truck drivers...

2. Which evidence supports Haley’s hypothesis that there aren’t enough well-paying jobs for students who only have a high school diploma?

The total number of jobs in the chart expected to be created in the next 8 years is far below the combined number of high school graduates and dropouts we can expect over 8 years (if 2011 is typical).

3. Which evidence does not support the hypothesis?

4. What additional information may be required to fully answer the question of how important a high school diploma is for job seekers?

Fastest Growing Occupations For High School Graduates and Dropouts			
Occupation	Typical minimum education level	New jobs in next 8 years	Median salary for experienced workers
Home health aides and personal care workers	High School dropout	1,300,000	\$20,000.00
Food service workers	High School dropout	400,000	\$20,000.00
Cement workers	High School dropout	50,000	\$45,000.00
<b>Total</b>	<b>High School dropout</b>	<b>1,750,000</b>	
Information clerks	High School	725,000	\$30,000.00
Equipment operators, mechanics, and truck Drivers	High School	375,000	\$45,000.00
Customer service workers	High School	340,000	\$30,000.00
Bookkeepers	High School	260,000	\$30,000.00
Sales representatives	High School	250,000	\$30,000.00
Carpenters, electricians, plumbers, and welders	High School	230,000	\$45,000.00
Medical secretaries and assistants	High School	75,000	\$30,000.00
Coaches and trainers	High School	75,000	\$30,000.00
Retail sales workers	High School	70,000	\$20,000.00
Pharmacy technicians	High School	50,000	\$30,000.00
Police officers	High School	50,000	\$45,000.00
<b>Total</b>	<b>High School</b>	<b>6,000,000</b>	

The table only predicts jobs in the fastest-growing categories. How many new jobs will there be in unlisted categories? And how many not-new jobs are likely to be made available by retiring workers?

# Should schools have a vocational track?



## DEBATING THE ISSUE

### I. Get ready...

Pick one of these positions (or create your own).

**A** All high schools should offer a vocational and a college-preparatory track. This means all students can choose to focus on what is most important to them.

**B** All high schools should prepare students for college. Offering vocational classes exceeds the schools' responsibilities. Students who want jobs can enroll in special classes after graduation.

**C** High schools should prepare all students for college, but should offer vocational classes as electives. Students who take these electives can learn about a job as they prepare for college.

**D** There should be different high schools for students who want to go to college and for students who want immediate employment after graduation.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# GO!

Be a strong participant by using phrases like these.

*...because...*

*I disagree with part of that...*

*An example might help convince me. Can you give me an example?*

*What part of the passage makes you think that?*

### 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



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Word Generation - Unit 3.14

## Focus Words

emerge | exploit | furthermore | confront | interfere



## WEEKLY PASSAGE

In August 2012, seven-year old Alana Thompson debuted in her own reality TV show called *Here Comes Honey Boo Boo*. Alana, or Honey Boo Boo, **emerged** as an audience favorite in the hit show *Toddlers & Tiaras*, a reality TV show about beauty pageants for young girls. She is a little heavier than many of the other girls and did not win the beauty pageant, but her funny lines and overly-confident personality won the hearts of TV viewers. During the first few weeks of the program, 2.3 million viewers watched *Here Comes Honey Boo Boo*.

Some people argue that shows like *Here Comes Honey Boo Boo* and *Toddlers & Tiaras* **exploit** young children for the purposes of entertainment. They say that people are not watching these shows because they are interested in learning more about pageants or the people who participate. They say that people watch because they like to make fun of these girls and their parents. **Furthermore**, they claim that the children are not able to make a decision as to whether or not they want to have their lives recorded and broadcast to the world. They worry that these children will be **confronted** by viewers throughout their lives and reminded of embarrassing childhood behavior that they would rather forget. They point to the tragic lives of many child TV stars from the past that struggle with addiction and other emotional problems.

Advocates of kids participating in reality TV shows argue that kids have an opportunity to be discovered doing something that they loved to do. For instance, the hit TV show *Dance Moms* features a dancing class of talented young dancers and their mothers who make tremendous sacrifices while pursuing a dream. They argue that these kids have an opportunity to share their determination and talent with the world so that other children may be inspired to work hard at something they love to do. Just like Alana Thompson was discovered, other children on these shows may find themselves starring in a Broadway musical or a Hollywood movie.

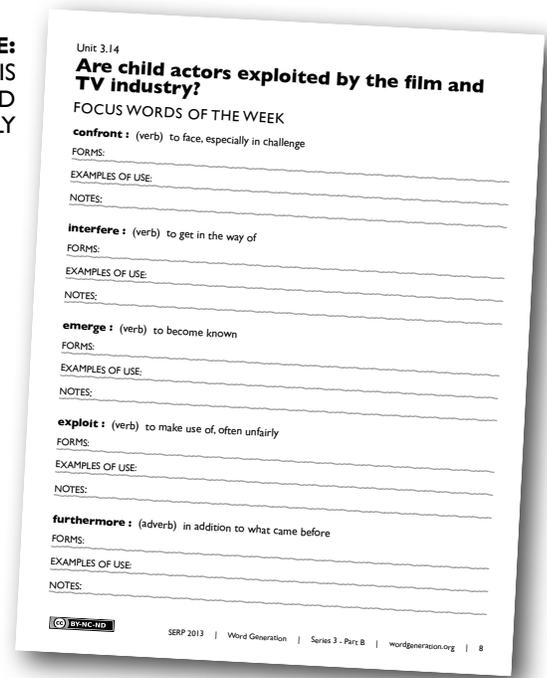
Some people also argue that participating in a reality TV show does not **interfere** with a child's ability to be a happy and productive adult. They say that this experience makes them more confident and not afraid to take risks. They say it develops leadership qualities in these young people. For example, many childhood movie stars, such as Emma Watson from the *Harry Potter* movies, have been able to lead very successful lives. Emma Watson chose to attend Brown and Oxford Universities and is a successful model. If childhood movie stars can go on to lead successful and happy lives, why can't childhood reality TV stars?

Do you think children should be allowed to star in reality TV shows? Do you think there is a certain age where a child should be able to participate? Do you think children who participate in reality TV are more or less likely to have problems due to their fame?

### TEACHER: Discussion Questions

- ▶ Why is *Honey Boo Boo* popular with American audiences?
- ▶ Why do some people think shows like *Honey Boo Boo* and *Toddlers and Tiaras* exploit young children?
- ▶ Why do some people think that children who view shows like these might benefit from watching other children on reality TV shows?
- ▶ Why does the passage include information about actress Emma Watson?
- ▶ Do you think that children should be able to participate on reality TV shows?

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Unit 3.14

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
confront	(v.) - to face, especially in challenge	confronts confronted confronting		confrontal confronter confrontation confrontational	affront
interfere	(v.) - to get in the way of	interferes interfered interfering		interferer interference	
emerge	(v.) - to become known; to come out	emerges emerged emerging	merge	emergence emergent	submerge immersion
exploit	(v.) - to make use of, often unfairly	exploit (n.) exploits exploited exploiting		exploiter exploitable exploitability exploitation	
furthermore	(adv.) - in addition to what came before				

# Are child actors exploited by the film and TV industry?



## PROBLEM OF THE WEEK

**Option 1:** In 2007, CBS aired a reality show called *Kid Nation*. On the show, 40 kids from 8 to 15 years old ran their own community without adult **interference** in a small town deserted since the late 1880s. As time went by, certain kids **emerged** as leaders and helped resolve **conflicts**. **Furthermore**, the leaders were able to **exploit** opportunities to bring kids together, as when a girl named Morgan helped set up a no-pressure prayer time. Over the course of the season, Morgan was awarded two gold stars, worth a total of seventy thousand dollars.

Which of the following choices represents seventy thousand dollars?

- A) \$7,000
- B) \$70,000**
- C) \$700,000
- D) \$70,000,000

**Option 2:** Some people accused CBS, the company that produced *Kid Nation*, of **exploiting** kids. These kids were put in situations designed to create **conflicts** that would make the TV show exciting. When kids got upset, their angry words or sad tears were broadcast to millions of people. The kids were on camera all the time, which would normally be a violation of rules about child labor hours. CBS said that the program was like summer camp, so the station did not have to follow child labor laws that protect kids who work. Parents had to sign a contract stating they would not sue the television network if anything bad happened to their kids.

On the other hand, some people said that if the kids chose to participate and their parents consented, why should anyone else **interfere**? Many of the kids wanted to be actors, and they loved the attention. Some **emerged** as celebrities who appeared on talk shows and got acting roles. **Furthermore**, each participant was paid \$5000 and some of the kids won bonus cash prizes of \$20,000 and \$50,000.

Out of 40 contestants, 16 won bonus cash prizes. When the show began, what was the probability that any one kid would earn a bonus cash prize?

Answer: 2/5

**Math Discussion Question:** Different observers tell **conflicting** stories of what happened on *Kid Nation*. Did adults **exploit** innocent kids to make money? Or did **emerging** young actors **exploit** an opportunity to become famous? **Furthermore**, who should decide if kids are being **exploited**? If kids *are* being **exploited**, who should **interfere** or step in to protect them from **exploitation**?

## Are child actors and exploited by the film and TV industry?



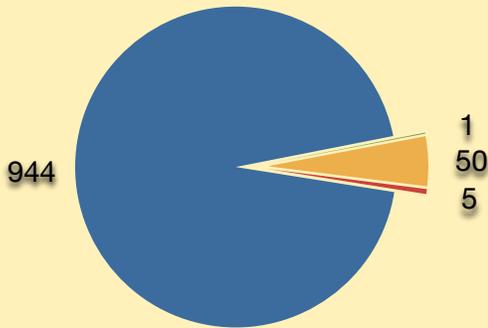
### THINKING SCIENTIFICALLY

Mr. Seemey's students were talking about the history of cinema. Kyra, who was a movie buff, mentioned that child actors have been at risk of being **exploited** since the early days of film. "Jackie Coogan was about seven years old when he was in Charlie Chaplin's silent movie *The Kid* in 1921, and he played the title role in *Oliver Twist* in 1922. He kept working in show business as sound pictures began to **emerge**. He was the first person under 21 to earn a million dollars. He earned three or four million, actually. **Furthermore**, that's the equivalent of about 50 million of today's dollars! But a fat lot of good it did him: his mom and dad spent it all on cars, jewelry, and fancy clothes."

"That's right," said Mr. Seemey. "When a judge **confronted** them, Jackie's mother said, 'Every dollar a kid earns before he is 21 belongs to his parents.' It was too late for Jackie, but after Jackie's case the California legislature **interfered** with the ability of adults to **exploit** their children this way. They passed the Coogan Act, which says that 15 percent of the money a child actor earns must be put into a 'Coogan Bank Account.' When the child turns 18, the Coogan Account money is theirs to keep."

→ Kyra and Anna were interested to discover if child actors really make much money. Is a child actress or actor likely to get a job? Are child actresses financially **exploited** by the movie and television industry?

In California in 2010, about 21,000 child actresses and actors were looking for work (that's how many work permits were issued to child actors between 8 and 16 years old). On average, 1,000 children apply for every new job in a film, TV shows, or commercials. For those child actors and actresses able to find work, the average salary was \$52,000.

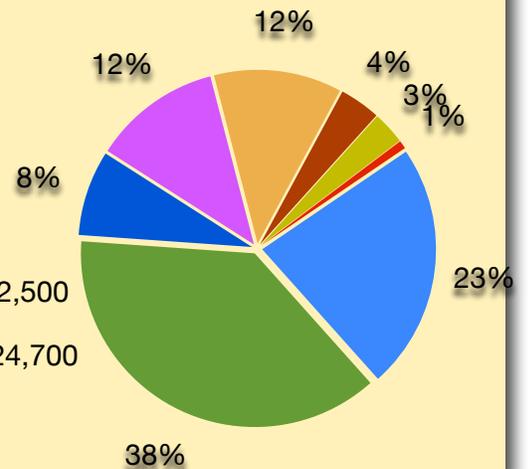


*Out of every 1000 children who apply for a particular job...*

- 944 don't even get an audition
- 1 gets the job
- 50 get an audition but no call back
- 5 get called back but don't get the job

*What happens to the average child actor's salary of \$52,000?*

- To Agent: \$5,200
- \$ put into Coogan Account: \$7,800
- Travel to locations: \$2,000
- Taxes: \$15,000
- To Manager: \$7,800
- Photos and Portfolio: \$2,500
- Union Dues: \$500
- "Take Home" Salary: \$24,700



✍ Imagine for a moment that you want to be a child actress or actor and appear in a car commercial. Your talent agent sends your name to the company that is filming the commercial. What is the probability of you getting the job? What percent of aspiring child actors and actresses don't even get a first audition?

0.1% chance of getting job.  
94.4% don't even get first audition.

✍ Based on the information about what happens to the money that child actresses earn, do you think that they are exploited by adults and the film and TV industry?

Students' personal judgments about the odds and rewards of success will vary.

# Are child actors exploited by the film and TV industry?



## DEBATING THE ISSUE

### I. Get ready...

Pick one of these positions (or create your own).

# A

Children should not be allowed to participate on reality TV shows until they are 18 years old and can make an informed decision as to how much of their lives they want the public to see.

# B

Children should only be allowed to participate on reality TV shows if they are at least 14 years old and are aware of the possible risks of having their lives recorded and broadcast to the public.

# C

Parents should be able to decide if their child, regardless of age, wants to participate in a reality TV program that will allow for the child to show off their talent and potentially inspire other children.

# D

Parents should be able to decide if their child wants to participate in a reality TV program regardless of whether or not the child will be portrayed positively or negatively to the public.

# E

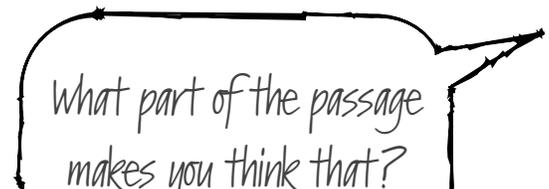
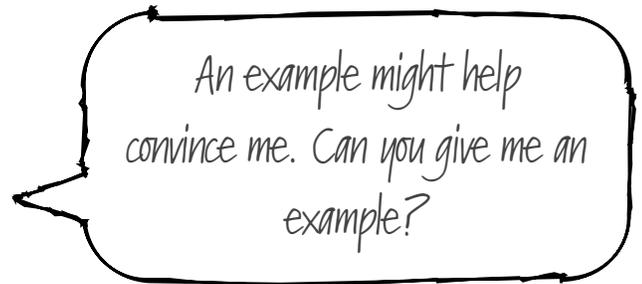
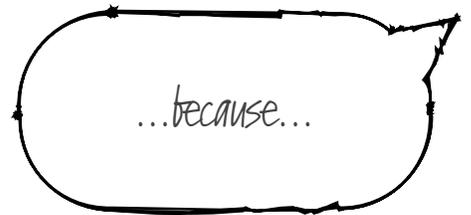
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# GO!

Be a strong participant by using phrases like these.



### 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

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#### TEACHER

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# WHO IS RESPONSIBLE FOR PROTECTING TEENS FROM ONLINE PREDATORS?

Word Generation - Unit 3.15

## Focus Words

pose | contact | prime | minimum | unmonitored



## WEEKLY PASSAGE

Sixteen-year-old Matt describes himself as a 24-year-old intellectual on his MySpace profile. He says it is “easier to be taken seriously if people don’t know they’re talking to a 16 year-old” (Lenhart & Madden, 2007). Matt’s story is an example of how easy it is to lie on social networking websites.

Matt’s lie may seem harmless, but some lies can put people in danger. Sometimes forty- and fifty-year-olds **pose** as teenagers on MySpace. Sometimes they **contact** teenagers through the website to try to become their friends. Sometimes they say sexual things. Sometimes they will ask for personal information, such as a telephone number or an address. The adults are looking for someone to harm or exploit, and they think lonely or insecure teens are **prime** targets. These adults are called online predators.

It is sometimes difficult for a teenager to know how to deal with strangers online. Many teenagers try to have as many MySpace friends as possible. They often accept any “friend request.”

Some people think MySpace should be responsible for protecting teens from online predators. They say that MySpace needs to do more to ensure that people are not posing as someone else. For example, they believe that MySpace should find a method to check users’ real identities. Others believe that MySpace should raise the minimum age to 18 instead of the current limit, 14. Raising the **minimum** age will not stop imposters, but might make teenagers and parents more aware of the dangers.

Moreover, eighteen-year-olds are legal adults and should be able to use MySpace safely.

Others say MySpace cannot do any more than it is already doing. There is no method to check a user’s real identity. If MySpace raises the minimum age, teens might go to **unmonitored** websites. These websites may be even more dangerous. Some think middle and high school students should have their own social networking site that has the safeguard of a school-affiliated email address.

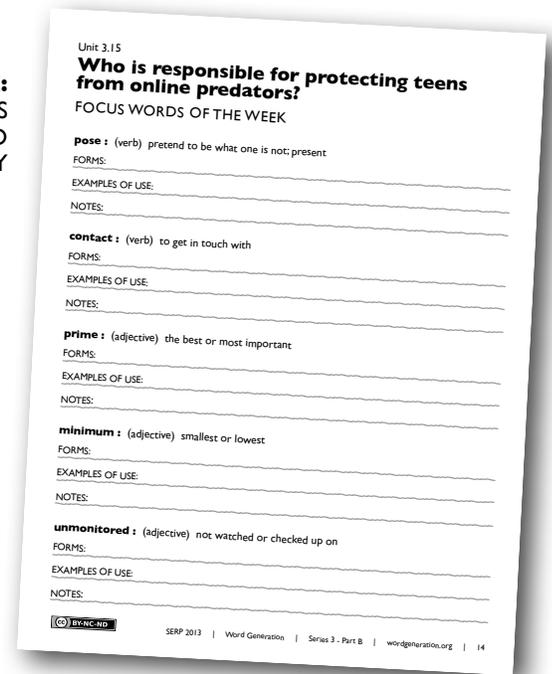
Some think that the schools have enough to do and it would be too difficult and costly for them to protect teens from online predators. They think parents are responsible for keeping their children safe by monitoring their teen’s internet use. For example, putting the family computer in a common space, such as the living room or family den, is one way that parents can monitor their internet activities.

What do you think? Who should protect teens from online predators?

### TEACHER: Discussion Questions

- ▶ Who are online predators according to the article? Are there other online predators?
- ▶ According to the article, who are considered prime targets for online predators?
- ▶ Why would unmonitored websites be more dangerous than MySpace?
- ▶ According to the article, why do some teens accept friend requests from people they don’t know?
- ▶ How can parents monitor their children’s internet use?
- ▶ What do people lie about on MySpace? Why do they lie?

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Unit 3.15

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
pose	(v.) - pretend to be what one is not; present	poses posed posing pose (n.)		poser position impostor/ imposter poseur	posit; pose (v.) - to put forth; propose impose; suppose; oppose
contact	(v.) - to get in touch with	contacts contacted contacting contact (n.)			contact lens tactile tangent
prime	(adj.) - the best or most important			primely primeness primal	primary; primarily; primer; primeval; prime minister
minimum	(adj.) - smallest or lowest	minimum (n.) minima (pl.) minimums		minimal minimally minimalist minimize	minor maximum (ant.)
unmonitored	(v.) - not watched or checked up on	monitors monitored monitoring monitor (n.)	monitor		admonish premonition

# Who is responsible for protecting teens from online predators?



## PROBLEM OF THE WEEK

**Option 1:** Many teens use the Internet **unmonitored**. They may go online late at night, or at other times when parental supervision is at a **minimum**. For predators, the Internet is a **prime** environment to seek out victims. They may **pose** as other teens to make **contact**.

One in five teens is an online victim of unwanted sexual talk or sexual requests. There are 300 students at Highland High School. About how many are likely to be victims?

- A) 5
- B) 45
- C) 60**
- D) 105

**Option 2:** The number of internet users is on the rise. Every day, millions of people read online newspapers and magazines. They learn new things and look at pictures of **posing** celebrities. They play games. They **contact** old friends. Today's teens are **prime** internet users. Some are monitored by parents or teachers, while others are **unmonitored**. Most teens spend a **minimum** of an hour a day online.

As of 2009, approximately 1.67 billion people worldwide were using the internet. Which equation represents 1.67 billion?

- A)  $16.7 \times 10^{10}$
- B)  $1.67 \times 10^9$**
- C)  $11.67 \times 10^{11}$
- D)  $1.67 \times 10^8$

**Math Discussion Question:** A new study says that most online predators exploit teens by first cultivating their friendship. They might find out a teen's interests from an online profile and then use this personal information as an excuse to **contact** the teen. A predator may **pose** as an understanding friend to gain a victim's trust. Teens who post suggestive messages or pictures are **prime** targets. Parents and teachers can't **monitor** teens all the time. So what should they do? What are the **minimum** safety precautions that would protect teens from predators online?

Sentrypc.com (n/d) Online child predator statistics. Retrieved on August 18, 2008 from <http://www.sentrypc.com/statistics.htm>



## Who is responsible for protecting teens from online predators? THINKING SCIENTIFICALLY

Ms Kahn’s class was studying how flowering plants sexually reproduce. She assigned a research project that required reading on three Internet sites. Ethan protested, “My parents **monitor** what I read online. There is no way I can open a website with the words ‘sexual reproduction!’”

“Don’t **pose** as a cyber newbie, Ethan!” laughed Aliyah. “You’re a computer wiz! At a **minimum**, you can break any Web site filter your parents set up. And you’re not the only one: these days most teens have **unmonitored** access to the web.”

“Many of you are tech savvy,” said Ms. Kahn. “But does that make you less of a **prime** target for predators?”

“I think the more you’re online the more likely you are to be **contacted** by a predator,” said Aliyah.

Ethan agreed. “Predators, phishers, cyberbullies, real creeps—they’re all just a click away! But if you think before you connect, you won’t be a victim. You have to learn how to **minimize** the chance of being **contacted** by Internet predators.”

→ Aliyah and Ethan carefully read information on a website from the Department of Homeland Security: <http://www.dhs.gov/xlibrary/assets/stc/stc-chatting-with-kids-accessible.pdf>. Then they created the following survey for their classmates.

### How Safe are You on the Web?

Circle the answers in columns 1 through 3 that describe what you do online.

	column 1	column 2	column 3
When you are online do you share your phone number or home address?	Always, to anyone who asks	Sometimes to good friends	Never to anyone
On your social networks, do you have “friends” that you don’t know?	Lots of people	1 or 2	No
Do you reply to emails from people you don’t know?	Always	Sometimes	Never
Do you tell other people your passwords?	Anyone who asks	Only special friends and my parents	Only with my parents, or no one.
Have you ever sent photos of you, or of a friend, to someone you don’t know?	Many times	Maybe one or two times	Never and I never will
Have you ever shared personal information -- like your age, grade, color of eyes, or your height -- with someone you don’t know?	Many times	Maybe one or two times	Never and I never will
If you feel threatened by someone or by something that you read online, will you <b>immediately</b> tell an adult?	No	Yes, but I might wait	Yes, immediately

**Score Yourself.** Give yourself 1 point for each answer in column 1; 2 points for each answer in column 2; 3 points for each answer in column 3.

20 – 21 points: Super safe. It is unlikely that a predator will get much information about you.

18 – 20 points: You’re playing it safe, but can improve. A predator could get some information about you.

15 – 18 points: Get up your guard! It is fairly easy for a predator to get information about you.

7 – 15 points. You’re a prime target. Please talk to an adult today about protecting yourself!



Take the survey. How did you score?

What new questions would you add to this survey? What questions would you rewrite? To answer these two questions, think about other things that teens do that could make them become a target for online predators.

Do you think that Ethan and Aliyah’s survey is a good indication of how safe you are on the Internet?

Students’ evaluation of the survey may vary. Other things they might think about include the strength of passwords, whether friends can be trusted to protect information you share with them, how to judge between joking and bullying, etc.

# Who is responsible for protecting teens from online predators?

## DEBATING THE ISSUE



# GO!

## I. Get ready...

Pick one of these positions (or create your own).

**A** MySpace should be held responsible for protecting teens from online predators because MySpace created the social network. They should at least set a minimum age of 18.

**B** The government should help set up school-affiliated email accounts for all middle and high school kids. This would create a protected space so adults cannot interact with teens online.

**C** It is the parents' responsibility to protect their children. They need to monitor their kids' internet activity.

**D** Nothing should change. Setting limits of any kind will only push teens to use other unmonitored websites.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*...because...*

*I disagree with part of that...*

*An example might help convince me. Can you give me an example?*

*What part of the passage makes you think that?*

### TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



Join the national conversation!



Word Generation - Unit 3.16

## Focus Words

anonymous | underlying | capacity | adequately | harassment



## WEEKLY PASSAGE

Sixteen-year-old Megan Meier was thrilled when she started chatting with Josh Evans on Facebook. Before she had been sad and lonely, but Josh was good-looking and very kind to her. He even told her that she was his “number one.” However, one day Josh’s messages suddenly turned from nice to cruel. Megan was devastated. She was so hurt and upset by the way he treated her that she committed suicide. Later, Megan’s parents learned that Josh Evans was not a real person. Neighbors had created the false profile to harass Megan.

Whereas bullying has existed in schools for years, cyberbullying is a new method that bullies use to harm their victims. Cyberbullies use text messages, instant messages, email, or sites like Facebook to send harmful messages. Cyberbullying also includes spreading rumors and manipulating photographs online.

Cyberbullying is especially common among middle school students. An estimated 42% of middle school students are involved in cyberbullying either as a bully or as a victim. When a child is having problems in school, cyberbullying can be an **underlying** cause. Students who are bullied online may be afraid to come to school, participate in class, talk to their peers, or go to recess. When people are afraid, they are less able to learn.

Perhaps schools should get involved to help stop cyberbullying. Some say school police officers should investigate cyberbullying as a crime of **harassment**.

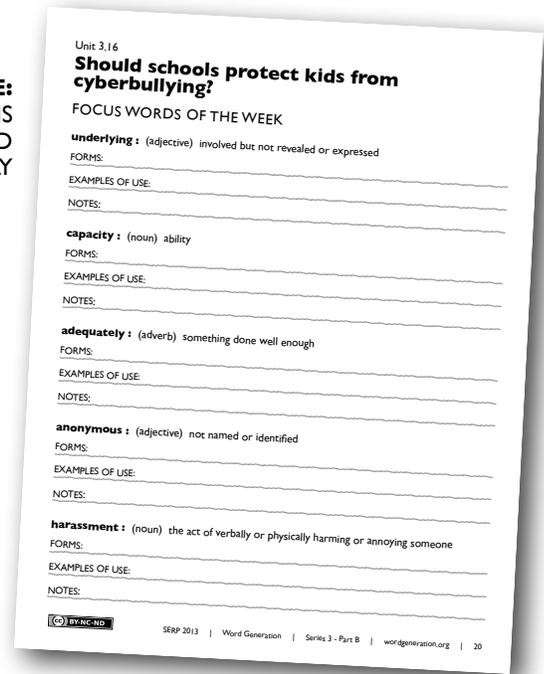
Others say teachers should talk with students about cyberbullying. Class discussions could address how to stay safe on the internet, how to handle cyberbullies, and where to get help if you are hurt by cyberbullies.

Some people say schools should only be concerned with what happens at school, not with what happens out of school. They point out that schools have limited resources and do not have the **capacity** to **adequately** address cyberbullying. Since many of the harmful comments come from **anonymous** sources, teachers and principals do not have time to investigate who the cyberbullies are. Besides, some people say parents are the only people responsible for keeping teens safe on the internet. Do you think schools should protect kids from cyberbullying?

### TEACHER: Discussion Questions

- ▶ How is cyberbullying different from face-to-face bullying?
- ▶ Does your school have the capacity to address cyberbullying using the methods suggested in the passage?
- ▶ According to the passage, what happens when schools ignore cyberbullying?
- ▶ Why is cyberbullying an important issue?
- ▶ If you could have talked to Megan, what would you have said?

**PLEASE NOTE:**  
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Unit 3.16

**WORD CHART FOR TEACHERS**

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/ Suffixes	
underlying	(adj.) - involved but not revealed or expressed	underlie underlies underlay underlain	lie (v.)		overlying
capacity	(n.) - ability	capacities		capacious	capable capability capacitance capacitate
adequately	(adv.) - something done well enough		adequate	inadequate adequateness	equate equal
anonymous	(adj.) - not named or identified			anonymously anonymousness anonym	homonymous synonymous
harassment	(n.) - the act of verbally or physically harming or annoying someone	harasses harassing harassed	harass (v.)	harasser	

# Should schools protect kids from cyberbullying?

## PROBLEM OF THE WEEK



**Option 1:** In 2009, Phoebe Prince was a 15-year-old freshman at South Hadley High School in Massachusetts. Her bright smile hid **underlying** pain. She was **harassed** by her classmates, both online and in school. Online, bullying can get out of hand because bullies can be **anonymous**. This anonymity gives bullies even greater **capacity** to be cruel. Their cruelty makes their victims feel **inadequate** and alone. In January of 2010, Phoebe committed suicide.

The average life expectancy for an American woman is 80 years. What fraction of Phoebe's life still lay ahead of her?

- A)  $3/4$
- B)  $4/5$
- C)  $17/20$
- D)  $13/16$**

**Option 2:** When Phoebe Prince committed suicide after months of online **harassment**, several of her classmates were brought up on criminal charges. In high profile cases like this one, courtrooms often fill to **capacity** with families of both the accused and the victim. While many students harassed Phoebe, prosecutors only had **adequate** evidence to prosecute a few. Many of her bullies will remain **anonymous**. Even so, they may carry **underlying** feelings of guilt for the rest of their lives.

Say that for every 10 students who bullied Phoebe Prince, only one was brought up on charges. Say that  $b$  = the number of bullies and  $c$  = the number of students brought up on charges. Which equation is true?

- A)  $10b = c$
- B)  $c = b/10$**
- C)  $.1c = b$
- D) none of the above

**Math Discussion Question:** The internet offers new ways for people to engage in bullying and **harassment**. People who are usually kind may discover an **underlying capacity** for meanness when they are online, where they feel **anonymous**. Some people suggest rules to help others to remember to be kind. For example, "Don't say something online that you wouldn't say in person." Is this rule **adequate**? What are some other good rules for online interactions?

Eckholm, E. and Zezima, K. (2010, March 29). Six teenagers are charged after classmate's suicide. *The New York Times*. Retrieved on May 19, 2010 from <http://www.nytimes.com/2010/03/30/us/30bully.html>

## Should schools protect kids from cyberbullying?

### THINKING SCIENTIFICALLY



Students in Mr. Seemy's class were discussing widespread bullying and **harassment** at middle schools across the United States. The students believed teachers could not spend **adequate** time on arguments among students, so problems tended to get worse and sometimes even caused fights on campus. Everyone agreed that something ought to be done. But what?

Aliyah and Jacky were members of a Peer Mediation Club, where they had been specially trained to work with other kids to solve conflicts amongst themselves. These students believed that increasing students' **capacity** to deal with problems on their own saves teachers' time, and is more likely to solve problems permanently.

"We take the time to find out the **underlying** reasons for the problems in our mediation meetings. Sometimes kids are arguing over the same crush, or have arguments that go back to elementary school," said Aliyah.

Chris wasn't so sure. "But kids take adults more seriously. Plus teachers can assign detention or consequences and kids can't."

Jacky said, "Let's see if Peer Mediation is as effective as we think it is. We'll ask everyone to take an **anonymous** survey and then tally the results."

Question:

Are peer mediators more effective at solving student conflicts than teachers?

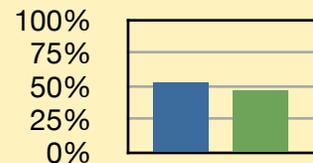
Hypothesis:

Students will be more likely to solve conflicts with support from kids their own age rather than teachers or other adults.

Data collected from the survey:

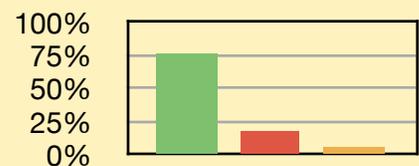
Who would you rather go to if you someone were harassing you, another student or a teacher?

■ another student: 53%   ■ a teacher: 47%



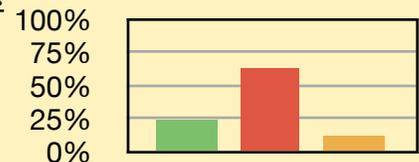
If a peer has mediated a problem with you, did the process solve the conflict permanently?

■ yes: 76%   ■ no: 18%   ■ not sure: 6%



If a teacher has mediated a problem with you, did the process solve the problem permanently?

■ yes: 24%   ■ no: 63%   ■ not sure: 12%



Conclusions:

What do you think? Based on the survey results, are student mediators more effective at solving problems? Do you think the results would be similar if a survey like this were done at your school?

These survey results suggest that these students found peer mediation more effective at solving problems than mediation by teachers. Students may have differing opinions about what a survey at their own school would show.

# Should schools protect kids from cyberbullying?

## DEBATING THE ISSUE



# GO!

## I. Get ready...

Pick one of these positions (or create your own).

# A

Schools should only be concerned with student learning. If they are responsible for disciplining cyberbullies, teachers and principals may not have time to do their job of helping students learn.

# B

Even though cyberbullying might not happen at school, it affects the students. Students need help from schools to address out-of-school problems that may affect their learning.

# C

Parents are the only people who can actually stop cyberbullying. They need to limit their children's computer time and monitor their messages.

# D

Schools should not discipline cyberbullies, the police should. Cyberbullying should be a crime. Cyberbullying is serious and cyberbullies should face serious consequences.

# E

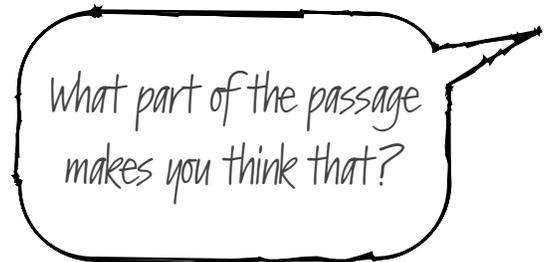
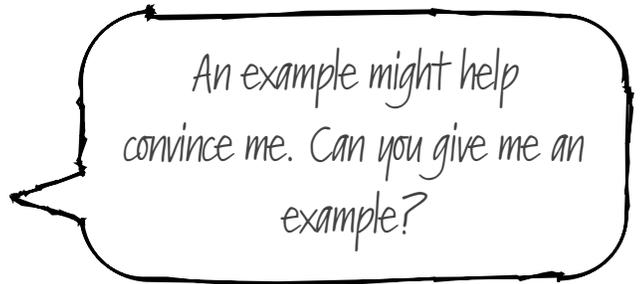
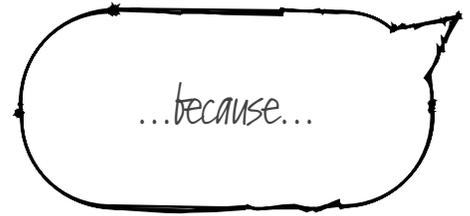
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.



### TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



Join the national conversation!



Word Generation - Unit 3.17

## Focus Words

distribution | outweigh | anecdotal | front | sought



## WEEKLY PASSAGE

Danny Miller was 14 years old when he was diagnosed with leukemia, a kind of cancer. He could not sleep or eat because of the pain. He had to take strong medicine to fight the cancer. The medicine made him vomit for hours on end. Danny lost his appetite and became dangerously thin. Doctors tried to make Danny more comfortable by giving him painkillers, but nothing seemed to work. Danny's mom was so concerned about Danny's nausea and weight loss that she suggested to her husband that they give Danny some marijuana. She had heard that it not only reduced nausea but helped give patients their appetites back. Danny's father was shocked. Using marijuana is illegal, and the doctors at the hospital might report them to the police. Danny's mother was so desperate that she **sought** out organizations that would help her acquire some marijuana without getting into trouble. She found such a group in Oregon.

Marijuana has been used as a medicine for about 4,000 years. The debate about the use of marijuana as a medicine is an ongoing one. Medicinal marijuana is legal in California and in a few countries like Canada, Holland, and Spain, but there are laws in these places about its **distribution**. It generally requires a prescription from a doctor.

Supporters argue that both **anecdotal** evidence and research evidence show that medical marijuana is beneficial to some patients. They say that marijuana easily meets the government criteria that a medicine's "benefits to users will **outweigh** its risks." They say

that marijuana can be used to ease the discomfort of many illnesses ranging from AIDS to cancer. Supporters point out that some legal prescription drugs have caused the death of some patients; there have been no reported cases of medical marijuana causing death.

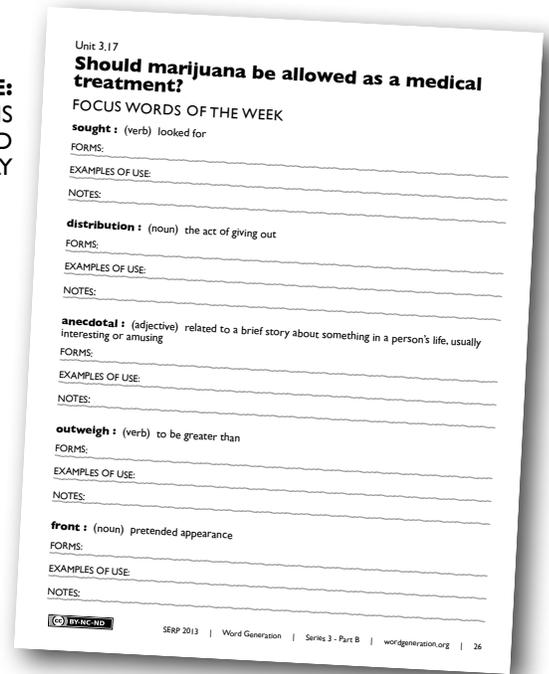
Organizations against the use of medical marijuana state that the government has not approved the drug because it is too dangerous. People who oppose medical marijuana also worry that even medicinal use of the drug sends the wrong message to kids. They say marijuana is addictive and can lead to other drug use. They remind us that marijuana injures the lungs and harms the immune system. They argue that the medical marijuana initiative is a **front** for people who are really just using marijuana for fun. They believe that other medications can have the same healing effects as medical marijuana without the dangers.

What do you think? Should marijuana be recognized as proper medical treatment?

### TEACHER: Discussion Questions

- ▶ Is medical marijuana illegal everywhere?
- ▶ Why do some people think medical marijuana should be legal? Why are some people against the use of medical marijuana?
- ▶ What is medical marijuana used for?
- ▶ How long has marijuana been used as a medicine?

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Unit 3.17

**WORD CHART FOR TEACHERS**

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
sought	(v.) - looked for	seeks seeking	seek (v.)	seeker	beseech besought
distribution	(n.) - the act of giving out	distributes distributing distributed	distribute (v.)	distributional distributive	contribute attribute
anecdotal	(adj.) - related to a brief story about something in a person's life, usually interesting or amusing		anecdote (n.)	anecdotally anecdotes anecdota	
outweigh	(v.) - to be greater than	outweighs outweighed outweighing	weigh (v.)		overweight underweight
front	(n.) - pretended appearance	fronts (n., pl.) front (v.) fronted (v.) fronting (v.)		frontal	frontage confront frontier forefront

# Should marijuana be allowed as a medical treatment?



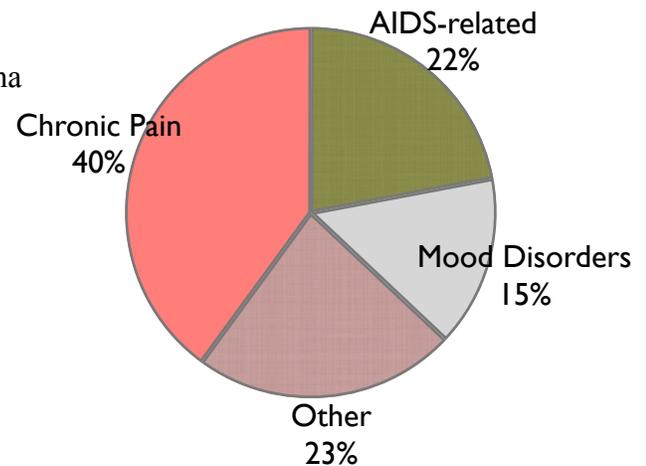
## PROBLEM OF THE WEEK

**Option 1:** Medical marijuana is legal in California. Legislators or lawmakers looked at empirical (concrete or hard) evidence and **anecdotal** evidence of marijuana's benefits for sick people. They also considered the fact that some people might pretend to be sick as a **front** in order to obtain marijuana for recreational use. The legislators decided that the benefits of providing medical marijuana **outweighed** the risks of possible drug abuse.

People who **seek out** medical marijuana fall into several different categories. This graph shows the **distribution** of medical marijuana users. Forty percent of people use medical marijuana for chronic pain. This includes people with arthritis, multiple sclerosis (or M.S), and migraine headaches. What fraction is equal to 40%?

- A)  $1/4$
- B)  $4/9$
- C)  $2/5$**
- D)  $40/10$

California Medical Marijuana Use



**Option 2:** After California legalized medical marijuana, stores called “dispensaries” now **distribute** marijuana to people who have a doctor's prescription for the drug. Occasionally, government agents have **sought** to enforce federal anti-marijuana laws by raiding dispensaries and making arrests. The Drug Enforcement Agency (DEA) cited **anecdotes** of doctors who wrote thousands of marijuana prescriptions. Federal officials claimed these medical dispensaries were a **front** for selling a drug that was being used recreationally most of the time. They said that the need to enforce federal laws banning marijuana **outweighed** the benefits of marijuana to legitimate medical users.

One expert estimated that in 2006, Californians grew 20 million marijuana plants. He estimated the street value of the crop at 14 billion dollars. If he is correct, about how many dollars worth of marijuana does each plant produce? (Hint: use exponents!)

$\text{Answer: } \frac{14,000,000,000 \text{ (or } 14 \times 10^9\text{)}}{20,000,000 \text{ (or } 2 \times 10^7\text{)}} = 7 \times 10^2 \text{ or } \$700$
--

**Math Discussion Question:** People who **seek** to buy medical marijuana range from cancer patients who are truly suffering to people who pretend to have headaches as a **front** to get a recreational drug. What do you find more troubling: **anecdotes** about suffering people who are denied the marijuana that could make them feel better, or anecdotes about people who lie to get marijuana that they use for fun? Should doctors who **distribute** thousands of medical marijuana prescriptions be investigated? Do the abuses of the system **outweigh** the benefits that medical marijuana can provide?



## Is marijuana more likely to be abused by teens in states where cannabis is legally distributed for medical use?

### THINKING SCIENTIFICALLY

Ms. Kahn's Life Science class was studying the human nervous system and the conversation turned to chronic pain (pain that continues over a long period of time). "My grandfather has chronic pain from cancer in his bladder," said Mario. "He **sought** help from his doctor. The doctor gave him a prescription for medical cannabis—or marijuana—to relieve the pain, and it's helping a lot. I read that now, in 2012, thousands of people legally smoke or eat cannabis to help reduce chronic pain. Cannabis is legally **distributed** in 17 states and in Washington, D.C."

"Wait a minute," said Alyssia. "Marijuana may help a few people, but it's a terrible drug for kids who abuse it. That problem **outweighs** the benefits that some people get. Legalizing marijuana is a **front** to make it easier for teens to smoke it!"

Mario disagreed. "Medical cannabis has been legal here for two years, and I know a couple teens who quit using marijuana. So there is a correlation between legal medical cannabis and a drop in teens smoking marijuana."

"Two people? Those are just **anecdotal** stories, not real evidence," answered Alyssia.

➔ Mario and Alyssia decided to work together to find statistics that might help resolve their disagreement. On the Web site ProCon.org, they found the following data about teen marijuana use from 1999 and 2006:

### How does legalizing medical marijuana affect teen use of marijuana?

Note: Marijuana use in these statistics refers to "past-month" use. That is, a survey or interview question asks something like, "Have you used marijuana in the past month?"

**TABLE #1** Percent of teens reporting marijuana use from 1999 to 2006

	1999	2006	Change
States with legal medical marijuana	8.96 %	8.45%	- 0.51%
States without legal medical marijuana	7.81%	6.71%	- 1.10%

**TABLE #2** Change in teen use of marijuana in the 10 states that had legal medical marijuana as of 2006

State (year legalized)	Increase or decrease from 1999-2006
Alaska (1999)	↓ decrease
California (1996)	↓ decrease
Colorado (2000)	↓ decrease
Hawaii (2000)	↓ decrease
Maine (1999)	increase ↑
Montana (2004)	↓ decrease
Nevada (2000)	↓ decrease
Oregon (1998)	↓ decrease
Vermont (2004)	increase ↑
Washington (1996)	↓ decrease

**TABLE #3** The 10 states with the highest percent of teens who reported past-month marijuana use in 2006

State	Teen marijuana use	Medical marijuana
Maine	10.99%	legal
Montana	10.56%	legal
Vermont	10.08%	legal
Rhode Island	9.74%	illegal
Massachusetts	8.96%	illegal
Connecticut	8.40%	illegal
Oregon	8.36%	legal
Alaska	8.26%	legal
New Hampshire	8.21%	illegal
New York	7.81%	illegal

✍ By pointing to data in Table #1, Mario argued that in states where medical use of cannabis was legal, the percent of teen users decreased. But Alyssia used the same table to argue that legalizing medical cannabis actually caused an increase in teenagers' abuse of marijuana. What valid conclusions do you think can be drawn from Table #1?

Table #1 shows teen marijuana use going down in states that allow medical marijuana, but going down more in other states. Some students may attribute the slower decline in teen use to legalization; others may wonder whether the approximately 0.6% difference in declining use is statistically significant.

✍ Use evidence from all three tables to argue that either Mario is correct, or Alyssia is correct, or perhaps that both are correct.

Answers vary: Table #2 suggests that legalized medical marijuana has not stopped teen use from decreasing in most states. But Table #3 shows the highest rates of teen use in states with legal medical marijuana.

# Should marijuana be allowed as a medical treatment?

## DEBATING THE ISSUE



# GO!

## I. Get ready...

Pick one of these positions (or create your own).

**A** Medical marijuana should be made completely legal just like aspirin. It has been used as a treatment for the symptoms of many diseases from AIDS to cancer.

**B** Medical marijuana should not be legal. There are other legal drugs available that can be used.

**C** Medical marijuana treatments should be legal and carefully controlled just like other prescription drugs. Thousands of people die from prescription drugs each year but there has not been a single report of a death caused by the use of medical marijuana.

**D** Medical marijuana should not be legal. Smoking marijuana harms the lungs and the immune system and can also lead to the use of other drugs. It is too dangerous to be used.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*...because...*

*I disagree with part of that...*

*An example might help convince me. Can you give me an example?*

*What part of the passage makes you think that?*

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Join the national conversation!

# HOW SHOULD DOCTORS CHOOSE RECIPIENTS FOR ORGAN TRANSPLANTS?

Word Generation - Unit 3.18

## Focus Words

intrinsic | commodity | practitioner | evaluate | infer



## WEEKLY PASSAGE

In 2001, Tadamasa Goto came to the United States for a liver transplant at UCLA Medical Center. The transplant saved his life. Goto returned to Japan, where he leads a Yakuza gang called the Goto-gumi. His gang is said to engage in theft, blackmail, assault, and even murder. Many people were shocked and angry to hear that Goto had received a new liver. Healthy organs are a valuable **commodity**. Each year, thousands of Americans die waiting for organ transplants.

Goto did not break any rules to obtain the liver. In the United States, healthy organs are given to the sickest people, not the people who have waited the longest. Still, some people feel that the hospital should have denied Goto a new liver because of his criminal activities. Other people believe organs should not go to non-Americans. American taxpayers help fund American hospitals, and some people believe that these hospitals should help Americans first.

There are also those who think that the hospital acted correctly. They believe Goto has the same rights as any other patient. They do not want medical **practitioners** to **evaluate** whether patients are good or bad people. Many religions and belief systems say that each person has **intrinsic** value, no matter who they are or what they have done. Doctors try to honor this intrinsic value by treating all sick people, even criminals, with equal care and respect.

Additionally, people who support Goto's transplant remind us that no one can accurately predict how a person

will act in the future. While we might **infer** from Goto's past behavior that he may continue his criminal activities, no one knows for sure. Although some people believe that helping him live longer will just allow Goto to hurt more people, others say that he could repent and become a law-abiding person.

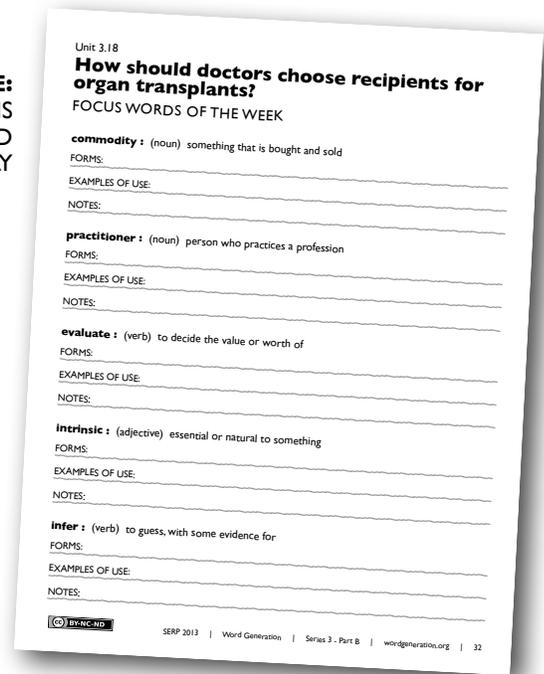
Interestingly, people born outside the United States donate about 20% of the UCLA medical center's healthy organs. According to a UCLA doctor, denying transplants to foreigners could discourage these donations. About 95% of the hospital's healthy organs are given to Americans.

What do you think? How should doctors decide who gets healthy organs?

### TEACHER: Discussion Questions

- ▶ Who is Tadamasa Goto?
- ▶ Why do some people object to him having a liver transplant?
- ▶ Why are healthy organs such a valuable commodity?
- ▶ Why do you think hospitals try to honor the intrinsic value of each person?
- ▶ If hospitals could refuse to treat "bad" people, what are some possible consequences?

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Unit 3.18

**WORD CHART FOR TEACHERS**

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
commodity	(n.) - something that is bought and sold	commodities		commodify	commode
practitioner	(n.) - person who practices a profession	practition	practice (v.)	practical practicable	praxis malpractice
evaluate	(v.) - to decide the value or worth of	evaluates evaluating evaluated		evaluation (n.) evaluative evaluator	valuation value undervalue
intrinsic	(adj.) - essential or natural to something			intrinsically	extrinsic
infer	(v.) - to guess, with some evidence for	infers inferred inferring		inferable inferer inference inferential	defer refer prefer transfer confer aquifer

# How should doctors choose recipients for organ transplants?



## PROBLEM OF THE WEEK

**Option 1:** Human organs are a valuable **commodity**. Many people need a new heart, liver, or kidney to live. When an organ becomes available, medical **practitioners** must **evaluate** which patients would be good hosts. This process is based on the belief that each person has **intrinsic** value; the goal is to save as many lives as possible.

As of December 24, 2009, there were one hundred five thousand six hundred thirty-nine people waiting for organ transplants. Which answer shows this number written in standard form?

- A) 105,693
- B) 105,693,000
- C) 105,639**
- D) 106,593

**Option 2:** Some people think that valuable **commodities** like human hearts and livers that are donated to American hospitals should all go to American patients. Since U.S. dollars fund the hospitals, these people **infer** that the hospitals should help only Americans. Some other people find the idea of turning away foreign patients who need organs shocking. Is a sick French, Mexican, or Nigerian child worth less than a sick American child? Don't hospitals have an **intrinsic** duty to help everyone they can, regardless of where patients come from? One medical **practitioner** at the University of California in Los Angeles (UCLA) medical center says that helping foreign patients actually benefits Americans. **Evaluate** the following:

Foreigners donate about 20% of the organs transplanted at UCLA's medical center. About 95% of all organs transplanted go to Americans. If UCLA stopped offering organs to foreign patients, people from other countries might stop donating their organs to UCLA. Based on these percentages, what could we expect to happen to the number of organs available for transplant if UCLA only served American patients?

Answer: We could expect about a 15.8% ( $15/95 \approx 15.79$ ) drop in the number of available organs.

**Math Discussion Question:** Since there are not enough organs to go around, some people get new organs while others die waiting for them. Doctors **evaluate** which patients have the best chance of survival. They try to save as many lives as they can. However, in developing countries like Bangladesh, Haiti, and Ethiopia, **commodities** like clean water and medicine can be just as scarce, and just as important, as a heart or kidney. **Practitioners** of all the world's major religions believe that all people have **intrinsic** worth. Some people **infer** from this that we should help people when we can. A heart can save someone's life, but so can \$5 for antibiotics. Is making decisions about who gets organs similar to making decisions about giving money to organizations that help poor people survive, like Oxfam or The Red Cross, or is it different?



## How should doctors choose recipients for organ transplants?

### THINKING SCIENTIFICALLY

Students in Mr. Seemy’s class were reading about the human excretory system. They learned that kidneys filter waste products out of the blood. The waste is combined with water and expelled from the body as urine. People whose kidneys fail must either have trained medical **practitioners** filter their blood with expensive “dialysis machines” or else get a kidney transplanted from someone else’s body. “My uncle has diabetes,” said Manvi, “and one of his kidneys is beginning to fail. Everyone in my mother’s family is **evaluating** whether they can donate a kidney to my uncle. His daughter, my cousin Pritti, may donate one of her kidneys for the transplant—I think her kidney might be a good match because they’re so closely related.”

Mr. Seemy said, “Kidneys aren’t a **commodity** that can be made in a factory and sold at some sort of human parts store. They’re not all alike. The donor and recipient must have the same blood type and similar kidney tissue. You’re right to **infer** that daughters and fathers, like your cousin and uncle, are more likely than unrelated people to have matching blood type and tissues.”

“Pritti has thought seriously about the decision and created a chart of all the pluses and minuses,” said Manvi. “I’ll check with Pritti to see if she’d be okay with me showing it to the class.”

➔ A few days later, Manvi presented the chart that Pritti had created to help her decide about donating her kidney to her father:

### Pros and Cons of Donating a Kidney

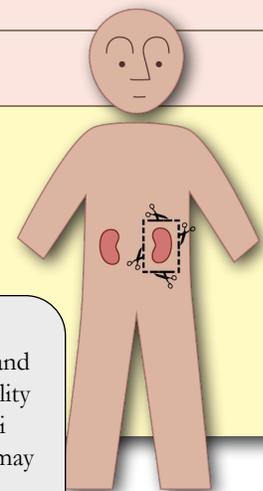
Benefits and Rewards of Donating a Kidney	Possible Problems and Costs of Donating a Kidney
With a kidney transplant, my dad will probably live 3 to 15 years longer. During those years he won’t need to use a dialysis machine every day.	Surgery is <b>intrinsically</b> risky. During the surgery, I will receive general anesthesia so I’ll be “knocked out” and won’t feel pain. There is always a very small chance that the anesthesia drugs could kill me. (But the chance is so small that it doesn’t worry me.)
People are born with two kidneys, but they only need one, so I’ll be as healthy as ever.	If my one remaining kidney is damaged, I won’t have a backup, so I’ll have to go onto a dialysis machine or I’ll need a transplant myself!
After recovering from surgery, I can continue to work, play volleyball, and dance, just like I do now.	I won’t be able to play any contact sports. I used to play lacrosse, but I don’t any more. So this is only a small issue.
I won’t have to pay for the surgery. My father’s health insurance will pay for that. Thank goodness we have insurance.	It will take me about 5 days to recover from the surgery. The company I work for may not pay for those sick days. If they don’t, I will lose about \$1,000 in pay.
Both my father’s and my blood type are Type A+. We have 4 matching tissue “antigens,” which means there is a very good chance that my kidney will not be rejected by my father’s immune system. The Mayo Clinic reports that after 3 years, kidneys from family members have an 80% success rate.	A six-antigen tissue match is considered perfect, and we don’t have that. Even if we did, we could go through the whole transplant process and my father’s body could reject my kidney. It would be terribly disappointing to go through so much and then have it all fail.
I love my father! There’s <b>intrinsic</b> value in helping the people we love.	

 Do you think creating a list of “pros and cons,” or “benefits and costs,” is a helpful way to evaluate the factors of an important decision like donating a kidney?

 What items in Pritti’s lists would you value differently? For example, you might put greater emphasis on not being able to play a contact sport if you enjoyed playing football.

 What other items would you add to the “benefits” column? What would you add to the “costs” column?

Student answers may vary widely. A cost/benefit analysis can be a useful tool in clarifying one’s values and making decisions. Some students may find the possibility of death from anesthesia more intimidating than Pritti does, despite the low odds of death. Some students may be concerned about the cost of surgery.



# How should doctors choose recipients for organ transplants?

## DEBATING THE ISSUE



# GO!

## I. Get ready...

Pick one of these positions (or create your own).

**A** The hospital should have denied treatment to Tadamasa Goto. Livers are a scarce commodity, and foreign criminals should not get organs before Americans who obey the law.

**B** The hospital should have denied treatment to Tadamasa Goto. We can infer from Goto's past actions that he will continue to hurt people in the future.

**C** It was right for the hospital to give Tadamasa Goto a new liver. All sick people deserve equal care and respect.

**D** It was right for the hospital to give Tadamasa Goto a new liver. Doctors should not make medical decisions based on inferences about whether patients are good or bad people.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*...because...*

*I disagree with part of that...*

*An example might help convince me. Can you give me an example?*

*What part of the passage makes you think that?*

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



Join the national conversation!



# SHOULD THE USE OF TRANSFATS IN FOODS BE REGULATED?

Word Generation - Unit 3.19

## Focus Words

compile | odds | predominantly | widespread | regulation



## WEEKLY PASSAGE

The **odds** are high that you have eaten many foods with trans fats, a kind of oil, in the last few days. The use of trans fats is **widespread**.

**Predominantly** found in fried and baked foods, such as French fries, doughnuts, cookies, pizza, and pastries, trans fats give these foods their delicious flavor and appealing texture. Manufacturers use trans fats because they help foods stay fresher longer. Researchers estimate that the average American consumes 5.8 grams of trans fats per day.

Trans fats are inexpensive to produce, so using them can lower the cost of producing food. But researchers say that people who eat foods with trans fats are more likely to have heart disease, strokes, and diabetes. The American Heart Association recommends we each limit the trans fats we consume to 2 grams per day. They say that the complete elimination of trans fats from the American diet would reduce heart disease by 10-20%.

In the U.S., big food chains like Starbucks and Wendy's have already stopped using trans fats. The city of New York passed a **regulation** banning trans fats from restaurants. Some countries, like Denmark, have banned trans fats from all foods.

Some people say the U.S. should ban all trans fats, too.

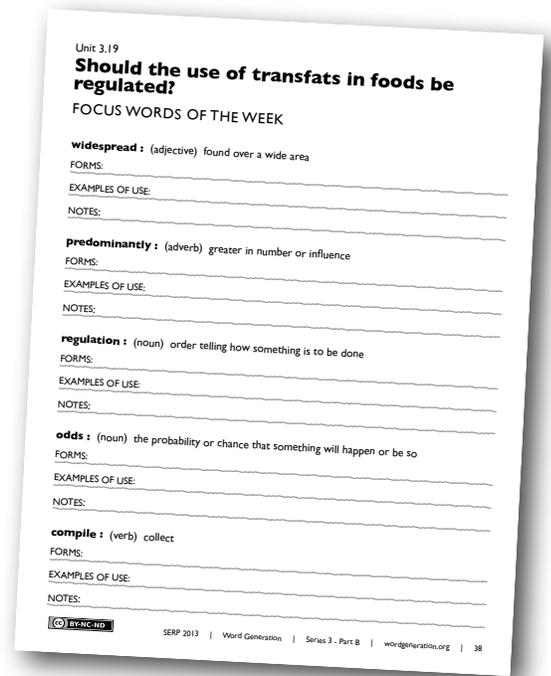
Others are against banning trans fats. They argue that it is the consumer's responsibility to decide what to eat and what to avoid eating. They think people are capable of using their own discretion. They say the government should **compile** data about trans fats to help educate consumers about this health issue, but let consumers make their own choices. People who are opposed to banning trans fats also point out that if people limit themselves to 2 grams per day, trans fats may not be a major health risk. Besides, these people say, Americans value freedom and their freedoms should include freedom to choose the treats you like.

What do you think? Should the government ban trans fats?

### TEACHER: Discussion Questions

- ▶ What are some foods that have trans fats?
- ▶ Why do some companies prepare foods with trans fats?
- ▶ What does research say about the effects of trans fats on people? Why do some people think banning trans fats is a public health issue?
- ▶ Do you think the regulation banning trans fats from restaurants in some American cities will be effective?

**PLEASE NOTE:**  
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Unit 3.19

**WORD CHART FOR TEACHERS**

This chart is not in the student book. It is a resource for teachers to support students in the use of the focus words each week. Students are provided one page in each unit immediately following the weekly passage with a basic definition printed and space for taking notes.

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
widespread	(adj.) - found over a wide area		spread		
predominantly	(adv.) - greater in number or influence	predominant	dominant	predominance predominate	dominate domain
regulation	(n.) - order telling how something is to be done	regulations	regulate (v.)	regulatory unregulated regulated	regular
odds	(n.) - the probability or chance that something will happen or be so				odddity by all odds
compile	(v.) - collect	compiles compiled compiling		compiler compilation	

# Should the use of trans fats in foods be regulated?

## PROBLEM OF THE WEEK



**Option 1:** When scientists and researchers **compiled** data about the dangers of trans fats, fast food restaurants got worried! They wanted to avoid legal **regulation**, so they began working to find alternatives to trans fats. Today, many fast food restaurants have menus that are **predominantly** trans fat-free. So, the **odds** are good that your fast food meal has only a few grams of trans fats, and it may even be trans fat-free. Still, most fast foods are high in calories, salt, sugar, and saturated fats.

Today, the Kentucky Fried Chicken (KFC) Chicken Pot Pie is trans fat-free.\* But before worries about trans fats became **widespread**, a Chicken Pot Pie contained 14 grams of trans fats. The American Heart Association recommends that a person eat only 2 grams of trans fats each day. How many days worth of trans fats were in one of the old KFC Chicken Pot Pies?

- A) 10
- B) 5
- C) 7**
- D) 14

\*However, KFC's Chicken Pot Pie has a 790 calorie count, 410 of which are from fat. They contain 37 grams of saturated fats.

**Option 2:** Concern about the American diet is **widespread**. We all know that we should **regulate** our junk food intake. Jerrod, a sixth grader, eats **predominantly** at fast-food restaurants. He has **compiled** nutritional information from his favorite restaurants, and tries to make healthy choices. On Tuesday, he will choose one of two McDonald's breakfasts and one of three McDonald's lunches from the tables below.

Possible Breakfasts	Grams of Transfats
McSkilllet Burrito with Steak	1
Sausage Burrito	.5

Possible Lunches	Grams of Transfats
Quarter Pounder	1
Double Cheeseburger	1.5
Angus Bacon & Cheese	2

Assuming that all combinations are equally likely, what are the **odds** that Jerrod will eat more than the American Heart Association's (AHA) daily recommendation of 2 grams of trans fats on Tuesday?

- A) 1/6
- B) 1/3
- C) 1/4
- D) 1/2**

**Math Discussion Question:** Why did fast food restaurants cut back on trans fats? Was it the **widespread** worries about the American diet? Was it **predominantly** a desire to avoid **regulation**? What are the **odds** that fast food restaurants just wanted to help people be healthier? If you **compiled** a list of reasons for the change, what reasons would be on the list?



## Should the use of trans fats in foods be regulated?

### THINKING SCIENTIFICALLY

Ms. Kahn’s science class was discussing a proposed **regulation** that would ban trans fats from school lunches and other foods for sale in school cafeterias. The regulation was inspired by the **widespread** use of trans fats in foods **predominantly** preferred by children and teens, such as chips, French fries, cookies, donuts, and other snacks and processed foods. The consumption of trans fats has been linked to coronary heart disease, diabetes, **obesity**, and liver problems. These are serious health problems that increase later in life and cost a lot of money to treat.

Some students argued against the ban. They believed that they should be able to eat what they want, no matter how unhealthy the food might be. Other students argued that the school must prevent **obesity** and other health problems by eliminating trans fats, just as requiring seat belts has prevented many injuries and deaths from car accidents.

Jamal suggested a compromise: “What if the school put warning labels on the foods with trans fats? Then the **odds** are that kids won’t choose those foods.”

“Warning labels won’t make a difference,” Marian argued. “They’ll still eat the unhealthy foods!”

➔ Ms. Kahn decided the class should conduct an investigation to see who was right, Jamal, or Marian. Would warning labels change students’ eating habits? The students would label foods, interview students at the cafeteria, **compile** the data, and analyze the results.

**Question:**

Do warning labels change students’ eating habits?

**Hypothesis:**

Students will not eat unhealthy foods when warning labels are placed on them.

**Procedure:**

1. **Compile** a list of foods sold in the school cafeteria, and identify those foods that contain trans fats. Create warning labels for all trans fat foods. Post signs explaining why trans fats are unhealthy and which foods contain them.
2. **Interview** each student who buys food after paying, using the following questions:
  - Did you buy any foods marked with a warning label?
  - Did the warning label have any effect on your choice?

Food with trans fats	Food without trans fats
Cheese crunchies, Double cookie crèmes, Corn nuggets, Powdered mini donuts	Fruit and nut mix, chips, Baked potato crisps, and Cookie grahams

N = Total number of students interviewed over five days.  
N = 257

Question	Yes or No = # of students	Percentage = $100 \times (\# \text{ of students} \div N)$
Did you buy any foods marked with a warning label?	Yes = 188	73.2%
	No = 69	26.8%
Did the warning label have any effect on your choice?	Yes = 42	73.2%
	No = 215	73.2%

3. **Analyze** the results: Calculate the percentages in the data table for the students in Ms. Kahn’s class.

- Who was right, Jamal or Marian? Cite specific evidence from the data table above to support your conclusion.
- Do you think bans on trans fats should be imposed on children and teens, but not on adults? Why or why not?
- How might you improve this study? Think about what additional information you could use to evaluate the effectiveness of labeling.

Marian was right insofar as many students in this survey seemed to ignore the labeling. But some of them claim to have been influenced by the label, so Jamal may be right that labeling can help. The study could be improved by including a control group of students who are not shown any labeling. Students may vary in their opinions about whether the same rules should apply to minors and adults. They may or may not feel that adults should be responsible for their own choices while children should be protected from their own mistakes.

# Should the use of trans fats in foods be regulated?

## DEBATING THE ISSUE



# GO!

## I. Get ready...

Pick one of these positions (or create your own).

**A** Foods prepared with trans fats are bad for your health. Trans fats should be totally banned by the government.

**B** Trans fats should not be banned. Consumers should make their own choices about what they eat. The government should educate the population about the risks of eating foods with trans fats but then let people make their own decisions.

**C** Trans fats should be banned, but the government should find ways to make healthy foods more affordable.

**D** The government should not ban trans fats. It should issue a regulation taxing the industries that produce food with trans fats. In this way, the government can help pay for the medical expenses of people who suffer the consequences of including trans fats in their diets.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*I think it's more accurate to say...*

*That's interesting - can you tell why you think that?*

*I think the evidence is contrary to what you're saying because...*

*Let me share something from the reading that will help us...*

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEACHER**  
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Join the national conversation!



Word Generation - Unit 3.20

## Focus Words

scheme | subsequently | dominant | import | commission



## WEEKLY PASSAGE

In March 2007, Seung-Hui Cho, a 23-year-old college student at Virginia Tech, walked into a gun shop and bought a handgun. To purchase the gun, all he had to do was prove that he lived in Virginia and that he did not have a criminal record. This quick and easy process enabled him **subsequently** to carry out a terrible **scheme**. On April 16, 2007, Cho used the gun to kill 32 people on the Virginia Tech campus.

Some people believe we should have laws in our country that make it harder to obtain handguns. These people argue that a handgun's only purpose is hurting people. They think there might be fewer murders, armed robberies, and suicides if handguns were illegal.

They also note that people who keep guns in their houses sometimes shoot someone accidentally. Sometimes children find the handguns and think they are toys. Sometimes people use the guns to shoot each other when they are angry. Later, those people wish it had not been so easy to hurt or kill the other person.

The Supreme Court, however, has decided that Americans have the right to own handguns and to keep them in their homes. Some people think this was a good decision. They argue that people need handguns to defend themselves against criminals. This is one of the widespread and **dominant** arguments for handgun ownership. In addition, some people think that if guns

were illegal, only criminals would have them. They remind us that even if handguns were made illegal in the US, criminals could **import** them from countries where handguns are allowed.

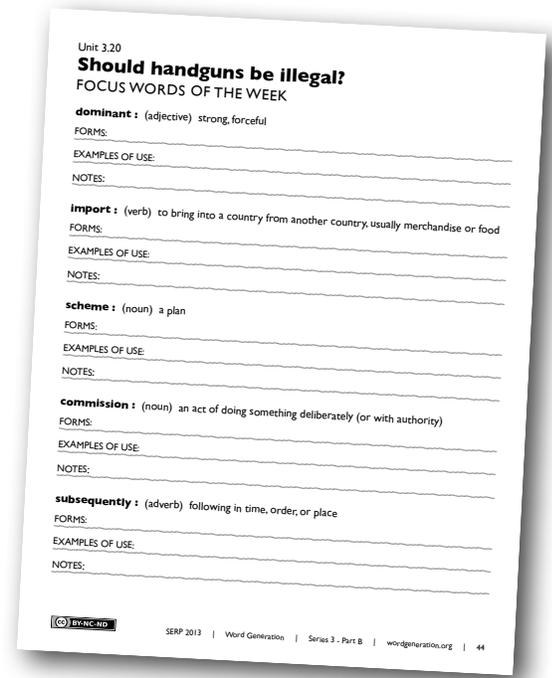
Some people argue that if it had been harder for Cho to get a handgun, perhaps the **commission** of all those murders could have been prevented. Others say that if Cho's professors and fellow students had been carrying their own handguns, they would have been able to protect themselves.

Should handguns be illegal? Or should Americans have the right to own them?

### TEACHER: Discussion Questions

- ▶ Why was it easy for Cho to get a gun?
- ▶ What crime did Cho commit with his gun?
- ▶ Why do some people believe that handguns should be illegal?
- ▶ Why do other people think handguns should be allowed?
- ▶ Do you think laws against owning handguns would have stopped Cho from carrying out his scheme?

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Unit 3.20

**WORD CHART FOR TEACHERS**

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
dominant	(adj.) - strong, forceful		dominate (v.)	predominant predominantly dominance	domain
import	(v.) - to bring into a country from another country, usually merchandise or food	imports imported importing import (n.)	port	importation importer importable	export (ant.) deport transport comport portfolio
scheme	(n.) - a plan	schemes (pl.) scheme (v.) schemed schemes (v.) scheming		schemer schematic schema schemata	
commission	(n.) - an act of doing something deliberately (or with authority)	commissions (pl.) commission (v.)	commit	commitment committal concomitant	permit submit remit
subsequently	(adv.) - following in time, order, or place	subsequent	sequence	subsequential sequel	consequence

# Should handguns be illegal?

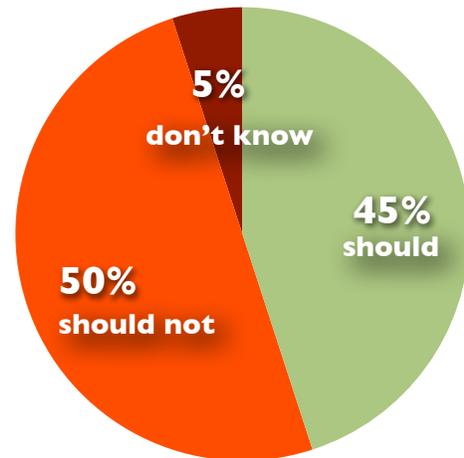
## PROBLEM OF THE WEEK



**Option 1:** There are different views about handguns in different parts of the country. Some people think bans on handguns are reasonable. Others think that the government should not interfere with the constitutional right to bear arms. Still others think that it's okay for the government to regulate things like the **importation** of handguns but claim that any **scheme** to regulate personal ownership violates the Second Amendment. The Pew Research Center **commissioned** a poll on handgun control to find out what the **dominant** view was on gun control. **Subsequently**, it published the results. The pie chart shows what the center found.

Which of the following is true?

- A) more people support bans than oppose them
- B) more people oppose bans than support them**
- C) there is no way to tell which view is dominant



Pew Research Center's question: *Should state/local governments be able to pass laws banning handguns?*

**Option 2:** Within the Democratic Party, the **dominant** feeling is that handguns should be regulated. Republicans are more likely to favor gun rights. A Republican strategist **commissioned** a study on gun control views in his home state. He found that 10% of Democrats were strong supporters of gun rights. He devised a **scheme** to **import** these gun-rights Democrats into his own party by appealing to their feelings about gun rights. **Subsequently**, his state would have more Republicans than Democrats. If  $r$  = the number of Republicans at the time of the poll and  $d$  = the number of Democrats, which inequality is true?

- A)  $.1d + r > d$**
- B)  $.1d + r > .9d$
- C)  $r \geq d$
- D)  $r - d = .1d$

**Math Discussion Question:** The Pew Research Center has been **commissioning** polls on hot topics, like handgun control, for many years. This long-term plan or **scheme** allows them to track changes over time regarding **dominant** views about controversial topics. Sometimes, **subsequent** to a major event like the Virginia Tech shooting, people's opinions change. What are some major events of your lifetime that may have affected people's feelings about gun control? Which of these events may have made people more likely to support handgun bans? Which of these events may have made people more likely to oppose handgun bans?

Pew Research Center Publications. (2010, March 23). Gun control splits America. Retrieved on May 19, 2010 from <http://pewresearch.org/pubs/1535/poll-state-local-governments-laws-banning-sale-possession-handguns>

## Should handguns be illegal?

### THINKING SCIENTIFICALLY



Different countries have different attitudes and rules about citizens carrying guns. In some countries, it is illegal for citizens to own guns, and **importing** or exporting guns is also illegal. However, in the United States, the “right to bear arms” is part of our Constitution. Many people feel very strongly about their right to bear arms and suggest that the Second Amendment to the Constitution allows citizens to protect themselves from the **schemes** of dangerous criminals. Conversely, some people feel that more guns lead to more violence, and suggest that easy access to guns increases violent crime.

Mr. Seemy’s class was debating whether access to guns makes people more likely to **commit** violent crimes, like murder or armed robbery. The **dominant** opinion in the class was that when people have guns, legal or not, more crime and violence is the result.

Brianna cited the tragedy at Virginia Tech as evidence to support the view that more guns will result in more violence. “Seung-Hui Cho bought a gun in 2007 and **subsequently** murdered 32 people on a college campus. Those people might be alive today if guns were illegal!”

Despite being in the minority, Lisa and Anthony spoke up in support of gun ownership. “Think about this: those people might be alive today if one or more of them were carrying their own guns to defend themselves! More widespread gun possession could actually reduce gun murders.”

“A good scientist bases her conclusions on evidence and facts, not just opinions,” said Mr. Seemy. “Can you find some statistics that support your opinions?”

➔ The next day, Brianna, Lisa, and Anthony brought in the data table below, made with information they had found on an FBI website. But all of them thought the table supported their own opinions. What do you think?

#### Data: Murder by state & type of weapon, 2011

State	Total number of murders	Number of murders committed by handgun	Percentage of murders committed by handgun
Alaska	29	5	17.2%
California	1,790	497	27.7%
Colorado	147	39	26.5%
Georgia	522	326	62.4%
Hawaii	7	0	0%
Illinois	452	364	80.5%
Louisiana	485	372	76.7%
Mississippi	187	121	64.7%
New York	774	394	50.9%
Texas	1,089	497	45.6%
Virginia	303	110	36.3%
Washington	161	58	36%

Handguns do appear to be used more commonly in murders in some states than others. However, this table by itself does not answer the question of whether or not more guns lead to more gun violence, because it does not include information about gun control laws or rates of gun ownership in the states listed. Students should be wary of seeing support for their preconceived ideas in incomplete data.

Student opinions about the consequences of widespread gun possession may vary.

#### Questions:

- 1) Complete the third column in the data table by calculating the percentage of murders committed by handgun in each state.
- 2) Are handguns more commonly used in murders in some states than others? Cite data from the table.
- 3) Can you use data from this table to support Brianna’s opinion that more guns will result in more violence, or Lisa and Anthony’s opinion that more guns will result in less violence?
- 4) What problems can you identify with this data table? Could the information presented here be misleading? What other data would you need to make a decision about whether handguns result in more murders?
- 5) What do you think? Do you agree with Brianna or with Anthony and Lisa? Why?

# Should handguns be illegal?

## DEBATING THE ISSUE



# GO!

### I. Get ready...

Pick one of these positions (or create your own).

**A** It should be illegal to own a handgun in this country. This would mean that America would subsequently have fewer murders and other violent crimes.

**B** It should be legal to own a handgun in this country. People should have the right to defend themselves against criminals.

**C** Handguns should be legal, but difficult to get. People should have to apply for a gun license and prove themselves competent to use a gun before they can buy one.

**D** Only a small number of people should be allowed to have handguns. These people should have to prove that they need the guns and can use them safely.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*I think it's more accurate to say...*

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Join the national conversation!



Word Generation - Unit 3.21

## Focus Words

trademark | explicit | media | compensation | prior



## WEEKLY PASSAGE

Last April, a restaurant with the name “Rosscoe’s House of Chicken and Waffles” opened in Chicago. But there was a problem. A famous restaurant in Los Angeles had the same name except “Roscoe” was spelled with only one S. In addition to stealing the name, the Chicago restaurant had a logo that was similar to the one used by the original restaurant in Los Angeles. Copying the name and logo was an **explicit** violation of Roscoe’s **trademark**, so the Los Angeles restaurant immediately sued for trademark infringement. A Chicago court has ordered the Chicago restaurant to remove the name and logo from its business. The original Roscoe’s restaurant plans to seek money, or **compensation**, for damages.

A trademark is a word, name, or symbol used by a person or company to identify products and services. In the United States, you have to apply for a trademark which, if accepted, is then registered. Then no one else can use your trademark.

But trademarks can be tricky. The controversy is over how much and what kind of language we can claim as trademarks. For example, you cannot trademark descriptive words or terms like “liquid soap” or a geographic term like “New York” (as in calling your bagels “New York Bagels”). But Snapple was able to trademark the phrase “made from the best stuff on Earth” to describe its juices and other products.

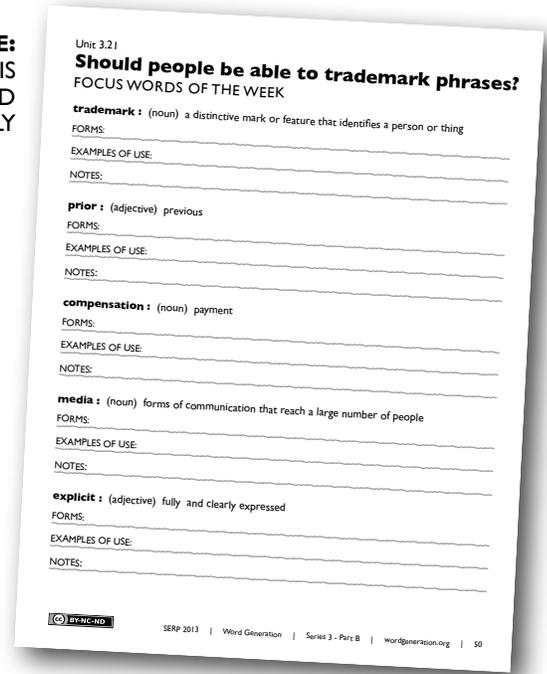
Phrases are also being trademarked. Paris Hilton trademarked the phrase “That’s hot!” as her own personal brand or catch phrase. Boxing promoter Bob Arum trademarked the phrase “Let’s get ready to rumble” which is a catchphrase used in boxing events. Thus, a trademark can become an explicit and unique mark of a person. The **media** and internet have gotten these phrases into widespread circulation at a faster rate. But trademarks aren’t new. Trademarks were used centuries ago, **prior** to the internet and mass media. The companies for the beers Lowenbrau and Stella Artois claim that their logos have been in use since 1383 and 1366 respectively.

What do you think? Should people be able to trademark words, names, or phrases for their exclusive use? Should they do it only for the purposes of selling a product or service? Should trademark applications be decided on a case-by-case basis? Where do you stand?

### TEACHER: Discussion Questions

- ▶ According to the passage, what was the dispute about between the restaurants in Chicago and Los Angeles?
- ▶ Can we trademark any word we want? Please explain.
- ▶ Can you trademark a phrase that you use often? Please explain.
- ▶ How have the media and Internet changed how our language is trademarked?
- ▶ Is the idea of trademarking products new?

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Unit 3.21

**WORD CHART FOR TEACHERS**

This chart is not in the student book. It is a resource for teachers to support students in the use of the focus words each week. Students are provided one page in each unit immediately following the weekly passage with a basic definition printed and space for taking notes.

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
trademark	(n.) - a distinctive mark or feature that identifies a person or thing	trademarks (pl.) trademark (v.)			
prior	(adj.) - previous			priorly	a priori
compensation	(n.) - payment	compensates compensated compensating	compensate (v.)	compensatory compensational	recompense
media	(n.) - forms of communication that reach a large number of people	medium mediums			intermediary mass media intermediate
explicit	(adj.) - fully and clearly expressed			explicitly explicitness explicate	implicit

# Should people be able to trademark phrases?

## PROBLEM OF THE WEEK



**Option 1:** Paris Hilton's life is covered by the **media**. Millions of people have heard her say, "That's hot." In 2007, Hallmark began selling cards showing Hilton saying, "That's hot." A few months **prior** to that, Hilton had **trademarked** this phrase. Trademarks on phrases must be for some **explicit** purpose, and Hilton trademarked the phrase for use on clothing. Nonetheless, she sued Hallmark. She asked for **compensation** based on the profits from the cards.

The Paris Hilton cards sold for \$2.49. If 20% of the price of each card is profit, how much profit is made on each card?

A) about \$.50

B) about \$.05

C) about \$.10

D) about \$2

**Option 2:** Paris Hilton was a **media** figure **prior** to **trademarking** the phrase "That's hot." She says that the Hallmark cards are based **explicitly** on her use of the phrase and that she deserves to be **compensated**.

If  $p$  = the profit earned on each card, and  $s$  = the number of cards sold, which expression represents the total profit earned on these cards?

Answer:  $ps$ , or  $p \times s$ , or  $p \cdot s$

**Math Discussion Question:** Paris Hilton claims that Hallmark violated her **trademarked** use of the phrase, "That's hot." She also claims that Hallmark violated her privacy. Hallmark disagrees. U.S. law **explicitly** gives regular, private people more privacy protection than it gives public figures like Jennifer Lopez, Tiger Woods, or Barack Obama. **Prior** to Hilton's many appearances in the **media**, she may have been considered a regular, private person. However, Hallmark's lawyers argue that she is now a public figure. Therefore, they claim using her image is like using George Washington's picture or the story of Cinderella. Since these items are free for public use, the lawyers argue that Hilton should not get **compensation** for Hallmark's use of the phrase. Do you agree? Is Paris Hilton a public figure?

## Should people be able to trademark phrases?

### THINKING SCIENTIFICALLY



Ms. Kahn's class was discussing how quickly fads and fashions change among high school students. "There aren't **explicit** rules about what you should wear, what music's hot, or what new gadgets are cool," said Max. "Everyone seems to sense what's in or out based on gossip at school and on social **media** sites. One day a brand is just a wannabe, then **BAM!** it's the cool new thing, then **BAM!** it's yesterday's news."

"Yeah, for a product to have a shot at being popular at least for a while, companies have to be really smart about getting people to focus on their brands," said Aliyah. "They've got to get their brands into our heads, so they can get their hands into our wallets."

"Yes," said Ms. Kahn. "Branding elements like logos, character mascots, distinctive color schemes, and catch phrases or tag lines can be valuable assets for businesses. Research studies have shown that children and teens assign higher or lower value and status to certain products, like jeans or athletic shoes, based on brand names. The law sees branding elements as property that should be protected from theft. If businesses register brand elements with the U.S. Patent and Trademark Office as official **trademarks**, then they can sue in court for **compensation** if someone uses their trademarks without permission."

→ Ms. Kahn's students decided to find out which brand elements are most important for making a brand memorable. They made up an imaginary smartphone application called "SockCompass" that selects socks to match your outfit based on photos taken with the phone's camera. The students gave the SockCompass brand a certain color scheme, a logo, and a tagline as brand elements. They designed an experiment to examine the effect of those different variables on brand recognition.

#### Question:

In addition to a name, what brand element is most memorable for students?

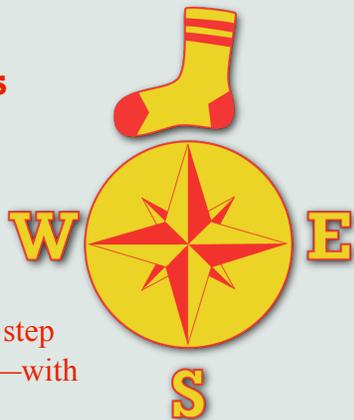
#### Hypothesis:

The most memorable brand elements will be name and logo. Students will most often remember the name and description of a product when shown its logo.

#### Procedure:

Start with a group of 30 students. Show all of them the same description of the product: "Based on a photo you take of yourself with your smartphone, the SockCompass app makes suggestions about what socks would look best with your outfit." Then show one third of the students the color scheme for the brand; show one third of them the logo for the brand; and show one third of them the catch phrase for the brand. Later, check to see which students remember the name and purpose of the product when they are shown the brand element they saw before. Do this memory check after one day, one week, and one month.

### SockCompass



"Take a well-dressed step in the right direction—with SockCompass!"

Brand element seen (in addition to name)	After one DAY	After one WEEK	After one MONTH
Colors	50%	20%	10%
Logo	70%	60%	60%
Catch phrase	90%	80%	80%

- Is the hypothesis supported by the data? Why or why not?
- Based on the above data, what recommendations would you make to a company that wanted to build a strong brand?
- Can you identify any problems with the data? What would you do to improve this experiment?

Contrary to the hypotheses, the catch phrase was the most memorable brand element for this imaginary product. Colors had the least effect, and their effect wore off more rapidly as well. These results might suggest that a company should take special care in crafting its catch phrase. On the other hand, the data might merely reflect the effectiveness of *this* logo and *this* catchphrase. To learn more about the relative importance of different brand elements, the experiment could include a variety of brands.

# Should people be able to trademark phrases?

## DEBATING THE ISSUE



# GO!

## 1. Get ready...

Pick one of these positions (or create your own).

**A** You should be able to trademark any word or phrase you want if you make it famous and people start using it in their daily lives. If you trademark a phrase or a word no one can take it away from you.

**B** You should only be able to trademark a common phrase or word if you are selling a product or service, not an idea.

**C** People should not be able to trademark words or phrases that are commonly used, such as “That’s hot!” in Paris Hilton’s case.

**D** Trademarks should be evaluated on a case-by-case basis. If businesses with the same name are in two different cities or even countries, this should not prevent both businesses from using that name. Only if for example, you copy the logo of the company should that be considered an explicit violation of the law.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*I think it's more accurate to say...*

*That's interesting - can you tell why you think that?*

*I think the evidence is contrary to what you're saying because. . .*

*Let me share something from the reading that will help us...*

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**TEACHER**  
Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



Join the national conversation!



Word Generation - Unit 3.22

## Focus Words

undergo | empower | implications | deny | role



## WEEKLY PASSAGE

Cindy Jackson loves Barbie. When she was a little girl, she thought her Barbie doll was beautiful and glamorous. As an adult, she decided to **undergo** surgery to look more like Barbie. Doctors made her lips and breasts larger and her waist, legs, and nose thinner. She wrote a book about her life called *Living Doll*.

Of course, Cindy Jackson is an isolated case. Many children love Barbie, but very few will go to such extremes. Still, many adults worry about the **implications** of Barbie's body-type as an ideal. They say that Barbie's thinness makes her a dangerous **role** model. If Barbie were made the size of a real person, her waist would be narrower than a gallon bottle of milk. Real girls will never look like Barbie, even if they starve themselves, but they may try.

Adults also worry about Barbie's emphasis on appearance. Some popular Barbies include Totally Hair Barbie and Top Model Barbie. Adults worry that Barbie's glamorous looks, fancy clothes, and handsome boyfriends encourage girls to focus on beauty and boys instead of school, sports, and other interests. Focusing too much on appearance may hurt girls' self-esteem. To some people, Barbie represents women as pretty, but shallow.

Mattel, the company that makes Barbie, **denies** that the doll hurts girls' self-esteem. Instead, it calls Barbie "a girl-**empowering** pioneer" who is "an inspiration to millions." Before Barbie, most dolls were

babies or little girls, not women. The woman who created Barbie thought that giving girls dolls that looked like beautiful women would make them feel good about growing up.

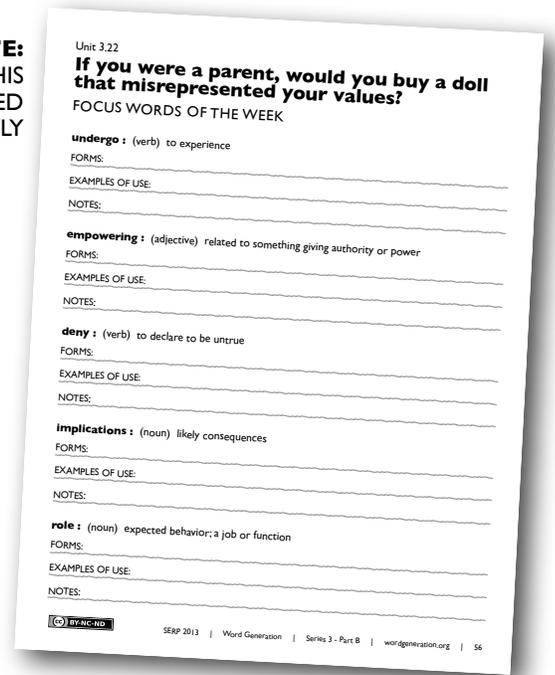
There are some reasons for thinking that Barbie could be a positive role model. Some Barbies are shown in strong roles, such as the Olympic Gymnast Barbie and the Barbie for President doll. Seeing a woman in these roles may encourage girls to set high goals. Also, Barbie's body has changed over time. In 1997, Mattel made Barbie's waist slightly thicker and her hips and breasts slightly smaller. The company said Barbie's new body would look better in new clothing styles. But many think the company was responding to criticism.

What do you think? Would you buy a Barbie for your child?

### TEACHER: Discussion Questions

- ▶ Why did Cindy Jackson title her book *Living Doll*?
- ▶ What is unusual about Barbie's body type, and why are some concerned about it?
- ▶ How is a Barbie different from other dolls children play with?
- ▶ Does the Mattel company's position surprise you? Do you feel it is reasonable?
- ▶ Are the recent changes to the Barbie product likely to satisfy the critics?

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Unit 3.22

**WORD CHART FOR TEACHERS**

This chart is not in the student book. It is a resource for teachers to support students in the use of the focus words each week. Students are provided one page in each unit immediately following the weekly passage with a basic definition printed and space for taking notes.

Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
undergo	(v.) - to experience	undergoes undergoing underwent undergone	go		
empowering	(adj.) - related to something giving authority or power	empower empowers empowered	power	empowerment	
deny	(v.) - to declare to be untrue	denies denied denying		denial undeniable deniable	
implications	(n.) - likely consequences	implication	implicate	implicative implicatively implicativeness	imply implicit
role	(n.) - expected behavior; a job or function	roles			role model role-play

# If you were a parent, would you buy a doll that misrepresented your values?



## PROBLEM OF THE WEEK

**Option 1:** In 1965, the “Slumber Party” Barbie doll came with an additional toy: a pink bathroom scale. The toy scale was set to 110 pounds. Some people were angry. They said the toy scale was **disempowering** to girls. They said it could play a dangerous **role** in girls’ lives. The scale **implied** that 110 pounds was a good weight. Girls who believed this might **undergo** dangerous dieting to be skinnier.

Doctors **deny** that 110 pounds is a good weight for a woman with Barbie’s height and shape. They say she should weigh at least 145 pounds. How many pounds should Slumber Party Barbie gain?

- A) 30
- B) 35**
- C) 40
- D) 5

**Option 2:** In 1965, “Slumber Party” Barbie came with a toy bathroom scale showing a weight of 110 pounds. Some people **denied** that this toy had negative **implications** for a girl’s body image. Instead, they said Barbie **empowered** girls by reflecting their real-life concerns. But can Barbie be a good **role** model if she’s too thin to be healthy? If Barbie were a real person with a height of 5’9”, her body mass index (BMI) would be 16.2.

What if Barbie decided to **undergo** a plan to gain weight to reach a healthier size? At what weight would Barbie reach the minimum healthy BMI of 18.5?

Formula for BMI: 
$$\frac{\text{weight in pounds} \times 703}{(\text{height in inches})^2}$$

Answer: about 125 pounds

**Math Discussion Question:** Every day, we see thin female celebrities celebrated as beauty ideals. Commercials showing skinny models promise us our bodies will **undergo empowering** transformations if we join a gym or buy a diet plan. When we see so many distorted images, how do we know what healthy bodies should look like? While BMI can play an important **role**, doctors **deny** that BMI is always accurate. For example, a muscular athlete might have a BMI in the overweight range, but the **implication** that the athlete should lose weight would be false. What is the best way for a person to know if his or her weight is a healthy one?

Note for Teachers: Doctors advise that Barbie should weigh at least 145 pounds. This takes her shape into account, which BMI does not. Also, it should be emphasized that 18.5 is considered the *minimum* healthy BMI (“minimum” is a WG word from week 15), and that BMI is an imperfect tool. Students will have a chance to think about BMI in the Math Discussion Question.



# If you were a parent, would you buy a doll that misrepresented your values?

## THINKING SCIENTIFICALLY

Mr. Seemy’s class was discussing the **implications** different cultural images have for the way people see themselves. “I read about a study done in 2006,” said Jacky, “where they found that the type of doll young girls are exposed to plays a **role** in how the girls see their own bodies. Experimenters read the same story to a group of 5-8 year old girls, but had the girls follow along with books that had different sets of illustrations. One set of illustrations used the well-known, super-thin Barbie doll. Another set of illustrations featured the Emme doll, which looks like a real woman. A third set of illustrations didn’t show any dolls, just images of objects and scenery relating to the story. After **undergoing** this process, girls in Kindergarten and first grade who looked at the Barbie illustrations were less satisfied with their own bodies’ appearance than girls who looked at the Emme illustrations or the illustrations without any dolls.”

“That’s interesting,” said Aliyah. “I think its important to **empower** kids at an early age to resist unrealistic expectations of how they ought to look. Some girls wind up feeling so bad about their bodies that they end up **denying** themselves enough food.”

“Why did they have some of the girls in the experiment look at pictures without any dolls?” asked Manvi.

“Great question,” said Mr. Seemy. “Those pictures were used as what’s called a ‘controlled variable.’ A variable is anything that can change or differ in an experiment. Researchers distinguish between three basic kinds of variables: independent variables, dependent variables, and controlled variables.

“An *independent variable*,” continued Mr. Seemy, “is a variable that is changed by the scientists in an experiment.”

“A *dependent variable* is something scientists observe that is caused by, or depends on, the influence of the independent variable.”

“And a *controlled variable* is something that remains constant in any experiment, regardless of changes to the independent variable.”

→ Mr. Seemy drew the first table below and helped his students check off which variables were independent, dependent, and controlled. Then he drew a second table for another experiment, and challenged his students to identify the variables correctly.

<b>Experimental question:</b> Do different types of dolls affect girls’ satisfaction with their own bodies?			
Variables in this experiment	Independent variable	Dependent variable(s)	Controlled variable(s)
Amount of satisfaction girls report with their bodies		X	
Story that is read aloud to girls			X
Which set of illustrations girls see	X		

<b>Experimental question:</b> Does the amount of fertilizer affect how quickly a plant grows?			
Variables in this experiment	Independent variable	Dependent variable(s)	Controlled variable(s)
Pot, soil, amount of water, amount of light			
Amount of fertilizer			
Rate of plant growth			

Why did you identify each of the variables in the fertilizer experiment the way you did?

The amount of fertilizer is the independent variable because it is the thing the experimenters change, so that they can see its effect on plant growth. The rate of plant growth is the dependent variable: the experimenters are studying its dependence on the amount of fertilizer. The pot, soil, amount of water and amount of light are the controlled variables that are held constant regardless of changes in the independent variable.

# If you were a parent, would you buy a doll that misrepresented your values?

## DEBATING THE ISSUE

### I. Get ready...

Pick one of these positions (or create your own).

**A** I would not buy a Barbie doll for my child. Barbie is a bad role model. Her thin body and her focus on clothes and boys have negative implications.

**B** I would only buy a “girl-empowering” Barbie for my child. Her exciting careers encourage girls to set high goals.

**C** I would buy any Barbie for my child, but I would talk to my child about Barbie’s unrealistic figure.

**D** I would buy Barbie or any doll my child wanted. Dolls are not role models.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### 2. Get set...

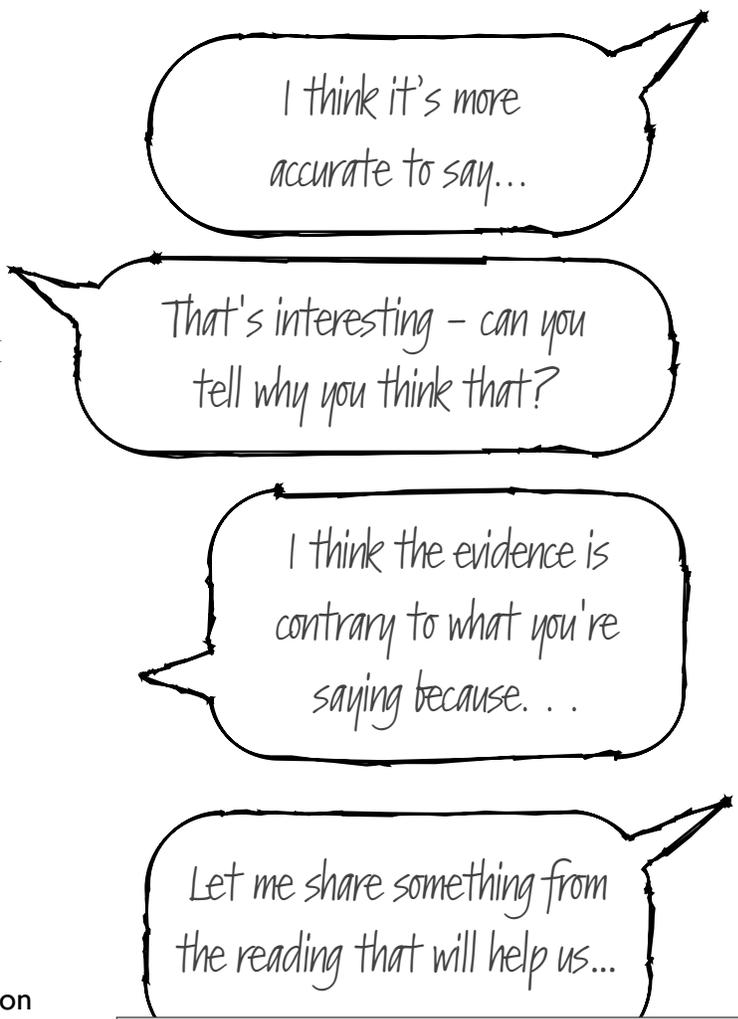
Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# GO!

Be a strong participant by using phrases like these.



**TEACHER**  
Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



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# SHOULD SHOPPING MALLS BE ALLOWED TO INSTITUTE TEEN CURFEWS?

Word Generation - Unit 3.23

## Focus Words

revenue | institute | incident | escort | invoke



## WEEKLY PASSAGE

Gina and her friends just lost their social life. Their local mall **instituted** a 6:00 p.m. curfew for anyone under 16 years old. Before the new curfew, their parents used to drop Gina and her friends off at the mall every Friday night to meet up with classmates and hang out. Now, the teens have to bring an adult guardian. Forty-six of 1,200 U.S. malls have instituted parental-escort policies. More malls are likely to **invoke** parental responsibility to monitor teen behavior in malls.

Malls are a common place for teens to hang out after school. Teens like being in the malls because malls provide a fun place to get together with friends from school and to meet students from neighboring schools. Many believe the mall is a safe and well-monitored environment for young people.

Most malls value teens as consumers, because store owners know teens have buying power. One recent study found that on a typical visit, 68% of teens spent two or more hours in the mall, and more than half of teens surveyed spent \$50 or more during their last visit. Also, mall managers realize that teens are their future adult customers and, thus, do not want to discourage teens from coming to the mall.

However, malls were not designed to be babysitters for teenagers. Unfortunately, many malls have been forced to take on this role. One mall reported that misbehaving teens would hang over the railings, sometimes dropping food or spitting on customers below. At the same mall, two fifteen-year-olds fought over a pair of shoes and one of them was almost pushed over the

railing. On another night, two gangs had a scuffle; one gang member had a gun and aimed it at an innocent bystander. After instituting the parental-**escort** policy, the Mall of America, the largest mall in the country, reported a decrease from 300 to only 2 **incidents** involving bad behavior by teens.

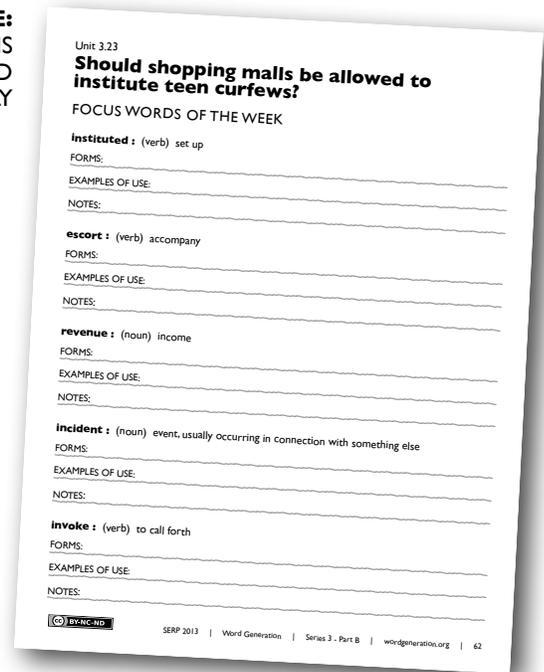
Big groups of teens who yell and fight create discomfort in older customers. Therefore, many older customers began to avoid the mall on Friday and Saturday nights. Since older customers have more money than most teens, mall managers want to encourage them to come back to the mall. One mall reported a 29% increase in **revenue** on Friday and Saturday nights after the curfew was instituted. Thus, the curfew not only makes the mall safer and more comfortable for all of the mall's customers, but it also makes the mall more profitable as well.

Should malls be allowed to institute teen curfews? What do you think?

### TEACHER: Discussion Questions

- ▶ Using the information in the passage, why would parents disagree with a mall's decision to institute a teen curfew?
- ▶ What sort of incidents cause malls to institute teen curfews?
- ▶ What are the disadvantages of teen curfews for malls?
- ▶ What are the benefits of instituting teen curfews for malls?
- ▶ What is the role of a mall in a community? Babysitter? Business? Public space?

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Unit 3.23

**WORD CHART FOR TEACHERS**

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Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/Suffixes	
instituted	(v.) - set up	institute (n.) institutes instituting	institute (v.)	institutor institutional institution	statute constitution
escort	(v.) - accompany	escorts (v.) escorts (pl.) escorted escorting			
revenue	(n.) - income	revenues		revenue	venue
incident	(n.) - event, usually occurring in connection with something else	incidents		incidental incidentally	coincide accident incidence
invoke	(v.) - to call forth	invokes invoked invoking		invocation	evoke evocative vocation provocation

# Should shopping malls be allowed to institute teen curfews?



## PROBLEM OF THE WEEK

**Option 1:** On February 11, 2010, Hanes Mall in Winston-Salem, North Carolina **instituted** a youth **escort** policy. The policy requires teens to be accompanied by an adult on Fridays and Saturdays after 6 p.m. Mall officials said they were responding to **incidents** involving rowdy, unsupervised teens, and **invoked** their right to keep mall-goers safe. But some mall business owners rely on teens as a welcome source of **revenue** in tough economic times and worry that the new policy will discourage teen customers.

In March 2010, while many business reported losses, popular teen brand Abercrombie & Fitch had an 8% increase in sales. What fraction is equivalent to 8%?

- A) 1/8
- B) 8/10
- C) 2/20
- D) 2/25**

**Option 2:** Mall business owners worry that teens will cause rowdy or violent **incidents** that will drive away other customers so some owners have **instituted** teen **escort** policies to protect sales. Though teens complain, mall officials **invoke** their right to protect their property. However, teens spending can be an important source of **revenue** for store owners because teens often receive a proportion of their parents' "discretionary income." Discretionary income is the income that is left over once a person pays taxes and buys necessities like food, shelter, clothing, and electricity.

If we let  $d$  = discretionary income,  $g$  = gross income,  $t$  = taxes, and  $n$  = necessities, write an equation that shows the relationship between the four variables.

Answer:  $d = g - t - n$  OR  $d = g - (t + n)$

**Math Discussion Question:** When malls **institute** teen **escort** policies, they often **invoke** their right to maximize **revenue** by protecting customers from rowdy teen behavior. However, teens spend money, too. Are teen escort policies really the best strategy for dealing with teen behaviors, or are adults overreacting to isolated **incidents**?

Hanes mall introduces youth escort policy. (2010, February 11). News & Record of Greensboro, North Carolina. Retrieved on May 19, 2010 from [http://www.news-record.com/content/2010/02/11/article/hanes\\_mall\\_introduces\\_youth\\_escort\\_policy](http://www.news-record.com/content/2010/02/11/article/hanes_mall_introduces_youth_escort_policy)



# Should shopping malls be allowed to institute teen curfews?

## THINKING SCIENTIFICALLY

“Ms. Kahn, did you hear about the new parental **escort** policy at the mall?” asked Anthony. “No teens without parents after 5:00 p.m. It’s totally unfair! I think it’s based on a stereotype of all teenagers as troublemakers.”

“Yeah, it stinks for kids who aren’t doing anything wrong,” said Jamal. “But actually, I kind of sympathize with shopkeepers who have to figure out how to protect their businesses and their **revenue**. If some teenagers really are making trouble, the shopkeepers need to **institute** some kind of change to lower the **incidence** of loitering, fights, rowdiness, and shoplifting, so they can stay in business.”

“But teens are customers, too,” said Eva. “Confronting teens and **invoking** rules about when they are and aren’t allowed to be in the mall without their parents sounds like a lousy way for businesses to relate to their younger customers.”

“I heard about a tricky way some people are trying to push teens away from their shops, without having to have that kind of confrontation,” said Tanya. “It’s kind of creepy and mean, but clever, too. They use a high-pitched sound that only people between the ages of about twelve and 25 are supposed to be able to hear. They call it Mosquito Teen Repellent, because it’s irritating the way a mosquito’s buzzing is, and people who can hear it tend to move away. Businesses can use it at certain scheduled times of day, or they can just switch it on if there’s a particular group of teens who are causing problems.”

→ The class couldn’t believe Mosquito Teen Repellent was real. They did an online search and, sure enough, they found a sound file for it. Most of the students could hear it, but Ms. Kahn and the principal, who had stopped by the classroom, could not. Can you?

**Question:** How many students in your class can hear the Mosquito Teen Repellent tone?

**Hypothesis:** Most of the students in this science class will be able to hear the Mosquito tone.

**Materials:**

- Internet access
- Computer speakers or other amplification
- The Mosquito tone: [http://www.audiocheck.net/audiotests\\_mosquito.php](http://www.audiocheck.net/audiotests_mosquito.php)
- Your class in a quiet room

**Procedure:**

1. Check your audio equipment. Make sure the volume is turned up to the maximum level.
2. Count the total number of students in your class and record this number in the first column of your data table.
3. All students close their eyes and put their heads down. Students should raise their hands silently if and when they hear a noise. (Your teacher will either count hands or choose a student to do so.)
4. Play Mosquito 1 from [http://www.audiocheck.net/audiotests\\_mosquito.php](http://www.audiocheck.net/audiotests_mosquito.php)
5. Count the number of students who heard the noise and record this number in the second column of the data table.
6. Repeat steps 3-5 with Mosquito 2 from [http://www.audiocheck.net/audiotests\\_mosquito.php](http://www.audiocheck.net/audiotests_mosquito.php)
7. Calculate the percentage of students who heard both Mosquito tones.

Name of tone	Total number of students	Number of students who hear the tone	Percent of students who hear the tone
Mosquito 1 tone			
Mosquito 2 tone			



Is the hypothesis supported by the data or not? What evidence supports your conclusion?

Is everyone in the classroom between the ages of 12 and 25 years old? If not, what was the experience of those outside that age range when the Mosquito tone was played?

Is the Mosquito tone annoying enough to make you want to leave the room? Do you think it would work in shopping malls and other businesses to keep teens away?

It is likely that most students will be able to hear the Mosquito tones, but results will vary. Students may express a range of opinion about the effectiveness of the deterrent.

# Should shopping malls be allowed to institute teen curfews?

## DEBATING THE ISSUE



# GO!

## I. Get ready...

Pick one of these positions (or create your own).

# A

Malls should be allowed to institute teen curfews and guardian policies. Malls are businesses, and mall owners should be able to set policies that will help them make more money.

# B

Malls should be allowed to institute teen curfews and guardian policies if they have had an incident that makes their customers unsafe.

# C

Malls should not be allowed to institute teen curfews because teens need a safe place to go. In many towns the mall is the only safe place to go.

# D

Malls should not be allowed to institute teen curfews. Setting a curfew for all teens is punishing all teens for the bad deeds of a few.

# E

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

*I think it's more accurate to say...*

*That's interesting - can you tell why you think that?*

*I think the evidence is contrary to what you're saying because. . .*

*Let me share something from the reading that will help us...*

## 2. Get set...

Be ready to provide evidence to back up your position during your class discussion or debate. Jot down a few quick notes:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### TEACHER

Whatever debate format you use in your class, ask students to use academically productive talk in arguing their positions. In particular, students should provide reasons and evidence to back up their assertions. It may be helpful to read these sample positions to illustrate some possibilities, but students should also be encouraged to take their own positions on the issue at hand.



Join the national conversation!



Word Generation - Unit 3.24

## Focus Words

visible | isolate | discretion | mandatory | outcome



## WEEKLY PASSAGE

“Police!” shouted the officer, but no one answered. “Open up!” his partner shouted. Slowly, the door opened. Joel Steinberg was inside, carrying his nine-year-old daughter, Lisa. He had called 911 to say his daughter had gotten sick and stopped breathing, but Lisa had **visible** bruises and broken bones. Steinberg had beaten her to death. Although this terrible incident occurred in 1987, it is not an **isolated** event. An estimated four children die each day in the United States from abuse.

Some people say **mandatory** licensing for all parents could prevent such child abuse. With mandatory licensing, men and women would take parenting classes prior to becoming parents. They would learn what they should and should not do to raise children well. In the U.S., we mandate that people get licenses for activities that, if done incorrectly, could cause harm. For example, we license drivers, gun dealers, doctors, teachers, and plumbers. Why not license parents too?

Those in favor of licensing parents say that, in order to be prepared to be good parents, people need to know about children’s development and children’s developmental needs. License supporters point out that parenting can be very stressful. All parents need to acquire positive discipline strategies and to learn where to get help when they need it. Also, parenting classes could improve parents’ behavior with their children. For example, after learning about the benefits of reading aloud to children, parents may decide to read to their children more frequently.

Others oppose mandatory licensing of parents. They say licensing won’t ensure that children are safe any more than licensing drivers ensures that there will be no car accidents. In other words, if licensing drivers does not guarantee a good **outcome**, why should we believe that licensing parents will ensure better parenting outcomes? In addition, no class could teach parents everything they need to know.

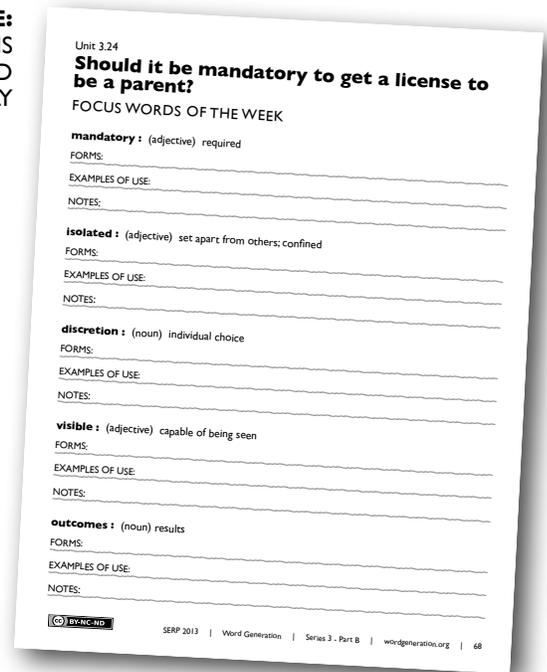
Besides, licensing opponents argue, we all have a right to have children. If someone cannot take the classes, should he or she lose the right to be a parent? Those who oppose mandatory licensing also say the way we raise children should be left to each family’s **discretion**. In addition, licensing parents is not practical. Even if a licensing program is a good idea, it cannot be enforced.

What do you think? Should it be mandatory to get a parent license?

### TEACHER: Discussion Questions

- ▶ According to the passage, what are the arguments for mandatory licensing of parents?
- ▶ According to the passage, what are the arguments against mandatory licensing?
- ▶ What are some examples of activities that have mandatory licensing?
- ▶ Why do those opposed to mandatory licensing say it is unfair?

**PLEASE NOTE:**  
THE STUDENT VERSION OF THIS  
PAGE IS FORMATTED  
DIFFERENTLY



Unit 3.24

**WORD CHART FOR TEACHERS**

This chart is not in the student book. It is a resource for teachers to support students in the use of the focus words each week. Students are provided one page in each unit immediately following the weekly passage with a basic definition printed and space for taking notes.

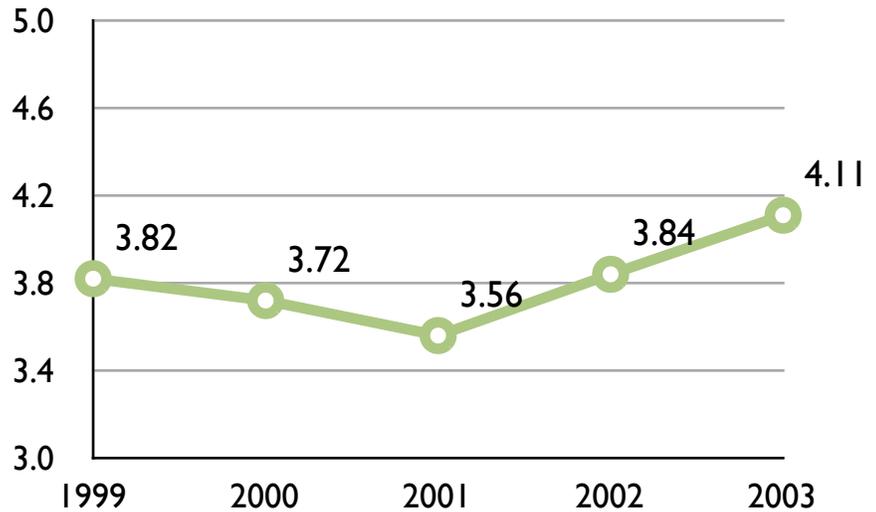
Word	Meaning	Forms			Related Words
		Inflectional	Basic Word Classes	Prefixes/ Suffixes	
mandatory	(adj.) - required	mandatorily	mandate	mandator	command demand remand
isolated	(adj.) - set apart from others; confined	isolates (v.) isolated isolating isolate (n.)	isolate (v.)	isolator isolation	insulate peninsula
discretion	(n.) - individual choice			indiscretion discretionary	discreet
visible	(adj.) - capable of being seen			invisible visibly visibleness	visor vision visual
outcomes	(n.) - results	outcome	come		

# Should it be mandatory to get a license to be a parent?



## PROBLEM OF THE WEEK

**Option 1:** Child abuse is a national tragedy. It damages and **isolates** its victims, and can lead to **outcomes** like depression and substance abuse. Parents use their own **discretion** to decide how to raise their children. Sadly, some of these parents use violence. This graph shows the number of young victims that die each day. Would **mandatory** parent licenses change these numbers?



<http://www.childhelp.org/resources/learning-center/statistics>

Which years are **visible** on the graph?

- A) 1999 – 2004
- B) 1999 – 2003**
- C) 1990 – 2000
- D) 1990 – 2004

**Option 2:** Making parent licenses **mandatory** would be a huge project. The scale of the project is **visible**: there are potential parents all around us! We would need to think hard about what makes a good or bad parent and **isolate** the most important criteria. Whose **discretion** could we trust to approve or reject people as parents? How would we fund a project of this size?

There are about 300 million people in the United States. Say that we need one Parent Licensing Officer for every thousand people. How many Parent Licensing Officers would we need? (Hint: use exponents!)

Answer: $\frac{300,000,000 \text{ (or } 3 \times 10^8\text{)}}{1,000 \text{ (or } 1 \times 10^3\text{)}}$	$= 3 \times 10^5 \text{ or } 300,000$
---	---------------------------------------

**Math Discussion Question:** People who support **mandatory** parent licenses want this **outcome**: happy, productive children who will become happy, productive adults. But good parenting is often **invisible**. It is difficult to **isolate** the parental decisions that make a child healthy, happy, and productive. What makes a good parent? If the question were left to your **discretion**, what would you say?



## Should it be mandatory to get a license to be a parent?

### THINKING SCIENTIFICALLY

The physical, emotional, and mental cruelty experienced by abused children has many negative **outcomes**. Children who have suffered physical abuse from their parents or caregivers might have **visible** marks, like bruises or scrapes. But these children also carry invisible emotional and mental harm as well, which affects their relationships, behavior, and experiences well into adulthood. Some people never entirely recover from the abuse they suffer as children.

Ms. Kahn summarized some of the results from a research study she found on this topic: “Abused children often feel lonely, or will **isolate** themselves on purpose, because they are used to that feeling. Abused children are also accustomed to seeing people angry and experiencing pain, so they have trouble recognizing other emotions, such as happiness, sadness, fear, or surprise.”

“Wow, those seem like good enough reasons to me to make it **mandatory** for people to get a license to become parents,” said Victor.

“I agree with Victor that those *are* good reasons,” said Connie, “but I still think parental **discretion** has to be protected too. What’s right in my family might be different in other families, and that should be okay.”

“Wait a minute: we can’t just excuse child abuse as a difference in family lifestyles!” exclaimed Chris. “I’m not so sure about this idea of licensing parents, but child abuse certainly crosses a line and becomes everybody’s business.”

→ “Well, let’s find out more about this study, shall we?” says Ms. Kahn. “I have a summary of the data and results right here.”

#### Question:

Does abuse make children less able to recognize facial expressions that reflect common human emotions?

#### Hypothesis:

Children who have been abused will be less accurate in identifying facial expressions than children who have not been abused.

#### Procedure:

1. Researchers interviewed two groups of children: those who had been physically abused and those who hadn’t. These two groups were mixed together randomly so that the researchers didn’t know which group each child belonged to.
2. One at a time, each child was asked to look at a series of photographs. The photographs showed people with different facial expressions that reflect different emotions: happiness, sadness, anger, fear, and surprise.
3. Each child was asked to identify the expression on each of the faces in the photographs.

	Happiness	Sadness	Anger	Fear	Surprise
Children who had been physically abused	85% accurate 15% chose surprise	75% accurate 25% chose anger	100% accurate	80% accurate 20% chose sadness	75% accurate 25% chose fear
Children who had not been physically abused	100% accurate	90% accurate 10% chose fear	98% accurate 2% chose sadness	88% accurate 12% chose surprise	89% accurate 11% chose fear

#### Analyze the results:

1. Is the hypothesis supported by the data? Explain why or why not. Use data to support your answer.
2. How would you make this experiment better?



The data mostly supports the hypothesis: the children in this study who had been abused were generally less accurate in their interpretation of facial expressions. The exception is that abused children do not share other children’s slight tendency to mistake anger for sadness (perhaps because anger becomes a crucial warning sign of abuse). Students may suggest a variety of changes to the experiment. For example, children who have been verbally or emotionally abused but not physically abused could be identified and included as a separate group for comparison.

# Should it be mandatory to get a license to be a parent?

## DEBATING THE ISSUE



# GO!

## 1. Get ready...

Pick one of these positions (or create your own).

**A** There should be mandatory licensing for parents. Licenses would protect children and educate parents.

**B** Parenting classes should be mandatory for very young parents, but parents over 20 should not be forced to get a license.

**C** Licensing for parents should be optional. Parents could choose whether or not to take classes to learn how to raise their children if they want to.

**D** There should not be mandatory licensing for parents. Everyone should be free to raise their children as they want.

**E** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be a strong participant by using phrases like these.

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