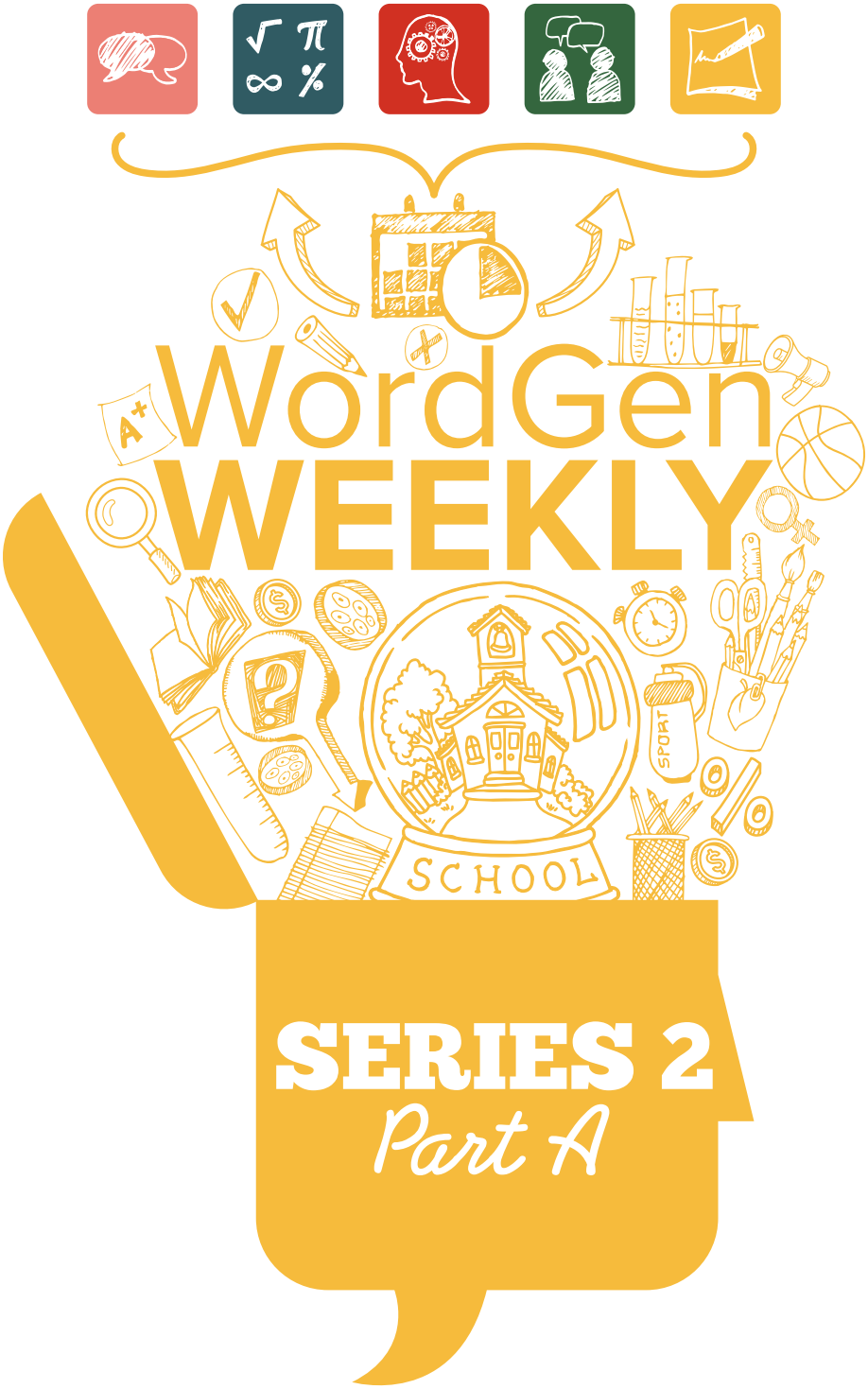
SERP

TEACHER EDITION



SERIES 2
Part A

Join the National Conversation!

word generation

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word generation

TEACHER EDITION

WordGen WEEKLY

SERIES 2

Part A

More resources for teachers available on the Word Generation website!

wordgen.serpmedia.org

Please send us comments, corrections, and ideas for new topics!

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Strategic Education Research Partnership
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word generation

Join the National Conversation!

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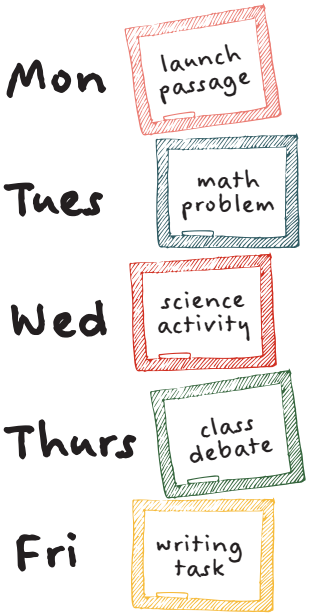
How WordGen WEEKLY Works

An introductory guide for middle school teachers to get started using SERP's original interdisciplinary academic language program

The original Word Generation program *(WordGen Weekly)* is a supplementary curricular resource that offers a series of discussable dilemmas designed to promote students' academic language and argumentation skills. WordGen Weekly creates the opportunity for students to become familiar with current issues and persistent dilemmas, while acquiring skills prioritized in the 21st century learning standards. The program is unique in its cross-disciplinary design, giving teachers of ELA, science, social studies, and math the chance to collaborate on the shared goal of helping students use academic language to articulate their thinking. Series (or individual units) can be used school-wide in grades 6–8.

- Three "series" (years) of materials, with 24 one-week units per series
- Series/units can be used in any order
- Units focus on a social or civic dilemma
- Five connected 15–20 minute activities for ELA, math, science, and social studies
- Five academic "focus words" emphasized per week



Daily instructional activities designed to build the vocabulary of middle school students through repeated exposure to academic words in various contexts

So much more than a vocabulary program!

WordGen Weekly:

- Builds the **reasoning and argumentation** skills that are necessary for learning in all content areas.
- Builds **reading comprehension** and content-area literacy by providing students with motivating text, **opportunities for discussion and debate, and weekly writing**.
- Sets students on a path to **college and career readiness** by providing multiple perspectives on complex problems, and requiring that students **sift through evidence** that supports or contradicts particular perspectives.

Support for Word Generation provided by the Carnegie Corporation of New York, the William and Flora Hewlett Foundation, the Noyce Foundation, the Spencer Foundation, the Leon Lowenstein Foundation, and the Institute of Education Sciences, U.S. Department of Education through grant numbers R305A090555 and R305F100026.

HOW DAY 1 WORKS

wordgen.serpmedia.org

Five academic focus words are embedded in the weekly activities to provide opportunities for students to read the words and establish a context for their meaning.

Word Generation

UNIT 2.01 standardized | assess | criteria | correspond | formulate

Each unit focuses on a civic or social dilemma designed to develop students' academic language and argumentation skills.

This week's issue:

SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

Launch passage provides opportunities to read the words in context and associate meaning.

Many state laws require that high school students pass a **standardized** test to graduate. These laws are passed to make sure high schools challenge their students. Businesses often complain that high school graduates cannot read and do math needed on the job. Colleges worry that not all high school graduates can do college work. The tests are used to see who has the skills expected by employers and colleges.

Standardized tests **assess** students' ability to write, read critically, and do challenging math. The tests are geared to the skills people need in jobs and in college. Supporters say standardized testing is fair because all students are graded using the same **criteria.** For example, writing might be graded by how many examples the students give.

Some people think graduation tests are unfair to students who are learning English. These students might know the information but have trouble understanding the test questions. Other students might have trouble focusing their attention. Their test scores might not show what they really know.

Students in different schools learn different things. The standardized test might not **correspond** to what some students were taught in a particular school. Students in another school, however, might find the test matched what they learned in class, which some people argue isn't fair. Some people also worry that standardized tests make teachers just cover what is on the test. Teachers might not **formulate** lessons that will be interesting to their students.

Other people think that standardized testing is valuable, but that there should be different ways for students to show that they are ready to graduate.

Do standardized tests hold all students to high standards? Or do they unfairly keep some students from graduating?

Questions for Classroom Discussion:

- What standardized tests have you taken?
- What criteria do your teachers use to assess writing in class?
- When you have taken standardized tests, did the questions correspond to what you had learned in class?
- What groups of students might be hurt if standardized tests are required for graduation?

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Discussion questions accompany each launch passage and check students' understanding of the passage while tapping into their beliefs about the week's topic.

Launch This Week's Issue

(Usually led by ELA teacher)

1. Introduce the topic of the week, providing students the opportunity to discuss their perspectives with a partner.
2. Read or have volunteers read the passage aloud, stopping to discuss the passage. Examples of questions for classroom discussion are noted on the launch passage of each unit.

Teaching tip: *Many WordGen Weekly topics are highly controversial. It is important to establish discussion norms to hold students accountable for respectful, equitable, and productive discussions.*

Resources on establishing norms are available on the WordGen website.

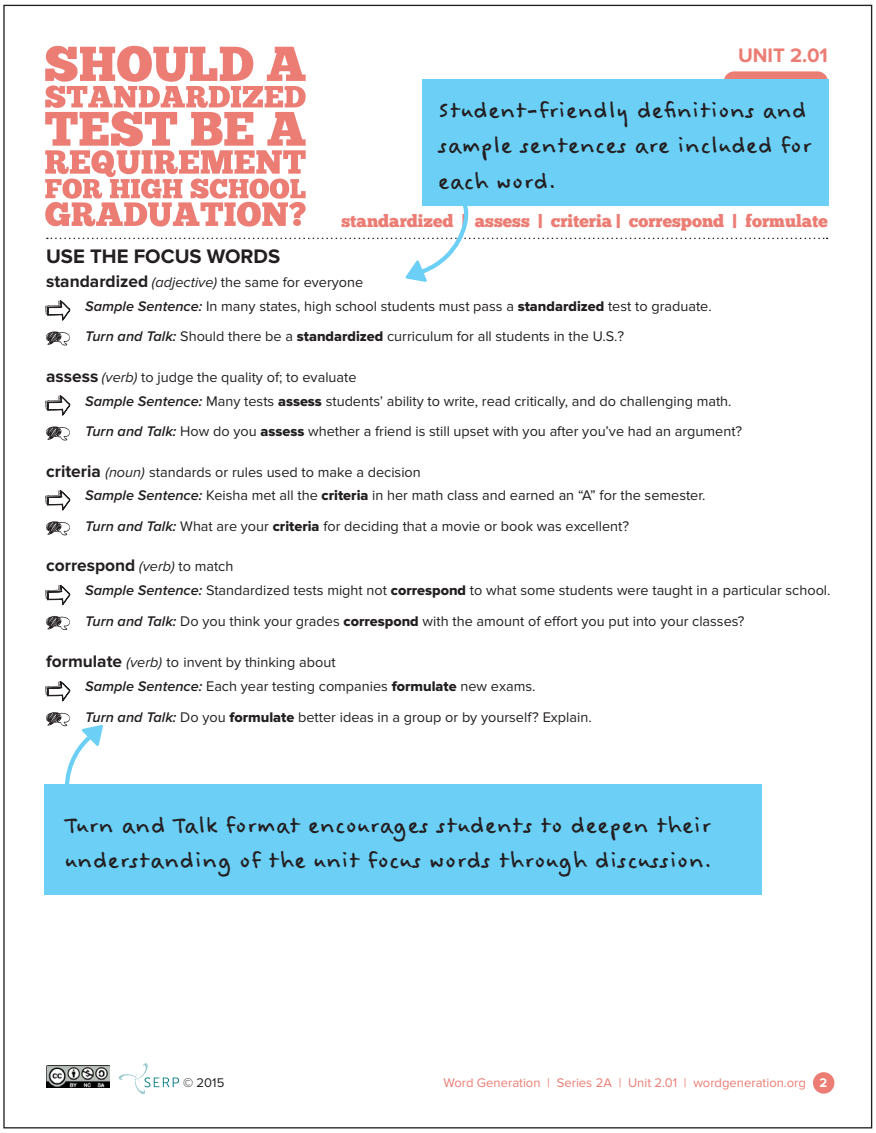
3. Discuss the various positions presented in the passage. Encourage students to begin developing a claim, an arguable statement about the topic.

Teaching tip: *Explain to students that the lessons present information that can be used to argue both for and against particular claims. Also, each day's lesson adds a bit more information, so it is important to participate in all the activities.*

Instructional Considerations:

- ✓ Model fluent reading of the passage by having the teacher or a fluent reader read the passage while the class follows along.
- ✓ Model reading and thinking strategies in context. Encourage the use of highlighters or sticky notes to annotate the text.

DAY 1 CONTD.



SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

UNIT 2.01

Student-friendly definitions and sample sentences are included for each word.

standardized | assess | criteria | correspond | formulate

USE THE FOCUS WORDS

standardized *(adjective)* the same for everyone

Sample Sentence: In many states, high school students must pass a **standardized** test to graduate.

Turn and Talk: Should there be a **standardized** curriculum for all students in the U.S.?

assess *(verb)* to judge the quality of; to evaluate

Sample Sentence: Many tests **assess** students' ability to write, read critically, and do challenging math.

Turn and Talk: How do you **assess** whether a friend is still upset with you after you've had an argument?

criteria *(noun)* standards or rules used to make a decision

Sample Sentence: Keisha met all the **criteria** in her math class and earned an "A" for the semester.

Turn and Talk: What are your **criteria** for deciding that a movie or book was excellent?

correspond *(verb)* to match

Sample Sentence: Standardized tests might not **correspond** to what some students were taught in a particular school.

Turn and Talk: Do you think your grades **correspond** with the amount of effort you put into your classes?

formulate *(verb)* to invent by thinking about

Sample Sentence: Each year testing companies **formulate** new exams.

Turn and Talk: Do you **formulate** better ideas in a group or by yourself? Explain.

Turn and Talk format encourages students to deepen their understanding of the unit focus words through discussion.

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Use the Focus Words

(Usually led by ELA teacher)

4. Introduce the unit focus words by displaying each word, reading each word aloud, and having students repeat each word.

Teaching tip: *Establish a routine to introduce and review the focus words.*

5. Build students' understanding of the focus words using the definitions, sample sentences, and Turn and Talk prompts.

Teaching tip: *Throughout the week, teachers can use this page as a reference and/or for review.*

Resources for effective strategies for vocabulary instruction, including vocabulary cards, are available on the WordGen website.

Instructional Considerations:

- ✓ Make word learning fun! Recognize students who use the focus words during and outside of class time.
- ✓ Encourage students to acknowledge the focus words throughout their daily discussions.
- ✓ Creatively display the focus words on a word wall. Display the current words on an active word wall and retire the previously used words to a designated location in the room where students can reference previously taught words throughout the year.
- ✓ Encourage experimentation with the words and use mistakes as teachable moments.

HOW DAY 2 WORKS

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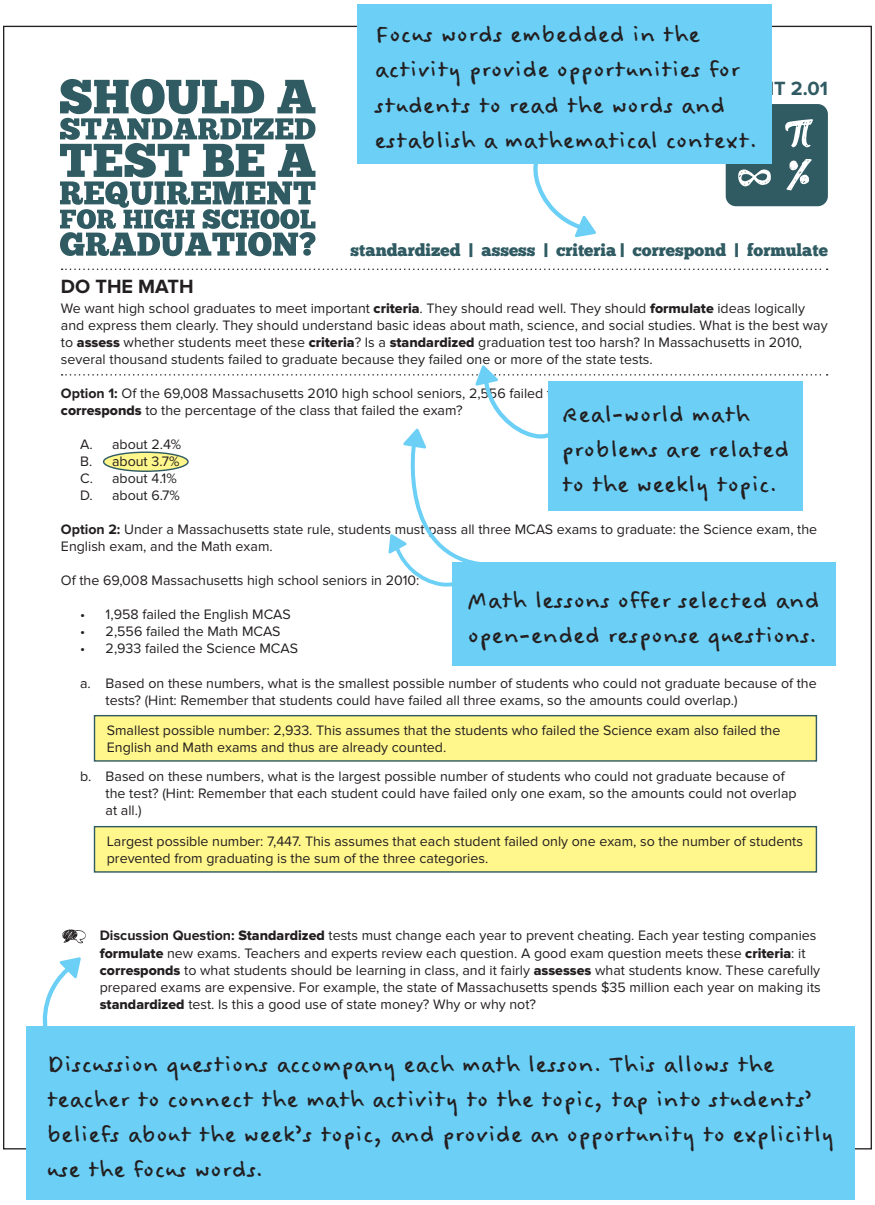

Focus words embedded in the activity provide opportunities for students to read the words and establish a mathematical context.

SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

T 2.01

π ∞ %

standardized | assess | criteria | correspond | formulate

DO THE MATH

We want high school graduates to meet important **criteria**. They should read well. They should **formulate** ideas logically and express them clearly. They should understand basic ideas about math, science, and social studies. What is the best way to **assess** whether students meet these **criteria**? Is a **standardized** graduation test too harsh? In Massachusetts in 2010, several thousand students failed to graduate because they failed one or more of the state tests.

Option 1: Of the 69,008 Massachusetts 2010 high school seniors, 2,556 failed t
corresponds to the percentage of the class that failed the exam?

A. about 2.4%
B. about 3.7%
C. about 4.1%
D. about 6.7%

Real-world math problems are related to the weekly topic.

Option 2: Under a Massachusetts state rule, students must pass all three MCAS exams to graduate: the Science exam, the English exam, and the Math exam.

Of the 69,008 Massachusetts high school seniors in 2010:

- 1,958 failed the English MCAS
- 2,556 failed the Math MCAS
- 2,933 failed the Science MCAS

Math lessons offer selected and open-ended response questions.

a. Based on these numbers, what is the smallest possible number of students who could not graduate because of the tests? (Hint: Remember that students could have failed all three exams, so the amounts could overlap.)

Smallest possible number: 2,933. This assumes that the students who failed the Science exam also failed the English and Math exams and thus are already counted.

b. Based on these numbers, what is the largest possible number of students who could not graduate because of the test? (Hint: Remember that each student could have failed only one exam, so the amounts could not overlap at all.)

Largest possible number: 7,447. This assumes that each student failed only one exam, so the number of students prevented from graduating is the sum of the three categories.

Discussion Question: Standardized tests must change each year to prevent cheating. Each year testing companies **formulate** new exams. Teachers and experts review each question. A good exam question meets these **criteria**: it **corresponds** to what students should be learning in class, and it fairly **assesses** what students know. These carefully prepared exams are expensive. For example, the state of Massachusetts spends $35 million each year on making its **standardized** test. Is this a good use of state money? Why or why not?

Discussion questions accompany each math lesson. This allows the teacher to connect the math activity to the topic, tap into students' beliefs about the week's topic, and provide an opportunity to explicitly use the focus words.

Do the Math

(Usually led by math teacher)

1. Review the focus words.

Teaching tip: *Ask students to think about and explain how the focus words can be used in a math classroom.*

2. Read and solve the math problem(s) that relate to the weekly topic. Option 1 usually involves a simple operation presented in a selected response format. Option 2 is an open-ended response question and is typically more challenging for students.

Teaching tip: *Students may work in pairs or groups to encourage discussion about the math problem.*

3. Facilitate a class discussion using the discussion question at the end of the lesson.

Instructional Considerations:

- ✓ If the math problems are out of reach for your students, discuss and solve Option 1 as a class or in groups. Problems can also be used to demonstrate the proper use of problem solving strategies.
- ✓ The lesson is designed to take 15–20 minutes; however, class discussions can prolong the lessons. Some teachers use timers to streamline instructional procedures and routines in WordGen Weekly classrooms.
- ✓ The discussion questions at the end of the lesson provide a format for connecting the math activity to the topic, explicitly using the focus words, and tapping into students' beliefs.
- ✓ Encourage students to use the focus words in the discussion and use mistakes as teachable moments.

HOW DAY 3 WORKS

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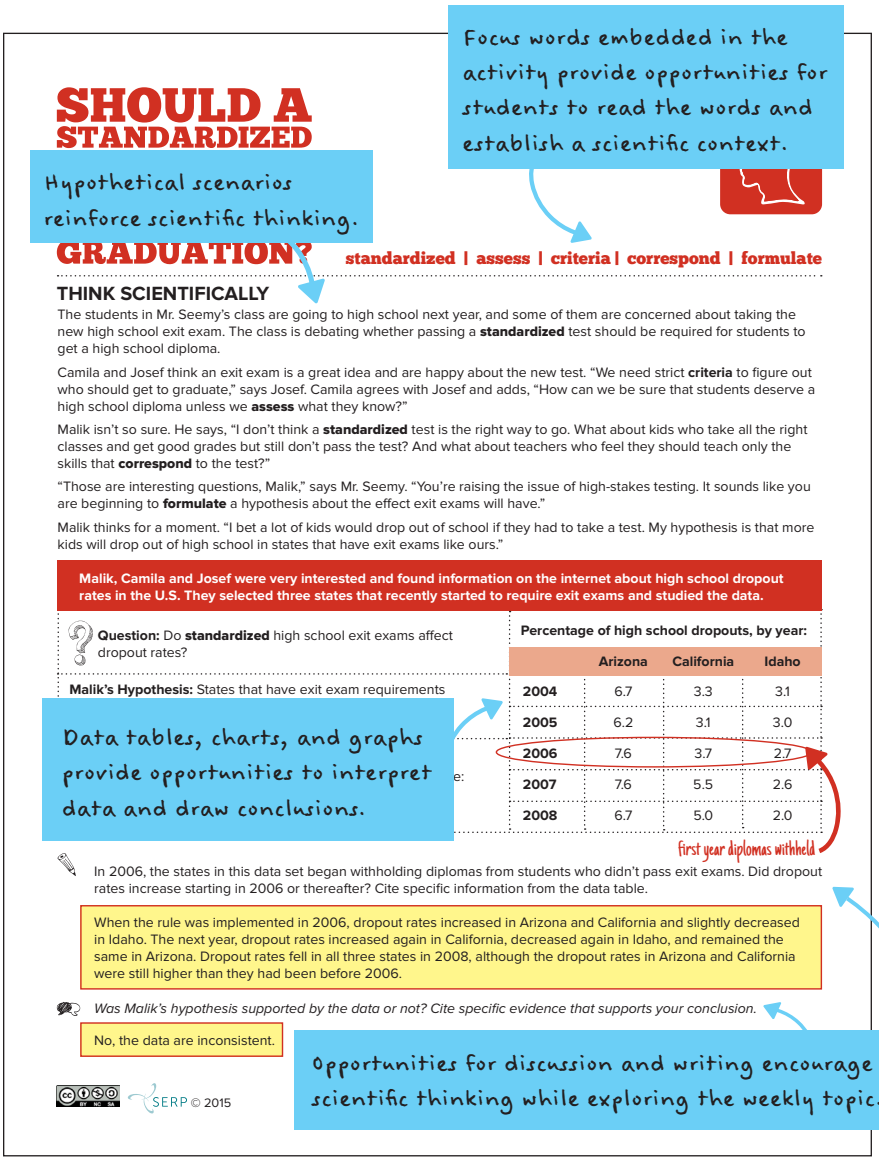

Focus words embedded in the activity provide opportunities for students to read the words and establish a scientific context.

Hypothetical scenarios reinforce scientific thinking.

SHOULD A STANDARDIZED GRADUATION?

standardized | assess | criteria | correspond | formulate

THINK SCIENTIFICALLY

The students in Mr. Seemy's class are going to high school next year, and some of them are concerned about taking the new high school exit exam. The class is debating whether passing a **standardized** test should be required for students to get a high school diploma.

Camila and Josef think an exit exam is a great idea and are happy about the new test. "We need strict **criteria** to figure out who should get to graduate," says Josef. Camila agrees with Josef and adds, "How can we be sure that students deserve a high school diploma unless we **assess** what they know?"

Malik isn't so sure. He says, "I don't think a **standardized** test is the right way to go. What about kids who take all the right classes and get good grades but still don't pass the test? And what about teachers who feel they should teach only the skills that **correspond** to the test?"

"Those are interesting questions, Malik," says Mr. Seemy. "You're raising the issue of high-stakes testing. It sounds like you are beginning to **formulate** a hypothesis about the effect exit exams will have."

Malik thinks for a moment. "I bet a lot of kids would drop out of school if they had to take a test. My hypothesis is that more kids will drop out of high school in states that have exit exams like ours."

Malik, Camila and Josef were very interested and found information on the internet about high school dropout rates in the U.S. They selected three states that recently started to require exit exams and studied the data.

Question: Do **standardized** high school exit exams affect dropout rates?

Malik's Hypothesis: States that have exit exam requirements

Percentage of high school dropouts, by year:

	Arizona	California	Idaho
2004	6.7	3.3	3.1
2005	6.2	3.1	3.0
2006	7.6	3.7	2.7
2007	7.6	5.5	2.6
2008	6.7	5.0	2.0

Data tables, charts, and graphs provide opportunities to interpret data and draw conclusions.

first year diplomas withheld

In 2006, the states in this data set began withholding diplomas from students who didn't pass exit exams. Did dropout rates increase starting in 2006 or thereafter? Cite specific information from the data table.

When the rule was implemented in 2006, dropout rates increased in Arizona and California and slightly decreased in Idaho. The next year, dropout rates increased again in California, decreased again in Idaho, and remained the same in Arizona. Dropout rates fell in all three states in 2008, although the dropout rates in Arizona and California were still higher than they had been before 2006.

Was Malik's hypothesis supported by the data or not? Cite specific evidence that supports your conclusion.

No, the data are inconsistent.

Opportunities for discussion and writing encourage scientific thinking while exploring the weekly topic.

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Think Scientifically

(Usually led by science teacher)

1. Review the focus words.

Teaching tip: *Ask students to think about and explain how the focus words can be used in a science classroom.*

2. Read and discuss the *Think Scientifically* passage, allowing students to interpret the data and draw conclusions.

Teaching tip: *Students may work in pairs or groups to encourage discussion about the lesson.*

3. Facilitate a class discussion using the discussion question at the end of the lesson.

Instructional Considerations:

- ✓ The lesson is designed to take 15–20 minutes; however, class discussions can prolong the lessons. Some teachers use timers to streamline instructional procedures and routines in WordGen Weekly classrooms.
- ✓ Encourage students to make connections between the weekly topic and the data in the science experiment.
- ✓ Encourage students to use the focus words in the discussion and use mistakes as teachable moments.

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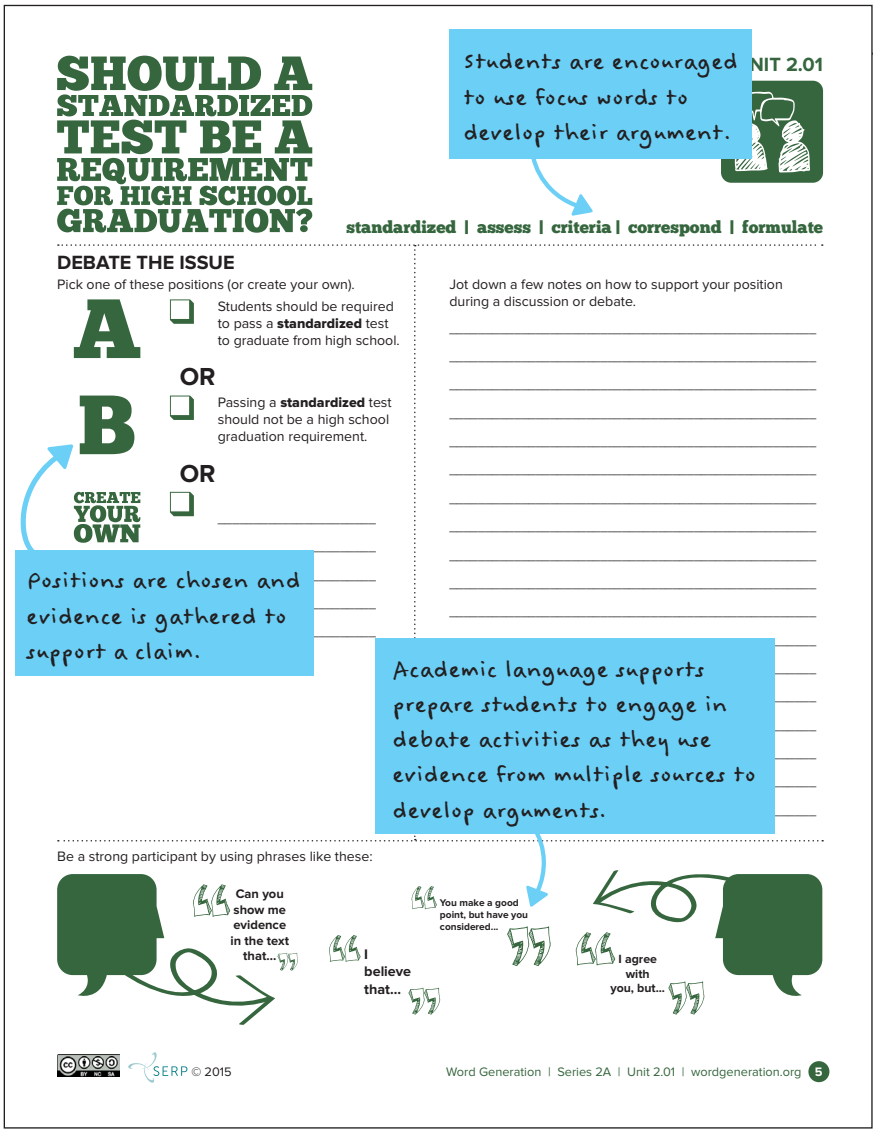

HOW DAY 4 WORKS

Debate the Issue

(Usually led by social studies teacher)

1. Review the focus words.
2. Review the discussion norms.

Teaching tip: *In the early weeks and months, reviewing discussion norms is likely to be required routinely. Over time students will internalize the norms.*

3. Review the debate question and the positions.
4. Let teams pick a position, or assign positions if necessary to ensure both sides are represented.
5. Give each team a few minutes to develop their claim, accumulate evidence supporting or countering their position, explain their reasoning about the connections, and take notes in preparation for the debate.
6. Select a debate format and explain the procedure to students.

Debate resources are available on the WordGen website.

7. Debate the issue!

Rubrics for discussion and debate are available on the WordGen website.

Instructional Considerations:

- ✓ Debates in WordGen Weekly are planned classroom activities in which particular claims are discussed, and students plan together to present and defend their claim. The purpose is not winning or losing the debate; the purpose is to develop students' abilities to think through a set of claims or arguments in order to deepen their understanding and enhance their ability to learn.
- ✓ Many teachers create debate organizers or provide chart paper for students to write their arguments. This can serve as a pre-writing activity for the "take a stand" essay the next day.
- ✓ Discussion norms should be established early on to encourage student engagement and to make the class environment a safe place to discuss freely and to debate ideas. Some teachers have students participate in setting norms. At a minimum, discussion norms should establish expectations for respectful disagreement and establish practices that allow all students to participate. Post norms in the classroom as a reminder.
- ✓ During the debate, encourage students to share, clarify, and expand their thoughts using academically productive talk, and to listen and respond to the ideas of others.

HOW DAY 5 WORKS

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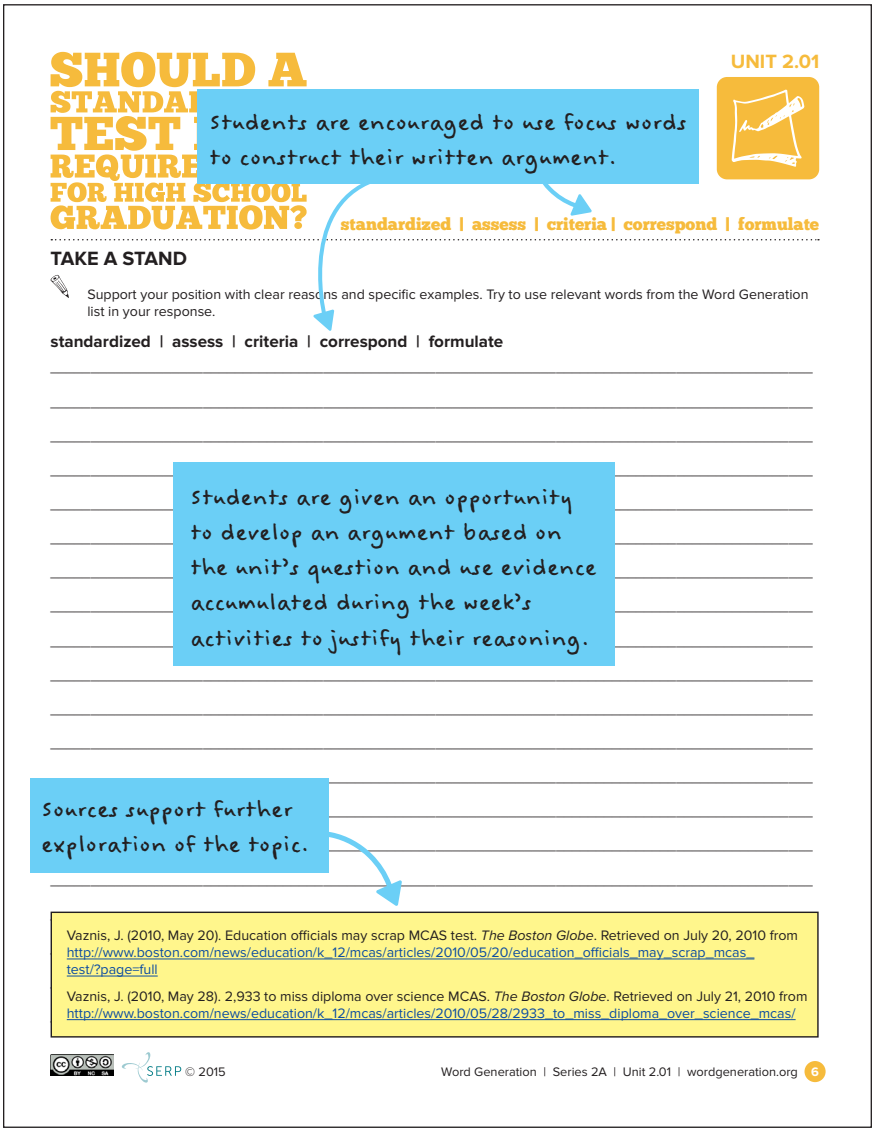


Take a Stand

(Usually led by ELA teacher)

1. Review the displayed focus words.
2. Introduce the writing assignment.

Teaching tip: *Students should use evidence to support their written argument. Possible sources of evidence are the launch passage, math activity, science activity, and debate.*

3. Students write an essay taking a stand on the issue.

Instructional Considerations:

✓ The writing assignments can change throughout the year based on the needs of your students. Teachers have used WordGen Weekly writing assignments as quick-writes, free-writes, information pieces, letters, and argumentative writing pieces. The main goal of the writing assignment is for students to make a claim and justify that claim with evidence from the text using academic language.

A rubric for argumentative writing can be found on the WordGen website.

More resources available online! wordgen.serpmedia.org

- **Download Center for Students**

  Students can access individual units for free (no registration necessary).

- **Download Center for Teachers (simple registration required)**

  Teachers can access student materials and teacher editions for free. Both color and grayscale PDFs available.

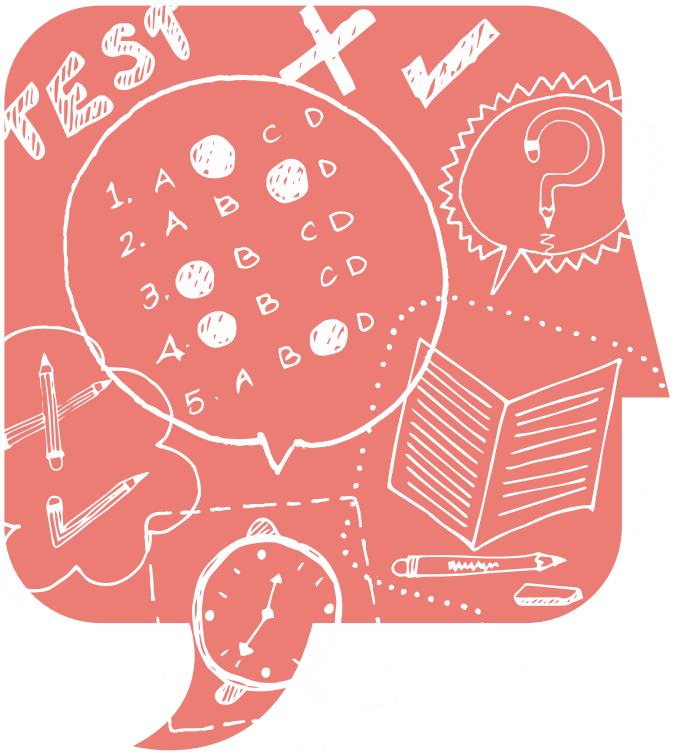
- **Teacher Resources**

  - ☐ Focus word vocabulary cards
  - ☐ Information about academic language and vocabulary instruction
  - ☐ Vocabulary assessments
  - ☐ Activities to develop discussion and debate in the classroom
  - ☐ Rubrics for discussion, debate, and argumentative writing
  - ☐ Professional learning opportunities
  - ☐ Interviews with the developers of the program
  - ☐ Videos of Word Generation classrooms
  - ☐ Topic lists
  - ☐ Focus word lists

  Much more!

This week's issue:

SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?



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- What criteria do your teachers use to assess writing in class?
- When you have taken standardized tests, did the questions correspond to what you had learned in class?
- What groups of students might be hurt if standardized tests are required for graduation?

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SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

UNIT 2.01

standardized | assess | criteria | correspond | formulate

USE THE FOCUS WORDS

standardized *(adjective)* the same for everyone

- ***Sample Sentence:*** In many states, high school students must pass a **standardized** test to graduate.
- ***Turn and Talk:*** Should there be a **standardized** curriculum for all students in the U.S.?

assess *(verb)* to judge the quality of; to evaluate

- ***Sample Sentence:*** Many tests **assess** students' ability to write, read critically, and do challenging math.
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correspond *(verb)* to match

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- ***Turn and Talk:*** Do you think your grades **correspond** with the amount of effort you put into your classes?

formulate *(verb)* to invent by thinking about

- ***Sample Sentence:*** Each year testing companies **formulate** new exams.
- ***Turn and Talk:*** Do you **formulate** better ideas in a group or by yourself? Explain.

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SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

UNIT 2.01

standardized | assess | criteria | correspond | formulate

DO THE MATH

We want high school graduates to meet important **criteria**. They should read well. They should **formulate** ideas logically and express them clearly. They should understand basic ideas about math, science, and social studies. What is the best way to **assess** whether students meet these **criteria**? Is a **standardized** graduation test too harsh? In Massachusetts in 2010, several thousand students failed to graduate because they failed one or more of the state tests.

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C. about 4.1%
D. about 6.7%

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- 2,556 failed the Math MCAS
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UNIT 2.01

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The students in Mr. Seemy's class are going to high school next year, and some of them are concerned about taking the new high school exit exam. The class is debating whether passing a **standardized** test should be required for students to get a high school diploma.

Camila and Josef think an exit exam is a great idea and are happy about the new test. "We need strict **criteria** to figure out who should get to graduate," says Josef. Camila agrees with Josef and adds, "How can we be sure that students deserve a high school diploma unless we **assess** what they know?"

Malik isn't so sure. He says, "I don't think a **standardized** test is the right way to go. What about kids who take all the right classes and get good grades but still don't pass the test? And what about teachers who feel they should teach only the skills that **correspond** to the test?"

"Those are interesting questions, Malik," says Mr. Seemy. "You're raising the issue of high-stakes testing. It sounds like you are beginning to **formulate** a hypothesis about the effect exit exams will have."

Malik thinks for a moment. "I bet a lot of kids would drop out of school if they had to take a test. My hypothesis is that more kids will drop out of high school in states that have exit exams like ours."

Malik, Camila and Josef were very interested and found information on the internet about high school dropout rates in the U.S. They selected three states that recently started to require exit exams and studied the data.

Question: Do **standardized** high school exit exams affect dropout rates?

Malik's Hypothesis: States that have exit exam requirements will have higher dropout rates after requiring students to pass an exit exam.

Data Source: National Center for Education Statistics - "Event dropout rates for public school students in grades 9-12, by state: School years 1993-94 through 2007-08."

Percentage of high school dropouts, by year:

	Arizona	California	Idaho
2004	6.7	3.3	3.1
2005	6.2	3.1	3.0
2006	7.6	3.7	2.7
2007	7.6	5.5	2.6
2008	6.7	5.0	2.0

first year diplomas withheld

In 2006, the states in this data set began withholding diplomas from students who didn't pass exit exams. Did dropout rates increase starting in 2006 or thereafter? Cite specific information from the data table.

When the rule was implemented in 2006, dropout rates increased in Arizona and California and slightly decreased in Idaho. The next year, dropout rates increased again in California, decreased again in Idaho, and remained the same in Arizona. Dropout rates fell in all three states in 2008, although the dropout rates in Arizona and California were still higher than they had been before 2006.

Was Malik's hypothesis supported by the data or not? Cite specific evidence that supports your conclusion.

No, the data are inconsistent.

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SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

UNIT 2.01

standardized | assess | criteria | correspond | formulate

DEBATE THE ISSUE

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

A

❑ Students should be required to pass a **standardized** test to graduate from high school.

OR

B

❑ Passing a **standardized** test should not be a high school graduation requirement.

OR

CREATE YOUR OWN

❑ _____

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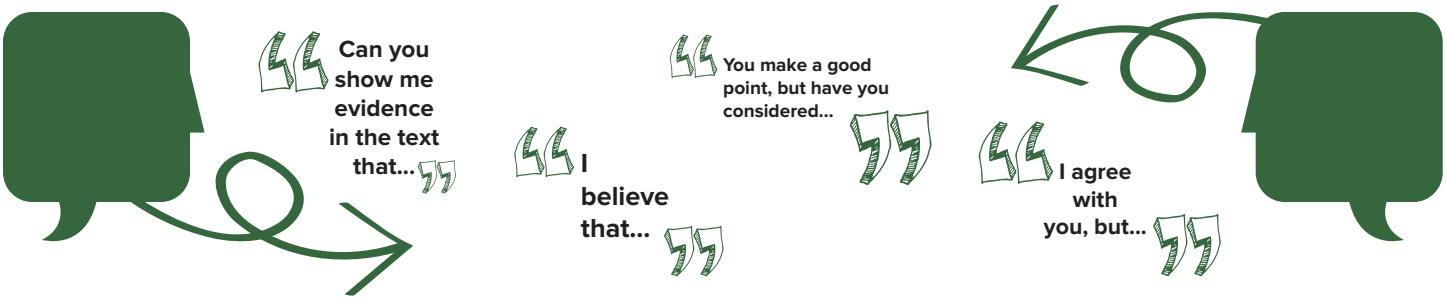
Jot down a few notes on how to support your position during a discussion or debate.

Be a strong participant by using phrases like these:



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SHOULD A STANDARDIZED TEST BE A REQUIREMENT FOR HIGH SCHOOL GRADUATION?

standardized | assess | criteria | correspond | formulate

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

standardized | assess | criteria | correspond | formulate

Vaznis, J. (2010, May 20). Education officials may scrap MCAS test. *The Boston Globe*. Retrieved on July 20, 2010 from http://www.boston.com/news/education/k_12/mcas/articles/2010/05/20/education_officials_may_scrap_mcas_test/?page=full

Vaznis, J. (2010, May 28). 2,933 to miss diploma over science MCAS. *The Boston Globe*. Retrieved on July 21, 2010 from http://www.boston.com/news/education/k_12/mcas/articles/2010/05/28/2933_to_miss_diploma_over_science_mcas/

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This week's issue:
SHOULD COLLEGES USE AFFIRMATIVE ACTION?

College admissions can be very competitive. Elite colleges may admit fewer than a quarter of the students who apply. Because the process is tough, deciding what factors should be **relevant** in admissions decisions can be controversial.

Some colleges look at student race during admissions. Suppose an African American student and a white student are similar. They have about the same grades and test scores. The African American student may be more likely to be accepted. This is called "**affirmative** action." Colleges may use affirmative action to increase the number of minorities on campus. Colleges say that racial diversity helps students learn to work with people from different backgrounds.

Affirmative action is designed to make up for past **discrimination**. African Americans and Latinos were kept out of college in past generations. Even today, students from these groups are less likely than white students to have family members who went to college. Because of this, they may lack support or knowledge in navigating the college admissions process.

Justice Clarence Thomas, the second African American Supreme Court justice in history, does not endorse affirmative action. In his autobiography, he stated that it made his Yale law degree "worth 15 cents." He wrote, "I'd graduated from one of America's top law schools, but racial preference had robbed my achievement of its true value." In short, he felt that people believed he had been accepted into Yale only because of his race, and not as a result of his academic achievement.

However, Justice Sonia Sotomayor, the first Latina on the Supreme Court, believes affirmative action is relevant and necessary. She was upset when the Supreme Court ruled that Michigan state universities were not obligated to **retain** affirmative action in admissions. She stated, "This refusal to accept the stark reality that race matters is regrettable . . . As members of the judiciary tasked with intervening to carry out the guarantee of equal protection, we ought not sit back and wish away, rather than confront, the racial inequality that exists in our society." She clearly believes in the need to retain affirmative action in order to achieve a society where all races have an equal chance of success.

Without affirmative action, minority students may be less likely to attend elite colleges. At UC Berkeley, the number of African Americans admitted dropped from 562 to 191 after the school stopped using race as one **aspect** of admissions decisions. Looking at this experience, people argue that race should be retained as a factor in admissions.

Others say affirmative action is not fair because it can discriminate against white students. These people believe schools should only look at grades and test scores. They think that the color of a student's skin is not relevant. Is it important for colleges to have racial diversity? Is affirmative action an appropriate response to past discrimination?

Questions for Classroom Discussion:

- What kinds of discrimination have you seen in your life?
- Why do some colleges use affirmative action?
- Some colleges use race as one aspect of admissions. What are some other aspects colleges look at in admissions?
- Do you think skin color should be relevant to college admissions?
- Should U.S. colleges retain their affirmative action programs?

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SHOULD COLLEGES USE AFFIRMATIVE ACTION?

UNIT 2.02

affirmative | discrimination | aspect | retain | relevant

USE THE FOCUS WORDS

affirmative *(adjective)* positive

Sample Sentence: I am hoping that my teacher gives an **affirmative** answer to my request to postpone the due date!

Turn and Talk: What are some ways to indicate an **affirmative** answer to a question?

discrimination *(noun)* different treatment of a particular group of people based on prejudice

Sample Sentence: Last year, we learned about old laws that made **discrimination** legal in parts of the United States.

Turn and Talk: What can middle school students do to help end **discrimination**?

aspect *(noun)* a part of something; a characteristic

Sample Sentence: At UC Berkeley, the number of African Americans admitted dropped from 562 to 191 after the school stopped using race as one **aspect** of admissions decisons.

Turn and Talk: What is one **aspect** of being in middle school that is an improvement over elementary school?

retain *(verb)* to keep; to hold in place

Sample Sentence: People argue that race should be **retained** as a factor in admissions decisions.

Turn and Talk: What parts of your personality have you **retained** as you've gotten older?

relevant *(adjective)* closely connected or related to something

Sample Sentence: They think that the color of a student's skin is not **relevant.**

Turn and Talk: What magazine, newspaper, or website has articles that are **relevant** to your life?

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SHOULD COLLEGES USE AFFIRMATIVE ACTION?

affirmative | discrimination | aspect | retain | relevant

DO THE MATH

Affirmative action is meant to give groups that have faced **discrimination** a better chance to succeed in American society. College attendance is **relevant** to success because college graduates usually make more money. Therefore, **affirmative** action programs in college might be a good way to help these groups. U.S. courts have decided that colleges can **retain** some, but not all, **affirmative** action programs.

In 2008, the U.S. Census Bureau found the following:

- 40% of white 18- to 24-year-olds were enrolled in college.
- 32% of African American 18- to 24-year-olds were enrolled in college.
- 26% of Hispanic 18- to 24-year-olds were enrolled in college.

Option 1: Which of the following shows the fraction of Hispanic 18- to 24-year-olds enrolled in college in 2008?

A. 1/3
B. 8/25
C. 13/50
D. 16/25

Option 2: The year is 2008. Two 18- to 24-year-olds are chosen at random. One person is African American, and one is white. How much more likely is the white person to be in college than the African American person? Express as a percentage.

The white person is 25% [(40-32)/32] more likely to be in college.

Discussion Question: In 1965, President Lyndon Johnson described the need for **affirmative** action this way:

"You do not take a man who for years has been hobbled by chains, liberate him, bring him to the starting line of a race, saying, 'you are free to compete with all the others,' and still justly believe you have been completely fair . . . We seek not just freedom but opportunity—not just legal equity but human ability—not just equality as a right and a theory, but equality as a fact and as a result."

Non-whites have long faced prejudice and **discrimination** in America. Women have faced these issues as well. Therefore, when the question of fairness arises, race and gender are seen as **relevant aspects** of the people involved. Some people think that America has become less prejudiced. As a result, they say, today's America should not **retain affirmative** action. But have we achieved "equality as a fact and as a result"? Or did President Johnson choose the wrong goal?

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SHOULD COLLEGES USE AFFIRMATIVE ACTION?

affirmative | discrimination | aspect | retain | relevant

THINK SCIENTIFICALLY

The students in Ms. Kahn's class are discussing the pros and cons of **affirmative** action.

"I don't think race should be **relevant** in college admissions. If I apply to college, I want to get in because of my work and grades, not because of my skin color," says Amir.

"It's not as simple as that, Amir," says Kayla, "Admissions offices examine many **aspects** of a student's application, including race–but not only race–to decide to admit one student over another."

"Yeah, but aren't we supposed to be past all that?" asks Amir, "Be 'color-blind' and all?"

"I think that's just a slogan. I think there is still **discrimination** in the U.S. today," Kayla responded. "Think about it. Do you really think that women and people of color get treated the same as white men?"

"My mom was laid off from work a few months ago," Taylor shared. "She said that more men were **retained** at her office and that some even got raises. My mom thinks that it's not a fair situation."

Ms. Kahn says, "We'll need data to support any claims we make, one way or the other. I know of a recent study of U.S. Census data that we can take a look at. I just read about it in the newspaper."

Ms. Kahn shared a sample of the data from the National Partnership for Women and Families with her students, which used U.S. Census Bureau data to compare average salaries for women and men working full-time jobs in the top fifty metropolitan areas across America.

City	Average salary for men	Average salary for women
Chicago	$52,222	$41,610
Los Angeles	$44,360	$40,695
New Orleans	$45,970	$34,862
New York	$55,071	$46,642
San Francisco	$62,269	$52,301
Seattle	$60,881	$44,535

What are some conclusions that you can draw from this information? How does the average salary vary by city? Is the gap larger in some cities? What is the overall trend when comparing the average salary for men and women across this selection of cities?

There is a large variety in the average salary by city, but it is consistently greater for men. The gap in Seattle is >$16K, while the gap in Los Angeles is <$4K.

How would you investigate this topic further? What else would you want to know?

Answers will vary.

When John F. Kennedy signed the Equal Pay Act in 1963, women were paid 59 cents for every dollar men were paid. Fifty years later, in 2013, women are paid 77 cents for every dollar that men are paid. Would you consider that a big change, or a small change? Do you think it is fair?

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SHOULD COLLEGES USE AFFIRMATIVE ACTION?

affirmative | discrimination | aspect | retain | relevant

DEBATE THE ISSUE

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

A

❑ **Affirmative** action should be legal in college admissions.

OR

B

❑ **Affirmative** action should not be legal in college admissions.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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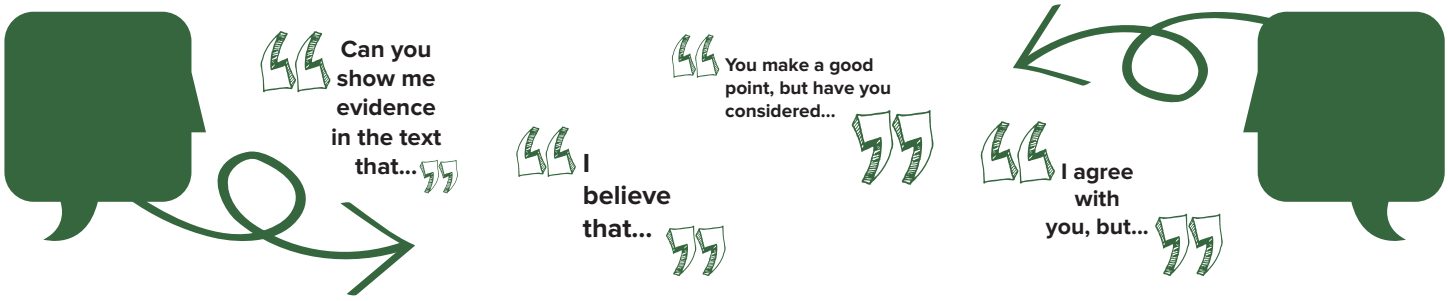
Be a strong participant by using phrases like these:



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SHOULD COLLEGES USE AFFIRMATIVE ACTION?

affirmative | discrimination | aspect | retain | relevant

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use **relevant** words from the Word Generation list in your response.

affirmative | discrimination | aspect | retain | relevant

The Affirmative Action and Diversity Project:
http://vos.ucsb.edu/browse.asp?id=143

Understanding Prejudice:
www.understandingprejudice.org/readroom/articles/affirm.htm

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capacity | distribute | method | morality | abstain

This week's issue:

SHOULD SCHOOLS OR PARENTS BE RESPONSIBLE FOR SEX EDUCATION?

Questions for Classroom Discussion:

- What are some of the problems that sex education at home or at school can solve?
- Why do some people believe that schools should not distribute information about safer sex?
- What do Abstinence-Only programs teach students?
- Do you think schools have a responsibility to teach students morality?
- What type of sex education is most appropriate for middle and high schools?

The United States has a high rate of teen pregnancies. Each year, about 400,000 teenage girls become pregnant. Many teens also get sexually transmitted diseases. One in four young people gets a sexually transmitted disease before turning 21.

Some people say schools have the **capacity** to make a difference. They think sex education can help students make better choices. For example, students can learn how to resist the peer pressure that leads to having sex too early. They can practice saying no if they are not ready. Some schools also distribute information about **methods** for safer sex.

Other people think sex education should be the parents' responsibility. They believe that sex education is not a health issue, but a moral issue. Parents can do a better job of teaching **morality** than schools. Furthermore, different families want their children to learn very different things about sex, and schools cannot cover all viewpoints.

Teachers may also be reluctant to **distribute** information about different methods for safer sex. Many teachers would rather avoid the topic of sex education completely and believe the parents should be responsible for this topic. However, schools and teachers are then often held accountable for "not doing enough."

Some people believe schools should only teach students to **abstain** or stay away from sex until marriage. They think teaching students about safer sex is like saying that sex at a young age is okay.

In 2008, the government spent $214 million on programs that focus on abstinence without clear evidence that such programs are effective. It seems like students need more information, but where should they get it? Should schools try to help prevent teen pregnancy and sexually transmitted diseases? Or should sex education just be left to parents?

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SHOULD SCHOOLS OR PARENTS BE RESPONSIBLE FOR SEX EDUCATION?

UNIT 2.03

capacity | distribute | method | morality | abstain

USE THE FOCUS WORDS

capacity *(noun)* ability

- ***Sample Sentence:*** Some people say schools have the **capacity** to make a difference.
- ***Turn and Talk:*** Who has more of a **capacity** to change the world: children or adults? Explain your answer.

distribute *(verb)* to give out

- ***Sample Sentence:*** Some schools also **distribute** information about ways to have safer sex.
- ***Turn and Talk:*** What kinds of supplies should be **distributed** to people after a natural disaster?

method *(noun)* a way of doing something

- ***Sample Sentence:*** One **method** for making new friends at school is to join a club.
- ***Turn and Talk:*** Is there a game or sport that you are good at? What is your **method** for winning?

morality *(noun)* a sense of right and wrong; values

- ***Sample Sentence:*** Many kids learn **morality** by watching the actions of their family members.
- ***Turn and Talk:*** Does the music you listen to affect your **morality**? If so, how?

abstain *(verb)* to choose not to do something

- ***Sample Sentence:*** Some people believe schools must only teach students to **abstain** from sex until marriage.
- ***Turn and Talk:*** What is the best way to get young people to **abstain** from smoking?

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SHOULD SCHOOLS OR PARENTS BE RESPONSIBLE FOR SEX EDUCATION?

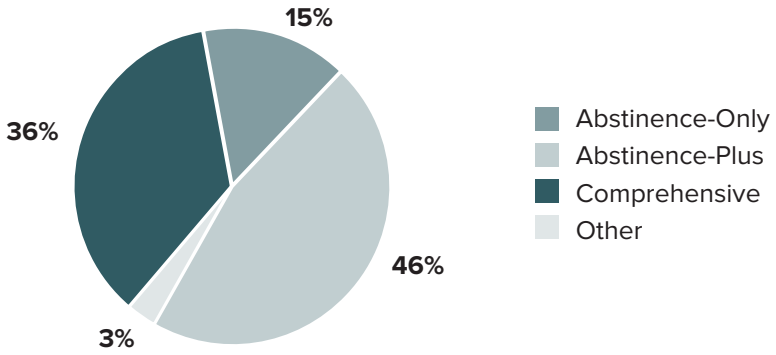
UNIT 2.03

capacity | distribute | method | morality | abstain

DO THE MATH

The graph shows the results from a 2004 poll. In this poll, parents were asked which **method** of sex education they preferred. They chose from these three **methods**:

- Abstinence-Only: Students are taught that **abstaining** from pre-marital sex is the only safe choice that upholds their **morality**.
- Abstinence-Plus: Abstinence is presented as the safest, most moral option. However, Abstinence-Plus programs **distribute** information about safer sex as well.
- Comprehensive: The Comprehensive approach does not suggest that teen sex is immoral. It provides lots of information about safer sex in an effort to help students develop the **capacity** to make good choices.



Option 1: What percent of parents prefer Abstinence-Only?

A. 36%
B. 49%
C. 15%
D. 100%

Option 2: Based only on the information in the graph, is the following statement true or false, or does the graph not tell you enough information to decide?

"85% of parents prefer sex education programs that provide safer sex information."

Not enough information. We don't know if the "Other" programs preferred by 3% give out safer sex information or not.

Discussion Question: Without changing the distribution of opinion, we can make things look very different. This means pollsters and politicians have the **capacity** to manipulate how information will be interpreted. For example, only a small percentage of parents prefer the Abstinence-Only **method**. But both Abstinence-Only and Abstinence-Plus are based on the idea that abstinence is the most moral option. So both of these statements are true:

1. Only 15% of parents favor Abstinence-Only sex education.
2. Over 60% of parents favor sex education that encourages abstinence.

If you were in favor of Abstinence-Only programs, which statistic would you probably use? If you were in favor of Abstinence-Plus or Comprehensive programs, which statistic would you probably use? What does this suggest about statistics in general?

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SHOULD SCHOOLS OR PARENTS BE RESPONSIBLE FOR SEX EDUCATION?

UNIT 2.03

capacity | distribute | method | morality | abstain

THINK SCIENTIFICALLY

Ms. Kahn's class is preparing for a debate about what students should learn in health education classes. Students have to defend a position about who is responsible for teaching kids about sex, so they're doing research looking for studies with scientific data on the topic. They talk while they search.

"Sex education is really an issue of **morality**. It should be left up to parents to teach their kids about sex," says Briana.

"No way!" exclaims Valerie, "What if parents are scared to talk to their kids about sex? My dad freaks out every time my sister and I even mention dating. Schools need a **method** for teaching kids what they don't learn at home."

"I know, right?" says Erick, "I think kids and teens have the **capacity** to learn about the topic and still uphold their personal beliefs. But people at my church think that if a school **distributes** information about sex, it's like saying sex before marriage is okay. They think teaching kids to **abstain** from sex is the best choice."

Ms. Kahn checks in with the group. "Try searching for studies about Abstinence-Only education programs. You'll need to compare them with Comprehensive programs."

"I found something! It's a research study that compares the risk of teen pregnancy with the type of sex education teens received," says Valerie. "I bet if kids get comprehensive information about sex, they'll be better off."

"Okay, Valerie, you sound like you have a position. Let's find out if you can support it with evidence from a reliable source," says Ms. Kahn.

Data Source: "Abstinence-only and comprehensive sex education and the initiation of sexual activity and teen pregnancy" by P.K. Kohler, L.E. Manhart, and W.E. Lafferty, April 2008.

Respondents who reported "No teen pregnancy" received what type of sex education?	
No formal sex education	8.6%
Abstinence-Only sex education	23.6%
Comprehensive sex education	67.8%

Is Valerie's position on sex education supported by the data table? Why or why not?

The data table supports Valerie's position because those who had Comprehensive sex education reported less teen pregnancy.

Is there information about Erick's church's position on the data table? What about Briana's position?

The data show that Abstinence-Only sex education is better than no formal sex education for reducing teen pregnancy, but far less effective than Comprehensive sex education.

Besides pregnancy, are there other behaviors or outcomes that you would like to consider when deciding what type of sex education is most effective?

Answers will vary.

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SHOULD SCHOOLS OR PARENTS BE RESPONSIBLE FOR SEX EDUCATION?

UNIT 2.03

capacity | distribute | method | morality | abstain

DEBATE THE ISSUE

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

A

❑ Public schools should not teach sex education.

OR

B

❑ Public schools should provide sex ed classes.

OR

CREATE YOUR OWN

❑ _____

_____

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Jot down a few notes on how to support your position during a discussion or debate.

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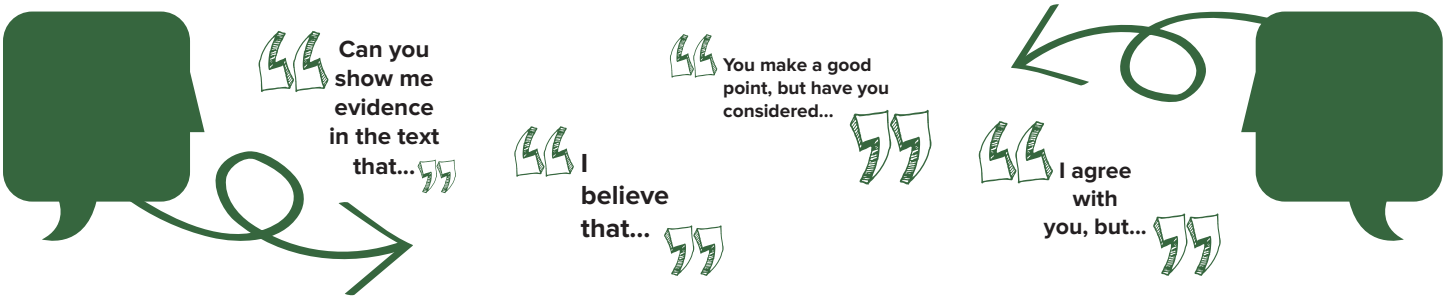
Be a strong participant by using phrases like these:



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SHOULD SCHOOLS OR PARENTS BE RESPONSIBLE FOR SEX EDUCATION?

UNIT 2.03

capacity | distribute | method | morality | abstain

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

capacity | distribute | method | morality | abstain

Beliefnet: www.beliefnet.com/story/168/story_16872_2.html

Women's Health Channel: www.womenshealthchannel.com/teenpregnancy

USA Today: http://usatoday30.usatoday.com/news/health/child/2002-07-11-sex-ed-controversy.htm

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guarantee | contrast | parallel | industry | logical

This week's issue:

DO PROFESSIONAL ATHLETES DESERVE MULTI-MILLION DOLLAR SALARIES?

Questions for Classroom Discussion:

- Why do some people think professional athletes make too much money?
- Contrast athletes' salaries with those of other professionals (such as firefighters, the President of the United States, and teachers). Should any of these professionals make more money than athletes?
- What are some reasons why athletes might deserve high salaries?
- Contrast athletes' salaries with government spending on Head Start. Should athletes have to pay higher taxes so that some of their money will help people who need it?
- Is it logical to pay athletes multi-million dollar salaries?

Salaries for well-known professional athletes are among the highest received in the United States. For example, in 2012, LeBron James earned a $13 million salary and over $40 million in endorsements as a professional basketball player. Peyton Manning earned a $32.4 million salary and had $10 million in endorsements. In **contrast**, the average U.S. firefighter's salary ranges from $40,000 to $60,000. Even the President of the United States makes only $400,000 per year. These professions carry more responsibility or greater risk, but they pay salaries that do not **parallel** those of athletes.

Also, many people think that athletes throw away their money on expensive houses, cars, and other possessions. Meanwhile, organizations that need money to help people are not getting enough. The Head Start program in Massachusetts, for example, receives about $4.5 million from the federal government each year. This program gives preschoolers free schooling, food, and medical care. With this amount of money, the program can serve only about half of the eligible children in the state. Even a fraction of a single athlete's salary could **guarantee** that thousands of children receive these services.

On the other hand, athletes must work very hard to get into professional leagues. They train all year, and they put a great deal of strain on their bodies. They risk serious injury every time they play. They also create entertainment value for people. Famous athletes help sports teams, television networks, and other professional sports organizations make a lot of money. Fans are willing to pay a lot to see Peyton Manning or LeBron James play. Many people believe that it is **logical** to give athletes a share of the money they help to bring into the sports **industry**.

Do athletes really deserve multi-million dollar salaries? What do you think?

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DO PROFESSIONAL ATHLETES DESERVE MULTI-MILLION DOLLAR SALARIES?

UNIT 2.04

guarantee | contrast | parallel | industry | logical

USE THE FOCUS WORDS * and alternate parts of speech

guarantee *(verb)* to promise

- ***Sample Sentence:*** Alex Rodriguez of the New York Yankees had a contract **guaranteeing** him $252 million over ten years.
- ***Turn and Talk:*** Does eating right and exercising **guarantee** good health? Explain.

***guarantee** *(noun)* a promise that something will be high quality

- ***Sample Sentence:*** Some vacation companies offer money-back **guarantees** if it rains during the trip.
- ***Turn and Talk:*** Should smartphones come with a lifetime **guarantee**? Why or why not?

contrast *(noun)* comparison to show differences

- ***Sample Sentence:*** In **contrast** to famous baseball players, the average U.S. firefighter's salary ranges from $40,000 to $60,000.
- ***Turn and Talk:*** In **contrast** to last year, how much homework do you have this year?

***contrast** *(verb)* to be very different from; to compare in order to show the difference

- ***Sample Sentence:*** The bright, blue sky **contrasted** with the dark clouds that were rolling in.
- ***Turn and Talk:*** What is a rule in your family that **contrasts** with your friends' families' rules? Which rule do you prefer?

parallel *(verb)* to match; to equal

- ***Sample Sentence:*** These professions carry more responsibility or greater risk, but they pay salaries that do not **parallel** those of athletes.
- ***Turn and Talk:*** Can anything **parallel** the experience of getting out of school for the summer? Give an example.

***parallel** *(noun)* similarity; shared characteristic

- ***Sample Sentence:*** Creation stories from native people around the world contain many **parallels**.
- ***Turn and Talk:*** Name some **parallels** between your English class and your math class.

industry *(noun)* a group of businesses that provide similar products or services

- ***Sample Sentence:*** Many people believe that it is right to give athletes a share of the money they help to bring in to the sports **industry**.
- ***Turn and Talk:*** Which **industry** does more to help the public: the sports **industry** or the music **industry**? Explain.

logical *(adjective)* reasonable; based on clear thinking

- ***Sample Sentence:*** Sharif agreed that it was **logical** to order the food only after all the guests were confirmed.
- ***Turn and Talk:*** Is it **logical** to assume that two people that are raised together will have a lot in common? Why or why not?

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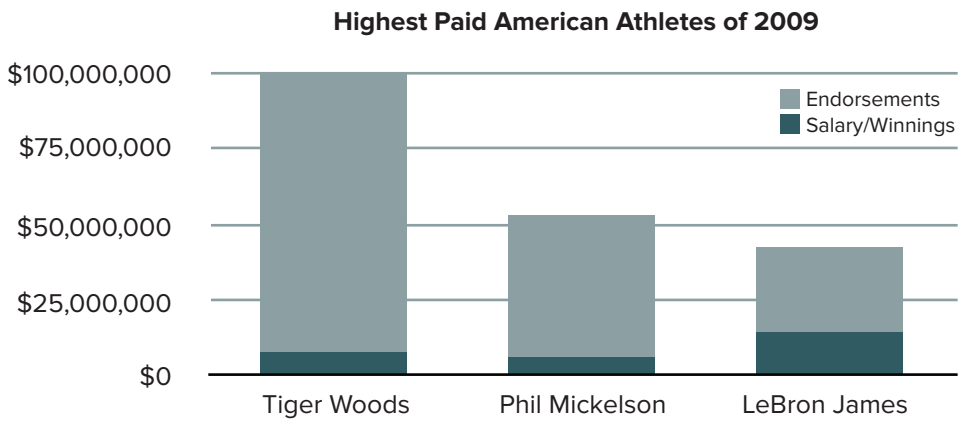
DO PROFESSIONAL ATHLETES DESERVE MULTI-MILLION DOLLAR SALARIES?

UNIT 2.04

guarantee | contrast | parallel | industry | logical

DO THE MATH

According to *Sports Illustrated*, the highest paid American athletes in 2009 were Tiger Woods, Phil Mickelson, and LeBron James. These athletes made most of their money promoting products. Companies in many different **industries**, from clothing to banking to oil, pay these superstars huge amounts. These companies believe it is **logical** to pay athletes to promote their products. Nike, for example, believes that paying LeBron James to wear Nike shoes **guarantees** high sales. Another example is that the unparalleled popularity of Tiger Woods **guarantees** that millions of people will know what phone he uses and what car he drives. Of course, when problems in his personal life became public knowledge near the end of 2009, his image suffered. We can therefore expect a big **contrast** between Tiger's endorsement income in 2009 and his endorsement income in 2010.



Tiger Woods (golf)
Salary/Winnings: $7,737,626
Endorsements: $92,000,000
Total: $99,737,626

Phil Mickelson (golf)
Salary/Winnings: $6,350,356
Endorsements: $46,600,000
Total: $52,950,356

LeBron James (basketball)
Salary/Winnings: $14,410,581
Endorsements: $28,000,000
Total: $42,410,581

Option 1: For which athlete is the **contrast** between salary/winnings and endorsement income the greatest?

A. Tiger Woods
B. Phil Mickelson
C. LeBron James

Option 2: In 2009, Tiger Woods earned $99,737,626. If we divide this number by 365, we find that he earned $273,253.77 each day. Write an algebraic expression that shows the difference between Tiger's daily earnings and some other person's. Let *s* = the other person's yearly salary.

273,253.77−(s/365)

Discussion Question: In America, the sports **industry** is huge. It employs millions of people, from coaches to hot dog vendors. While many **industry** employees make very little, celebrity athletes make millions. And while celebrities have endorsed products for many years, today's endorsement contracts are unparalleled. Is it fair that some people get paid so much? In sports like basketball and baseball, players have contracts. Whether they win or lose, their salaries are **guaranteed**. In **contrast**, the players in golf and tennis are paid to win. Which is the more **logical** system? Should LeBron James get paid per win? Why or why not?

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DO PROFESSIONAL ATHLETES DESERVE MULTI-MILLION DOLLAR SALARIES?

UNIT 2.04

guarantee | contrast | parallel | industry | logical

THINK SCIENTIFICALLY

Ms. Kahn's class is discussing Lebron James's $60 million dollar contract.

"Pro basketball is a multi-billion dollar **industry**," says Rachel. "A big star like Lebron James **guarantees** fans will spend money. It's **logical** to pay him a big salary."

"It may be true that team owners have a good reason to pay stars like Lebron James large salaries," says Shefali, "but it is difficult to judge how much money someone deserves for their work."

"Do you think we can create a system to **logically** figure out how much a certain profession deserves to be paid?" asks Ms. Kahn. "Then we could **contrast** the sums."

"Well," suggests Patrick, "the amount of education someone has often determines the kind of job he or she can get. I wonder if there is a **parallel** between how many years of school are required for a job and how much that job pays? Or maybe if the job is really rare it affects how much the job pays?"

Patrick found this topic very interesting and decided to investigate this question. He looked online to find out how much people in five different professions made per hour, how many years they needed to attend school past high school, and how many people were in each profession.

Patrick wants to find out: Does the amount of education required for a job affect how much the job pays? Does the number of people who have a profession affect how much the job pays?

Procedure:

1. Find out the hourly wages of different professions.
2. Find out how much schooling past high school is needed for each of those professions.
3. Find out the number of people that have that profession.

Profession	Average Hourly Wage	Average Schooling after High School (years)	Number (People with this profession per 1,000,000)
Construction Worker	$19	2	14,700
Teacher	$26	5	9,800
Software Developer	$43	7	4,700
Doctor	$91	11	2,000
Professional Basketball Player	$2,476	4	1

For construction workers, teachers, software developers and doctors, what is the relationship between the hourly wage earned and the number of people who have that profession? What about between the hourly wage earned and the amount of schooling required?

The hourly wage for these professions is correlated positively with the amount of schooling required, and negatively with the number of people in the profession.

We often associate more years of schooling with jobs that get better pay, but there are exceptions, or outliers, like elite athletes. Can you think of any other professions where the amount the job pays doesn't necessarily match the amount of schooling required?

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DO PROFESSIONAL ATHLETES DESERVE MULTI-MILLION DOLLAR SALARIES?

guarantee | contrast | parallel | industry | logical

DEBATE THE ISSUE

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

A

❑ Athletes deserve the high salaries they receive.

OR

B

❑ Athletes do not deserve salaries so much higher than teachers, firefighters, or the President of the United States.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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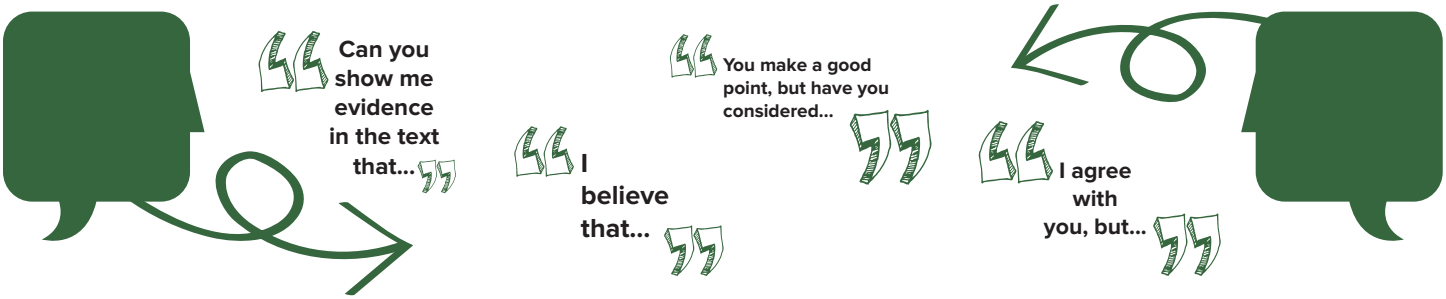
Be a strong participant by using phrases like these:



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DO PROFESSIONAL ATHLETES DESERVE MULTI-MILLION DOLLAR SALARIES?

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

guarantee | contrast | parallel | industry | logical

Richest of the rich: 50 highest-earning American athletes: http://www.nydailynews.com/sports/richest-rich-50-highest-earning-american-athletes-gallery-1.60724

Pro Sports Salaries: www.askmen.com/sports/business/23_sports_business.html

The Prometheus Institute: http://prometheus.org/

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This week's issue:

SHOULD STUDENTS BE PAID FOR PERFORMANCE IN SCHOOL?

Questions for Classroom Discussion:

- What motivates you to do well in school?
- In your experience, do your classmates take their education seriously?
- Besides money, how can students be motivated to do their best in school?
- What are the pros and cons of paying students for their performance in school?
- Is poor academic performance a reflection of American youth or the American school system?

During the 2008-09 school year, Washington, D.C., public schools **implemented** a new program. Middle school students were paid up to $200 a month for attendance, good behavior, and other criteria like wearing uniforms and completing homework and classwork. The Schools Chancellor said that the payments were meant to **motivate** students at an age when many start to get bored with school. So she decided it was worth undertaking a monetary **incentive** program to see if it improved their motivation to do well.

Over the course of the school year, participating students received an average of approximately $530 each, for a total payout of $1.2 million. Harvard economist Roland Fryer analyzed the findings from the incentive study. He concluded that students who were paid through this incentive program scored slightly higher on some district tests than students who weren't offered a monetary incentive.

Some people criticize the idea of paying students to attend and do well in school. After all, in Africa, many students are willing to pay fees and undergo considerable hardship to attend school. Why should American students receive money for attending? Furthermore, paying students might undermine their natural motivation to learn. Even if paying students gets some quick results, wouldn't it be better in the long run to **undertake** changes or reforms to make school more interesting?

Others think that monetary incentives should only be used to motivate students who are more likely to struggle in school. In France, for example, there was a movement to pay students from low-income areas to attend school. Many argued that incentives would encourage these students who were at risk of dropping out to stay in school. This would help the country as a whole.

Defenders of the incentive program say the issue is simple: We should do whatever it takes to **enable** students to do better in school. They won't learn if they are not in school, so paying for attendance is worth it. Others are confident that paying students for different things like reading books would have an even greater effect. What is your opinion? Should students ever be paid to attend or do well in school?

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SHOULD STUDENTS BE PAID FOR PERFORMANCE IN SCHOOL?

UNIT 2.05

implement | motivate | undertake | incentive | enable

USE THE FOCUS WORDS * and alternate parts of speech

implement *(verb)* to put something (a decision, plan, action, etc.) into effect

Sample Sentence: On January 1, the two countries will begin **implementing** the new peace plan.

Turn and Talk: Should all schools **implement** a "no peanut" policy?

***implement** *(noun)* a tool

Sample Sentence: A fork and a spoon are eating **implements.**

Turn and Talk: What **implements** would you need if you wanted to make a tuna sandwich?

motivate *(verb)* to make someone or something want to take action

Sample Sentence: Our volleyball team was **motivated** to beat Central Middle School because we lost to them last time.

Turn and Talk: What would you tell a friend to **motivate** him or her to get healthy?

undertake *(verb)* to accept as a challenge

Sample Sentence: Because she needed money, Susannah agreed to **undertake** the difficult task of babysitting her neighbor.

Turn and Talk: What task would you **undertake** to make a few dollars?

incentive *(noun)* a reward that leads someone to take action

Sample Sentence: Playing chess with his father was Tyrese's **incentive** to finish his homework early.

Turn and Talk: What are some **incentives** a teacher could offer to convince all students to complete their homework?

enable *(verb)* to make something possible

Sample Sentence: Mahmoud's three-pointers **enabled** his team to make a comeback in the championship game.

Turn and Talk: How could knowing a second language **enable** you to get a good job?

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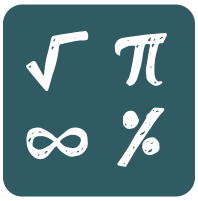
SHOULD STUDENTS BE PAID FOR PERFORMANCE IN SCHOOL?

UNIT 2.05



implement | motivate | undertake | incentive | enable

DO THE MATH

Option 1: The **incentive** program in Washington, D.C., was designed to **motivate** students. Good behavior, good attendance, and other factors like homework completion **enabled** students to earn up to $100 per pay period. Each pay period is 2 weeks, or 10 school days.

There are 180 days in the school year. What is the maximum amount of money that each student could earn for the year?

A. $180
B. $900
C. $1,800
D. $4,500

Option 2: Many different people have **undertaken** efforts to create better schools. Their ideas vary widely. Some schools are based on strict discipline, while others are based on student freedom. Some use complicated textbooks, while others use no textbooks at all. But no plan can **enable** schools to succeed if students are **unmotivated.** Are cash **incentives** the answer? If we took a fraction of the money spent buying books, paying teachers, and **implementing** programs, and offered it directly to students as an incentive to focus and study, would this fix our schools?

In the U.S., schools spend about $10,000 per student per year. Some schools spend more and some spend less. What if we turned 5% of the money spent on each student into incentive money? If i = incentive money and e = expenditure per student, write a formula that would show the relationship between per-student expenditure and per-student incentive.

$.05e = i$ OR $20i = e$

Discussion Question: Pretend that your school wants to **implement** a cash **incentive** plan to encourage students to attend an extra one-hour study session after school each day. What is the minimum amount it would take to **motivate** you to attend for one week? How about for one year? Would it be cost-effective for your school to **undertake** this kind of plan?

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SHOULD STUDENTS BE PAID FOR PERFORMANCE IN SCHOOL?

UNIT 2.05

implement | motivate | undertake | incentive | enable

THINK SCIENTIFICALLY

The students in Mr. Seemy's class are about to take a test on organizing and interpreting data. Mr. Seemy asks, "What would you say if I told you that those of you who got an A on this test would get $20?"

"I'd say that's the best news I've heard all year!" exclaims Shantel. "I would be much more **motivated** to study if I knew I could make money for doing well."

Mr. Seemy says, "The school is thinking about **implementing** a program to pay students when they get good grades. It would be a partnership between local businesses and the government to provide the money and payment plans."

"Really?" questions Sharif. "**Incentives** are great, but I think that would send the wrong message to kids. There are other good reasons for doing well in school. Money isn't everything, you know."

"But it sure does help. I mean, anything that **enables** kids to learn more is good, right?" responds Shantel.

"Well, to **undertake** such a program, the school would need to gather evidence to support the idea that money **motivates** students to get better grades," says Mr. Seemy. "Shantel, do you think you can prove you're right?"

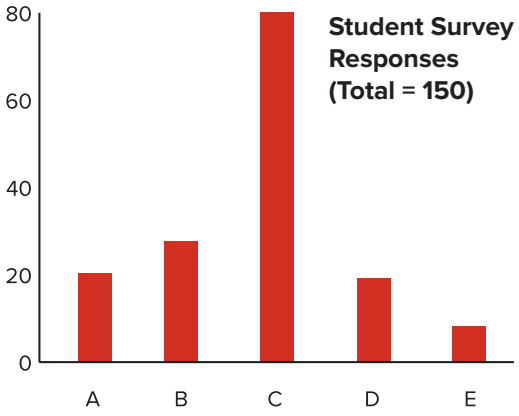
"I'm sure of it. I'll survey everyone in 8th grade," replies Shantel, "and my evidence will show that money is the most important reason students are **motivated** to get good grades."

"I'll work with you, just to make sure you report your data accurately!" says Sharif.

Shantel and Sharif 's survey

To me, the **most important reason** for getting good grades is...

- ❑ A. Having my friends think I'm smart
- ❑ B. Getting approval/privileges (not money) from my parents
- ❑ C. Being able to get a good job/get into a good college
- ❑ D. Getting money so I can buy stuff
- ❑ E. Feeling good about myself



Was Shantel right? Do students consider money to be the most important? How do you know?

No. Item C was selected most often, not item D. But students could argue that the desire to get a good job or get into a good college could be related to earning money in the long run.

Are you surprised by the data that Shantel and Sharif collected? Why or why not?

Answers will vary.

How could you replicate this investigation at your school?

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SHOULD STUDENTS BE PAID FOR PERFORMANCE IN SCHOOL?

UNIT 2.05

implement | motivate | undertake | incentive | enable

DEBATE THE ISSUE

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

A

❑ Students should be paid for performance in school.

OR

B

❑ Students should not be paid for performance in school.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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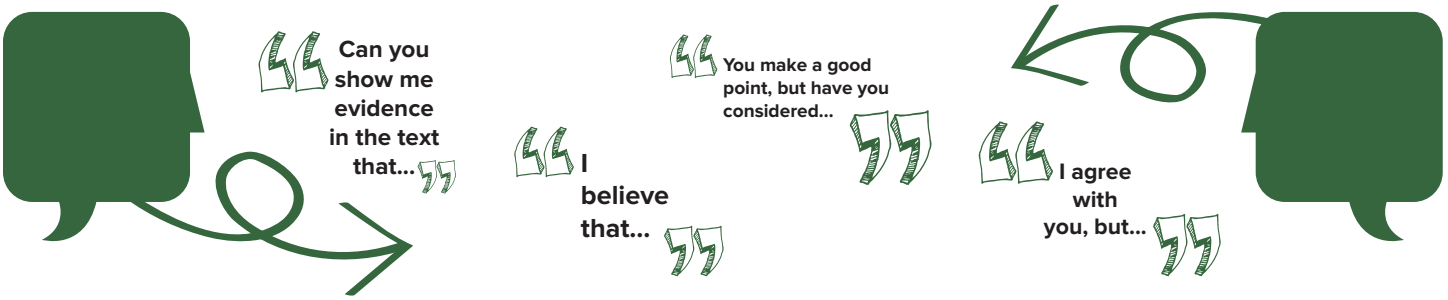

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SHOULD STUDENTS BE PAID FOR PERFORMANCE IN SCHOOL?

UNIT 2.05

implement | motivate | undertake | incentive | enable

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

implement | motivate | undertake | incentive | enable

Fryer Jr., R. G. (2011). Financial Incentives and Student Achievement: Evidence from Randomized Trials. *The Quarterly Journal of Economics*: http://www.nber.org/papers/w15898

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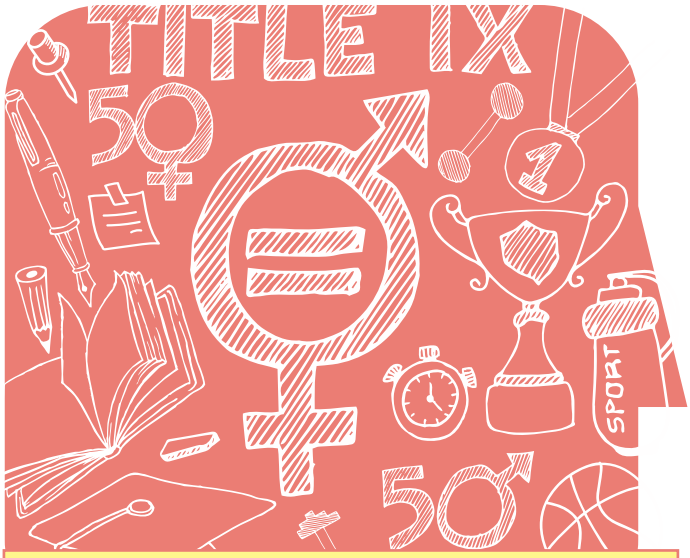
This week's issue:

DOES TITLE IX PROMOTE GENDER FAIRNESS IN SPORTS AND EDUCATION?



Questions for Classroom Discussion:

- What kinds of inequities did female athletes face before the law was changed?
- Why do you think some colleges give more resources to sports like football or baseball?
- How did Mia Hamm illustrate that female athletes can be as successful as male athletes?
- How did the U.S. government provide adequate protection for women who wanted to go to medical school or law school?
- Why do you think there are a disproportionate number of men in sports? Is it because men are more athletic or more interested in sports, or is it because women don't get the same opportunities?

Mia Hamm is considered to be one of the world's best all-around women's soccer players. She held the record for scoring more international goals in her career than any other player, male or female, for nine years. Hamm helped the U.S. national soccer team win the gold medal in the 1996 Olympic Games.

Hamm was born in 1972, the same year the U.S. government passed a law called Title IX. The law forbids discrimination against girls or women in schools or colleges that receive money from the U.S. government.

Title IX reads in part: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

In 1971, the year before Hamm was born, fewer than 300,000 high school girls participated in school sports. That number has grown to over 3 million. Some people think that Title IX led to better, or more **adequate**, representation of women in colleges. For example, the year Hamm was born, only 9% of medical degrees were earned by women. That percentage has jumped to nearly 50%. Many say that these examples **illustrate** how important it is to have laws that give both men and women the same opportunities in athletics as well as in college admissions.

One case that highlighted the **inequities** of college funding for female sports was resolved in the early 1990s. A judge ordered Indiana University of Pennsylvania to restore funding for women's gymnastics and field hockey. The university wanted to focus its **resources** or funding on men's football. But the judge said that money problems and a desire for football prestige were not excuses for violating Title IX.

Is it appropriate for judges and lawyers to determine the sports programs at colleges? Some people feel that colleges know how to make the best decisions for their particular situations and that the law should be more flexible.

What do you think? At your school is there a **disproportionate** representation of boys or girls on your sports teams? In other programs?

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DOES TITLE IX PROMOTE GENDER FAIRNESS IN SPORTS AND EDUCATION?

UNIT 2.06

inequity | resources | adequate | illustrate | disproportionate

USE THE FOCUS WORDS

inequity *(noun)* lack of equality; unfairness

- ***Sample Sentence:*** A recent case highlights the **inequities** of college funding for female sports.
- ***Turn and Talk:*** Why should boys care about **inequities** that affect girls? Explain.

resources *(noun)* supplies of money or helpful items

- ***Sample Sentence:*** The university wanted to focus its **resources** on men's football.
- ***Turn and Talk:*** Would you rather see more **resources** go toward school sports or arts programs? Explain.

adequate *(adjective)* as much as necessary

- ***Sample Sentence:*** Some people think that Title IX led to better, or more **adequate**, representation of women in colleges.
- ***Turn and Talk:*** What is an **adequate** amount of time for you to complete your homework?

illustrate *(verb)* to demonstrate

- ***Sample Sentence:*** These examples **illustrate** the importance of giving men and women the same opportunities.
- ***Turn and Talk:*** Can you think of a story from your life that **illustrates** how hard work paid off for you?

disproportionate *(adjective)* too large or too small in comparison with something else

- ***Sample Sentence:*** Some schools have **disproportionate** representation of boys or girls on their sports teams.
- ***Turn and Talk:*** How many hours per week do you consider a **disproportionate** amount of time watching TV?

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DOES TITLE IX PROMOTE GENDER FAIRNESS IN SPORTS AND EDUCATION?

UNIT 2.06

inequity | resources | adequate | illustrate | disproportionate

DO THE MATH

Title IX was passed to end gender **inequity** in universities and other places that receive public money. People disagree about what it means. What does it mean to give **adequate** support to both genders? What does proportionate representation mean? If more men than women play sports at a public university, is this **disproportionate** representation automatically a violation of Title IX? Or is it only a violation if female athletes are being denied a chance to play? At some colleges, some men's teams were cut so that **resources** could be given to new women's teams. Some people argue that men's and women's interest level should be considered. If fewer women than men want to play sports, they say, then it should be okay to have fewer women's teams.

The problems below **illustrate** two different ways to think about proportionate representation. In **Option 1**, a school thinks in terms of numbers. In **Option 2**, a school thinks in terms of interest level.

Option 1: At University X, the student body consists of 8,000 men and 8,500 women. Three hundred men play a varsity sport. This is 3.75% of male students. If a proportional number of women participate in varsity sports at University X, how many female varsity athletes are there?

A. 300
B. 310
C. 319
D. 331

Option 2: To be in compliance with Title IX, schools have to show progress towards equity. At University Y, the student body consists of 10,000 men and 10,000 women. Five hundred men play varsity sports, and 150 women. A poll of the student body showed that twice as many men as women are interested in playing sports. Therefore, the athletic department wants to increase the number of female athletes by 20% each year until there are at least 250 female athletes. How many years will it take?

3 years. With a 20% increase each year, there are 180 female athletes after 1 year, 216 after 2 years, and 259 (259.2) after 3 years.

Discussion Question: Does Title IX create new **inequities** in college sports? Some schools have cut men's teams to fund women's teams. Title IX opponents say that this helps only a few women, and inflicts **disproportionate** harm on male athletes in sports that don't earn a lot of money, like wrestling or men's gymnastics. Title IX supporters disagree. They point out that for years, far more **resources** have been given to men's sports than women's sports. If more men want to play sports, this just **illustrates** the consequences of past **inequity**. To give today's women **adequate** opportunities to play sports, they must be given equal funding. What do you think? Is it okay to cut a men's sport to fund a women's sport? If not, where should the money come from?

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DOES TITLE IX PROMOTE GENDER FAIRNESS IN SPORTS AND EDUCATION?

inequity | resources | adequate | illustrate | disproportionate

THINK SCIENTIFICALLY

Ms. Kahn's class is discussing whether or not Title IX, a law enacted over 40 years ago, has been effective in reducing **disproportionate** spending in boys' and girls' sports.

"My sister plays college basketball, and there wouldn't even be a team, let alone **adequate** funding for uniforms and games, if it weren't for Title IX," says Marie.

"Yeah? Well, my brother is on the wrestling team at Central High," says Alex, "and his team has to raise money for uniforms because they have to share half their **resources** and budget with girls! I mean, who ever heard of a girl wrestler?"

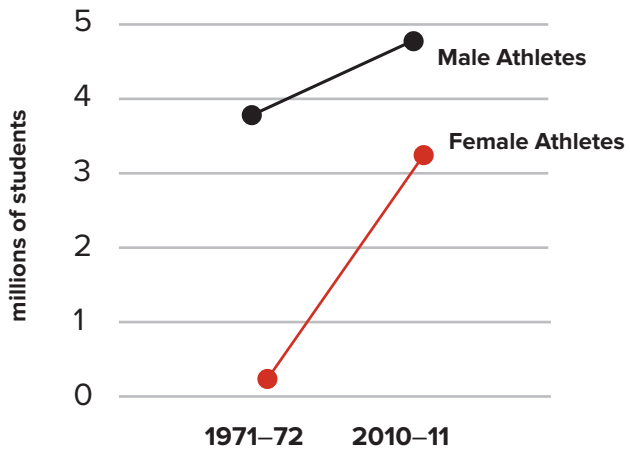
"That's sexist! And totally old-school," blurts Ally. "Wrestling—and water polo, and boxing, and even race car driving—are serious sports with professional athletes, both male and female. Your brother's attitude just **illustrates** why Title IX is still so important."

"But I've heard on the news that Title IX just takes money away from boys' and men's sports," counters Alex. "So there might be more girls playing, but that's because there are fewer boys. That's unfair!"

"Alex, you are making a claim that Title IX laws, in effect, reduce the amount of boys participating in sports in favor of girls' participation," says Ms. Kahn, "but as a scientist you must remember that claims have to be supported with evidence."

"I have some research data here that might help us decide if what Alex heard is true," says Ms. Kahn. "We need to look at real evidence, not just opinions, to decide if there is **inequity.**"

Male and Female Participation in High School Sports, 1972–2011



Data Source: National Coalition for Women & Girls in Education
http://www.ncwge.org/TitleIX40/Athletics.pdf

Do these data provide evidence to support Alex's claim that fewer boys play sports now than in the past? Why or why not?

No. In 1972, less than 4 million boys played sports, whereas more than 4 million boys played sports in 2011.

What other evidence would you need to determine whether Title IX has been effective or not?

Answers will vary.

Title IX became a law in 1972. After that, girls' participation in sports increased by 980%. Many sports are played by both males and females; however, there are certain sports that are dominated by either males or females, not both. Do you think associating sports with a certain gender will ever end?

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DOES TITLE IX PROMOTE GENDER FAIRNESS IN SPORTS AND EDUCATION?

inequity | resources | adequate | illustrate | disproportionate

DEBATE THE ISSUE

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

A

❑ It is appropriate for colleges and schools to focus their **resources** on programs that generate more money.

OR

B

❑ Athletic programs for males and females should receive equal funding.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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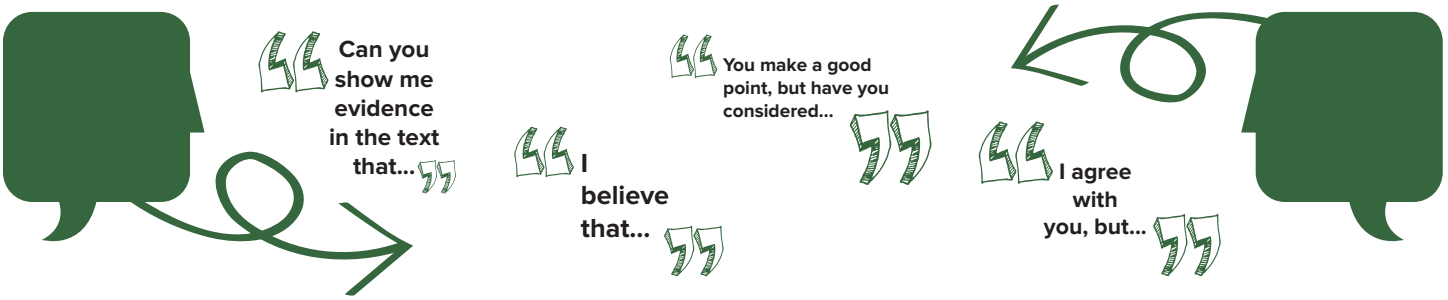

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DOES TITLE IX PROMOTE GENDER FAIRNESS IN SPORTS AND EDUCATION?

inequity | resources | adequate | illustrate | disproportionate

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

inequity | resources | adequate | illustrate | disproportionate

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embryo | paralyzed | theory | investigate | obtain

This week's issue:

SHOULD THE GOVERNMENT FUND EMBRYONIC STEM CELL RESEARCH?

Questions for Classroom Discussion:

- How was Kai Harriott paralyzed?
- What theories do doctors have about how stem cells could help people?
- What is an embryo?
- Why do some people think we shouldn't obtain stem cells from embryos?
- Should the government pay for the work of scientists who are investigating stem cells?

In summer 2003, toddler Kai Harriott of Boston was sitting on her porch, singing with her sister. A gang member shot into the air to scare Kai's neighbors. Kai was hit by a bullet. After being shot, Kai was **paralyzed**. She could not move from the waist down. Because of her injury, Kai must use a wheelchair. But scientists have an idea that might help. They have a **theory** that stem cells can someday help people like Kai.

Stem cells are found in different parts of the human body, including in our blood. Stem cells are also found in fertilized human eggs, called **embryos**. Stem cells from embryos can develop into cells that do many different jobs in the human body. With more research, scientists may be able to grow replacement parts for humans from stem cells.

If doctors can grow spinal cord cells, people like Kai might walk again. New brain cells could help people who have had strokes or Alzheimer's disease. Scientists might also learn to grow the cells that make insulin. This could help people with diabetes. But to **obtain** some stem cells, scientists must destroy a human embryo. Human embryos are usually obtained from unused fertilized eggs from In Vitro Fertilization (IVF). This is when a couple uses a reproductive specialist to help them have a child. For example, a couple has 10 eggs that have been fertilized but only uses four eggs to start their family. This couple then has six leftover embryos that can be donated to stem cell research.

Many people think that human life begins when an egg is fertilized. They think destroying a human embryo is like murder. They say scientists should only work with stem cells from adults. But most scientists find that stem cells taken from adults won't grow into the many different kinds of human cells the way that stem cells from embryos do. Stem cells from embryos may be our only hope of curing some diseases.

Yet, however promising stem cell research is, many citizens oppose it. They object to having their tax dollars spent on something they think is unethical. Investigating stem cells and their medical benefits will take years and cost millions. Should researchers obtain funding from the government to **investigate** embryonic stem cells?

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SHOULD THE GOVERNMENT FUND EMBRYONIC STEM CELL RESEARCH?

UNIT 2.07

embryo | paralyzed | theory | investigate | obtain

USE THE FOCUS WORDS

embryo *(noun)* fertilized egg in a mother's womb

- ***Sample Sentence:*** Stem cells are found in fertilized human eggs, called **embryos**.
- ***Turn and Talk:*** Should scientists be allowed to destroy a human **embryo** for research that could save lives?

paralyzed *(adjective)* unable to move

- ***Sample Sentence:*** After being shot, Kai was **paralyzed** from the waist down.
- ***Turn and Talk:*** How do you think school would be different for a **paralyzed** student?

Paralyzed can also be used as a verb ("paralyze")! *The injury **paralyzed** the soldier.*

theory *(noun)* an explanation for a set of related facts

- ***Sample Sentence:*** Some scientists have a **theory** that stem cells can someday help people like Kai.
- ***Turn and Talk:*** Share your **theory** about extraterrestrial life (aliens).

investigate *(verb)* to try to learn about

- ***Sample Sentence:*** **Investigating** stem cells will take years and cost millions of dollars.
- ***Turn and Talk:*** What is a topic you would like to **investigate**?

obtain *(verb)* to get

- ***Sample Sentence:*** Scientists could not **obtain** federal money for research on embryonic stem cells.
- ***Turn and Talk:*** What do you have to do to **obtain** permission to hang out with your friends after school?

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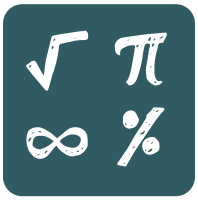
SHOULD THE GOVERNMENT FUND EMBRYONIC STEM CELL RESEARCH?

UNIT 2.07



embryo | paralyzed | theory | investigate | obtain

DO THE MATH

President George W. Bush restricted government funding of stem cell research. On August 9, 2001, he said that scientists could not **obtain** federal money for research on embryonic stem cell lines created after that date. This **paralyzed** certain areas of research. Some scientists **investigating** embryonic stem cells had to put their projects on hold.

President Bush believed he had a moral duty to stop new **embryos** from being destroyed. Each **embryo**, he stated, is a potential human being. His **theory** was that using **embryos** for research cheapens human life.

President Obama presented a different moral **theory**. He said human beings have a moral duty to help people who are suffering. Therefore, they should use science to fight disease. In 2009, President Obama lifted President Bush's restrictions.

Option 1: Each **embryo** needed to start a stem cell line is made up of about 100 cells. Its mass is about one ten-millionth of a gram. Which of the following shows one ten-millionth?

A. .0001
B. .00001
C. .000001
D. .0000001

Option 2: Each **embryo** needed to start a stem cell line is made up of about 100 cells. Each person is made up of about 100 trillion cells. Write both numbers in scientific notation. How many orders of magnitude separate the two numbers?

100 = 10^2 and 100 trillion = 10^14. Each power of 10 represents an order of magnitude, so 12 orders of magnitude separate the two numbers.

Discussion Question: In 2009, the FDA approved the first clinical trial using embryonic stem cells. A company called Geron Corp planned to inject embryonic stem cells into 8–10 people whose legs were **paralyzed** by a spinal cord injury. The Geron scientists had a **theory** that these cells could help repair damaged nerves. **Obtaining** subjects for the trial would take time, because the scientists wanted to inject the cells within a few days of the injury. They said the trial was primarily an investigation into whether injecting stem cells would be safe. But they also hoped to see whether the stem cells would help patients recover some movement in their legs.

Imagine that you are against stem cell research. What would you say to these researchers to convince them to give up this project?

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SHOULD THE GOVERNMENT FUND EMBRYONIC STEM CELL RESEARCH?

UNIT 2.07

embryo | paralyzed | theory | investigate | obtain

THINK SCIENTIFICALLY

Ms. Kahn's class is discussing stem cell research.

"If a human life begins when an egg is fertilized, then **obtaining** stem cells from **embryos** is wrong," says Gabriel.

"But think about all the good that can be done with stem cells," says Toni. "People who are **paralyzed** or have other major medical problems could finally live full lives again!"

"Has anyone **investigated** other ways to retrieve stem cells other than from **embryos**?" asks Gabriel.

"Actually," says Sylvia, "there are also stem cells in adult bone marrow, and scientists have some exciting **theories** about how these stem cells can help improve many health problems, such as heart attacks!"

"Fascinating," says Ms. Kahn. "Let's take a look!"

Ms. Kahn and her class found this topic very interesting and did some research on the internet. Sylvia took notes on information from a study that tested if bone marrow stem cells were effective.

Scientists theorized that injecting bone marrow stem cells would help the heart to heal and rebuild itself after suffering from a heart attack.

They collected 53 patients who had suffered a heart attack in the past. Half received bone marrow stem cells and half received a placebo (or a fake medicine that neither helps nor harms the patient). None of the patients knew whether they got the real injection or the fake one.

Six months after the treatment, the scientists tested the patients' hearts to see if they had improved or noticed any differences. This is what they found.

	Stem cell patients	Placebo patients
# adverse events per patient	5.3	7
irregular heart rhythm	No	Yes
muscle size	Increased	Decreased
muscle strength	Increased	Decreased

Data Source: J. M. Hare et al (2009 - Journal of the American College of Cardiology)

Did the patients who received injections of stem cells instead of a placebo benefit from the treatment? If so, how?

Yes. They had fewer adverse events, regular heart rhythm, and increased muscle size and strength.

Stem cells from bone marrow are slightly different than stem cells from **embryos**; they cannot develop into as many different types of cells as embryonic stem cells can. Summarize your position on whether or not scientists should focus only on research that does not involve human **embryos**.

Answers will vary.

Why is it important that scientists use placebos when they test a new therapy?

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SHOULD THE GOVERNMENT FUND EMBRYONIC STEM CELL RESEARCH?

UNIT 2.07

embryo | paralyzed | theory | investigate | obtain

DEBATE THE ISSUE

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

A

❑ The government should pay for embryonic stem cell research.

OR

B

❑ The government should not fund embryonic stem cell research.

OR

CREATE YOUR OWN

❑ _____

_____

_____

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Jot down a few notes on how to support your position during a discussion or debate.

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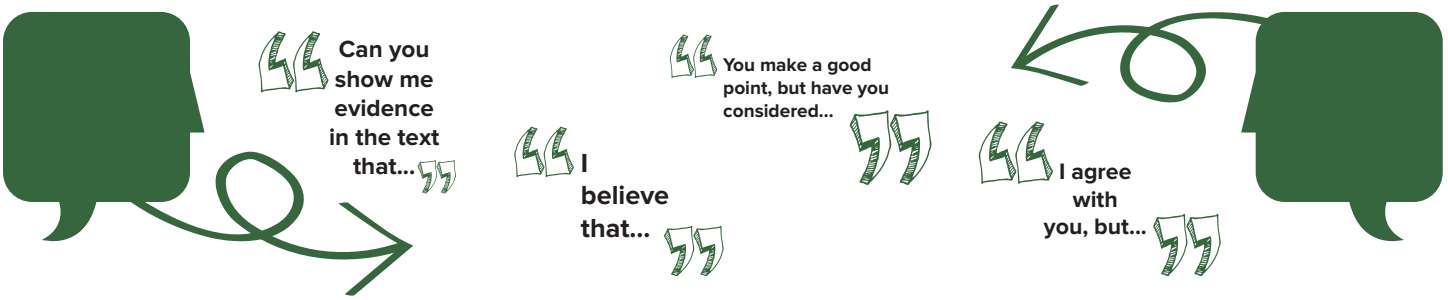
Be a strong participant by using phrases like these:



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SHOULD THE GOVERNMENT FUND EMBRYONIC STEM CELL RESEARCH?

UNIT 2.07

embryo | paralyzed | theory | investigate | obtain

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

embryo | paralyzed | theory | investigate | obtain

Bush, G.W. (2001, August 9). President Discusses Stem Cell Research. Speech broadcast from Crawford, TX. Retrieved on August 26, 2015 from http://georgewbush-whitehouse.archives.gov/news/releases/2001/08/20010809-2.html

Reinberg, S. (2009, January 23). FDA OKs 1st embryonic stem cell trial. *The Washington Post*, *HealthDay News*. Retrieved on July 18, 2010 from http://www.washingtonpost.com/wp-dyn/content/article/2009/01/23/AR2009012302168.html

Lite, J. (2009, March 9). Obama ends embryonic stem cell research ban. *Scientific American*. Retrieved on July 14, 2010 from http://blogs.scientificamerican.com/news-blog/obama-ends-embryonic-stem-cell-rese-2009-03-09/

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UNIT 2.08 obesity | primary | emphasize | restrict | multidimensional

This week's issue:

WHO IS RESPONSIBLE FOR CHILDHOOD OBESITY?

It's lunchtime and sixth-grader Oscar Villanova visits the vending machine. He pays for an orange juice and some cheese sticks, but he really wanted soda and chips. His school, Mildred Avenue, only sells school lunch and healthy snacks.

Seventh-grader Leticia Brown has been told by her doctor that she needs to lose weight. Her doctor says exercise will help her control her weight but at school she only gets physical education once a week.

Many children suffer from health conditions that are caused or made worse by their lifestyles. Childhood **obesity** has more than doubled in children and quadrupled in adolescents in the past 30 years. Rates of childhood diabetes have also risen. These conditions can put children at risk for heart disease and other major killers later in life.

These health issues are **multidimensional** problems with many different causes. Eating meals out, watching lots of TV, and not being active after school can cause too much weight gain. But there are many things children can do to improve their health. Doctors say the **primary** focus for children should be eating healthy food and getting exercise every day.

Schools are getting involved in solving the problem. Some, like Mildred Avenue, **restrict** the snacks students can buy. Others are offering more gym classes to **emphasize** the importance of exercise. Some schools even send home health notices warning parents that their child may be overweight. These schools believe parents should be acting more responsibly by restricting children's diets. Many parents get angry, arguing that schools should limit their focus to teaching. They believe that they have primary responsibility for their children's health.

Who is responsible for children's health? Should schools be involved? When do young people become responsible for their own health decisions?

Questions for Classroom Discussion:

- What are the two primary ways to control problems like obesity and diabetes?
- Obesity and diabetes are multidimensional problems. What might be some other causes?
- Are snack choices restricted at your school?
- Besides adding more fruits and vegetables, what healthy choices could the school lunch program provide?

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WHO IS RESPONSIBLE FOR CHILDHOOD OBESITY?

UNIT 2.08

obesity | primary | emphasize | restrict | multidimensional

USE THE FOCUS WORDS

obesity *(noun)* state of being extremely overweight

Sample Sentence: One way to help solve the **obesity** problem in the U.S. is to require all restaurants to list the calories on menu items.

Turn and Talk: Should companies that sell junk food be required to give money to fight **obesity**?

primary *(adjective)* most important; most influential

Sample Sentence: Doctors say the **primary** focus for children should be eating healthy food and getting exercise every day.

Turn and Talk: What is the **primary** quality you look for in a good friend?

emphasize *(verb)* to show the importance of

Sample Sentence: Other schools are offering more gym classes to **emphasize** the importance of exercise.

Turn and Talk: What could your school do to **emphasize** the importance of a healthy diet? Explain.

restrict *(verb)* to keep within limits

Sample Sentence: Some schools, like Mildred Avenue, **restrict** the snacks students can buy.

Turn and Talk: Do you think that schools should **restrict** the kind of food that is brought in for celebrations and activities?

multidimensional *(adjective)* having many different sides or characteristics

Sample Sentence: These health issues are **multidimensional** problems with many different causes.

Turn and Talk: Is cheating in school a **multidimensional** problem? Explain.

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WHO IS RESPONSIBLE FOR CHILDHOOD OBESITY?

UNIT 2.08

obesity | primary | emphasize | restrict | multidimensional

DO THE MATH

In February 2010, Michelle Obama announced the Let's Move campaign against childhood **obesity.** Fighting childhood **obesity** was her **primary** mission as First Lady. Her approach was **multidimensional**: She wanted to educate parents about nutrition, help families afford healthy food, and **emphasize** physical activity. She also wanted to bring healthy foods to America's schools. In the past, many school lunch menus were **restricted** to foods that were cheap and easy to prepare.

Option 1: To help schools afford to feed students, the USDA pays schools for each lunch served. As of the 2014–15 school year, it paid $2.98 for each free lunch. Some estimates say that low-fat, high-fiber meals with fresh fruits and vegetables would cost $5 each. How much would the per-meal payment need to increase to cover the cost of a healthier meal?

A. about 28%
B. about 50%
C. about 100%
D. about 68%

Option 2: The USDA pays schools for each lunch served. As of the 2014–15 school year, it paid $2.98 for each free lunch, $2.58 for each reduced-price lunch, and $0.28 for each full-price lunch.

If f = the number of free lunches served, r = the number of reduced-price lunches served, and p = the number of full-price lunches served, write an algebraic expression that shows the total amount each school receives in per-meal reimbursements.

$2.98f + 2.58r + .28p$

Discussion Question: Childhood **obesity** is a big problem. Doctors **emphasize** that fighting **obesity** requires a **multidimensional** approach. Kids need access to healthy food. They need to **restrict** their junk food intake. They need to exercise. The U.S. spends $150 million each year fighting **obesity**-related illnesses, so fighting childhood **obesity** could save money in the long term. But in the short term, fighting **obesity** could be expensive. Schools today have tight budgets. Their **primary** concern is teaching kids. What are some inexpensive things schools could do to fight **obesity**?

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WHO IS RESPONSIBLE FOR CHILDHOOD OBESITY?

UNIT 2.08

obesity | primary | emphasize | restrict | multidimensional

THINK SCIENTIFICALLY

The students in Mr. Seemy's class are getting ready for Wellness Week at Franklin Middle School. During Wellness Week, all students will participate in special activities that **emphasize** good health and well-being. Recently, the school decided to **restrict** the types of snack foods offered on the school lunch menu, and some students have complained that their favorite (unhealthy) snack foods are no longer available. Patrice, Erick, and Jacky are preparing a **multidimensional** presentation about how to make healthier food choices and prevent childhood diabetes and **obesity.**

"We'll start with a 'Snack Bar' showing them a bunch of foods that are really bad for them. You know, Spicy Cheese Crunchies and Twinkle Cakes and all that stuff," says Patrice.

"Right! But remember we have to be careful to make our point clearly," says Erick. "An unhealthy diet is the **primary** cause of **obesity** in children, but it's not the only reason kids get too fat. Not being active plays a part too."

"I found a calorie calculator online," says Jacky. "Let's find out what kinds of physical activity are best for burning all the calories we consume when we eat Cheese Crunchies. Then we can show everyone during our presentation."

Jacky found this topic very interesting and decided to investigate what kind of exercise burned the most calories.

Question: Which types of physical activity are most effective at burning calories consumed in common snack foods?
Hypothesis: Jogging will be the most effective activity for burning calories for the average teenager.
Procedure:

1. Select a type of snack food. Record the amount of calories in one serving size.
2. Use a reliable calorie counter website to calculate the number of calories burned by different types of physical activity.
3. Enter your weight, the type of physical activity, and the amount of time you have to exercise.
4. Record the number of calories burned for each type of exercise.

Type of physical activity	Basketball (full court)	Walking (4mph)	Cycling (leisure)	Jogging	Zumba dance
Number of calories burned after 30 minutes of activity	256	121	93	165	185

Which types of exercise would burn off the calories in the Spicy Cheese Crunchies? How do you know?

Thirty minutes of full-court basketball or zumba dance, because they each burn more than 182 calories.

If you ate one serving of Spicy Cheese Crunchies, about how long would you have to ride a bicycle to burn off the calories?

Nearly 1 hour. (182/93)/2 = .98

The Center for Disease Control and prevention recommends that children and teens get at least 60 minutes a day of physical activity. What types of physical activity do you do daily? Weekly?

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WHO IS RESPONSIBLE FOR CHILDHOOD OBESITY?

obesity | primary | emphasize | restrict | multidimensional

DEBATE THE ISSUE

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

A

❑ Parents should take more responsibility for their children's weight.

OR

B

❑ Schools should take more responsibility for their students' weight.

OR

C

❑ Students should be responsible for their own bodies.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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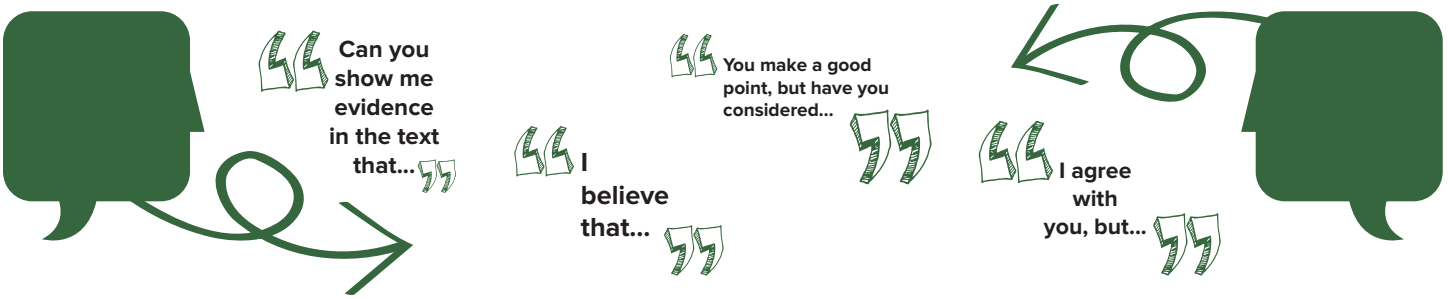

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WHO IS RESPONSIBLE FOR CHILDHOOD OBESITY?

obesity | primary | emphasize | restrict | multidimensional

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

obesity | primary | emphasize | restrict | multidimensional

Ferran, L. (2010, February 9). Michelle Obama: 'Let's Move' initiative battles childhood obesity. *ABC News Online*. Retrieved on July 17, 2010 from http://abcnews.go.com/GMA/Health/michelle-obama-childhood-obesity-initiative/story?id=9781473

Childhood Obesity: http://www.mayoclinic.org/diseases-conditions/childhood-obesity/basics/definition/con-20027428

Weighty Issues for Kids: http://blogs.scientificamerican.com/news-blog/obama-ends-embryonic-stem-cell-rese-2009-03-09/

"A Sweet Tooth is Tough to Pull": http://www.boston.com/yourlife/health/fitness/articles/2006/02/15/a_sweet_tooth_is_tough_to_pull/

Overweight and Obesity: http://www.kidshealth.org/parent/general/body/overweight_obesity.html

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This week's issue:

NUCLEAR POWER: OUR ENERGY FUTURE OR DANGER TO SOCIETY?

Pilgrim Nuclear Station sits just off the road 40 miles from Boston, Massachusetts. This power plant makes electricity by heating water with a controlled nuclear reaction. Boiling water makes steam. The steam turns a turbine to **generate** electricity. Power lines take electricity **derived** from the plant all over the state of Massachusetts.

Some politicians want to build more nuclear power plants like Pilgrim. They see nuclear power as a good alternative to expensive oil. Because we **consume** so much oil in America, we depend on oil from other countries. Nuclear power can be made in the United States, so nuclear energy cannot be cut off by another country. Nuclear power has another major **advantage**. It does not pollute the air like gas or coal does.

People who are concerned about nuclear power point to safety issues. Some nuclear power plants have leaked radioactive chemicals. The chemicals are blown by the wind and can **contaminate** water in nearby communities. Doctors have found higher rates of cancer in towns near the Pilgrim power plant.

The biggest worry about nuclear power is a meltdown. In a meltdown, the nuclear reaction gets out of control inside the plant. It gets so hot, the building explodes or breaks apart. Clouds of poisonous chemicals spread over a huge area. At Chernobyl, in Eastern Europe, a nuclear plant meltdown in 1986 spread contamination all over Europe. Thousands of people developed cancer after the meltdown. After the Chernobyl disaster, the U.S. stopped building new nuclear power plants.

Supporters of nuclear power believe that safer power plants can prevent these problems. They want the U.S. to start building nuclear power plants again. Is nuclear power worth the risks?

Questions for Classroom Discussion:

- How does a nuclear plant generate electricity?
- What are some ways we consume oil in the U.S.?
- What are two advantages of nuclear power?
- How can nuclear power be dangerous?
- What are some other ways we can derive the power we need for cars, electric lights, and heat?

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NUCLEAR POWER: OUR ENERGY FUTURE OR DANGER TO SOCIETY?

UNIT 2.09

generate | derive | advantage | consume | contaminate

USE THE FOCUS WORDS

generate *(verb)* to produce

- ***Sample Sentence:*** Boiling water makes steam, and steam turns the turbine to **generate** electricity.
- ***Turn and Talk:*** What **generates** stress among young people in your community?

derive *(verb)* to come from; to obtain from

- ***Sample Sentence:*** Her confidence is **derived** from years of playing sports.
- ***Turn and Talk:*** From what do you **derive** happiness? I **derive** happiness from _____.

advantage *(noun)* quality that gives someone a better chance than others

- ***Sample Sentence:*** One **advantage** of nuclear power is that it does not pollute the air like gas or coal.
- ***Turn and Talk:*** What is one **advantage** of getting a good night's sleep?

consume *(verb)* to use up

- ***Sample Sentence:*** Because we **consume** so much oil in America, we import oil from other countries.
- ***Turn and Talk:*** What are some things you can do to reduce the amount of electricity you **consume**?

contaminate *(verb)* to poison; to pollute

- ***Sample Sentence:*** If nuclear waste is not stored properly, it can **contaminate** soil and water.
- ***Turn and Talk:*** What steps do doctors and nurses take to avoid **contaminating** patients?

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NUCLEAR POWER: OUR ENERGY FUTURE OR DANGER TO SOCIETY?

UNIT 2.09

generate | derive | advantage | consume | contaminate

DO THE MATH

Americans **consume** more energy each year, and we are looking for cleaner, greener ways to produce it. Nuclear power has many **advantages**. It doesn't pollute the air, and it can be produced in the U.S. But nuclear opponents raise several concerns. One is nuclear waste. Nuclear waste **derives** from the nuclear reactions that create nuclear energy, as well as from the mining and enrichment of nuclear fuel. If nuclear waste is not stored properly, it can **contaminate** soil and water. Some nuclear waste will remain dangerous for thousands of years.

Yucca Mountain in Nevada has been proposed as a site for long-term storage of nuclear waste. But this has **generated** a lot of controversy. Many Nevada residents don't want a nuclear dump in their home state. In 2001, the Environmental Protection Agency set safety standards for Yucca Mountain for the next 10,000 years.

Option 1: The average American lives about 80 years. How many lifetimes is 10,000 years?

A. 125 lifetimes
B. 130 lifetimes
C. 135 lifetimes
D. 210 lifetimes

Option 2: An appeals court ruled that the 10,000-year safety standards for Yucca Mountain were inadequate. After all, some nuclear waste may be dangerous for hundreds of thousands of years. The new EPA safety standards cover the next million years. Write 10,000 and 1 million in scientific notation. How many orders of magnitude separate the two numbers?

10,000 = 10^4 and 1 million = 10^6. Two orders of magnitude separate the two numbers.

Discussion Question: With violence in the Middle East and worries about global warming, traditional energy sources like oil and coal are falling out of favor. The advantages of nuclear power seem increasingly appealing. Many experts say nuclear power is safe. They say that many of the fears people have about nuclear power derive from misinformation and from the confusion of nuclear power with nuclear weapons. But nuclear waste remains a problem. A long-term, ultra-secure facility is needed. But, given the fact that leaks could contaminate the local environment, no one wants this facility to be in his or her backyard. The Obama Administration cut government funding for the Yucca Mountain facility. Meanwhile, nuclear power plants continue to generate nuclear waste. Where should it go?

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NUCLEAR POWER: OUR ENERGY FUTURE OR DANGER TO SOCIETY?

UNIT 2.09

generate | derive | advantage | consume | contaminate

THINK SCIENTIFICALLY

Ms. Kahn's class is discussing the connection between nuclear power plants and cancer.

"Cancer is a terrible disease," says Erin. "Many people suffer from cancer as a result of nuclear power plants **contaminating** their surroundings. That's why I don't think we should use nuclear energy."

"But think about all of the terrible pollution and political problems caused by other sources of energy," says Kristopher. "If there is a way that we can both **generate** clean energy and gain a political **advantage**, then I think we should consider it."

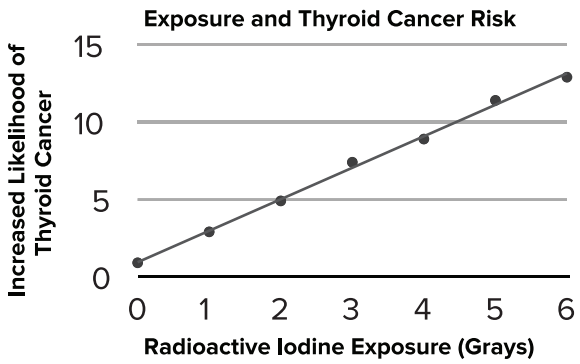
"Besides," suggests Lucinda, "cancer is a very complicated disease with many different causes. How sure are we that exposure to nuclear power plants really causes cancer?"

"That's a good question, Lucinda," says Ms. Kahn. "Let's take a look at the cancer rates around Chernobyl after the nuclear power plant accident there in 1986."

Ms. Kahn searched the internet and found the following information about some of the effects of the Chernobyl meltdown.

Thyroid Cancer Study Following the Chernobyl Accident in Ukraine:
The thyroid gland uses iodine to control how quickly your body uses energy and delivers important hormones to the rest of your body. However, when nuclear power plants melt down or just leak a little bit, they release a radioactive version of iodine into the environment that can get into the water and food supplies of the local community. When people **consume** these **contaminated** foods, their thyroids collect the radioactive iodine instead of regular iodine. This collection of radioactive material in the thyroid gland can cause thyroid cancer to develop, especially in children and adolescents.

After the Chernobyl meltdown in 1986, researchers began tracking over 13,000 children and adolescents who were exposed to high doses of radioactive iodine. They monitored the health of these young people over the next 25 years and found the following relationship between how much radioactive iodine they were exposed to and how likely they were to develop thyroid cancer.



Within this group of 13,000 people, scientists recorded three times as many incidents of thyroid cancer in comparison to a typical group of people who were not exposed to radioactive iodine.

Data Source: http://chernobyl.cancer.gov/studies.html

From these data, can you conclude that being exposed to radioactive iodine causes thyroid cancer in children and adolescents?

Yes, it increases the likelihood of cancer in children and adolescents.

If someone were exposed to 7 Grays of radioactive iodine, how many times more likely would they be to develop thyroid cancer?

Nearly 15 times more likely to develop thyroid cancer.

*Do you think this study is relevant to decisions about how we **generate** electricity in the United States? Explain.*

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NUCLEAR POWER: OUR ENERGY FUTURE OR DANGER TO SOCIETY?

UNIT 2.09

generate | derive | advantage | consume | contaminate

DEBATE THE ISSUE

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

A

❑ Nuclear power is too risky and should not be used.

OR

B

❑ The **advantages** of nuclear power are worth the risks.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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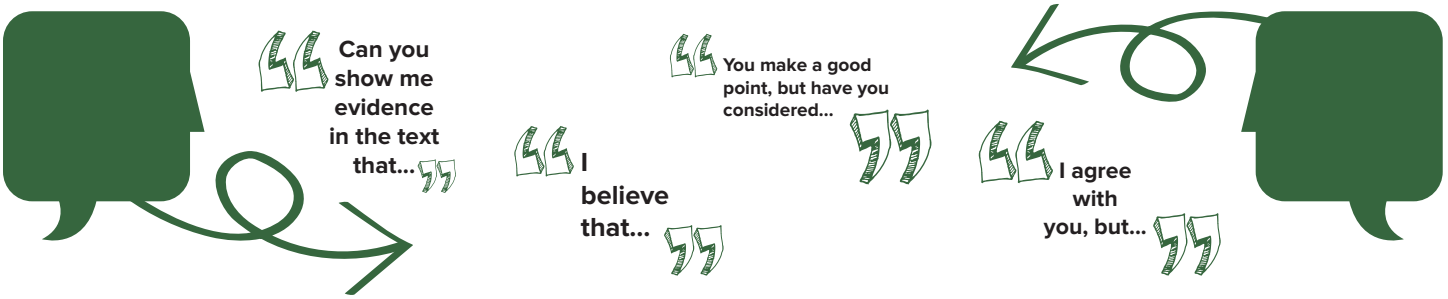
Be a strong participant by using phrases like these:



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NUCLEAR POWER: OUR ENERGY FUTURE OR DANGER TO SOCIETY?

UNIT 2.09

generate | derive | advantage | consume | contaminate

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

generate | derive | advantage | consume | contaminate

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recite | allegiance | signify | principle | conclusion

This week's issue:

SHOULD THE PLEDGE OF ALLEGIANCE SAY "ONE NATION UNDER GOD"?

Questions for Classroom Discussion:

- Do you think about the meaning of the Pledge when you recite it?
- What does the Pledge signify for you?
- Do you feel allegiance to other groups or institutions besides the United States?
- Do you think the Supreme Court reached the right conclusion when they said individuals can choose to recite or not recite the Pledge?

Students across the country **recite** the Pledge of Allegiance daily: *I pledge **allegiance** to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.*

In 2002, a father in California sued the government. He said that he did not believe in God. His daughter should not have to say "under God" in school every day. Many people agree with him. They point out that the separation of church and state is a law. This means the government cannot teach or support religion. They say this language in the Pledge is not fair. It **signifies** to students who do not believe in God that their belief is wrong.

Other people think that taking "under God" out of the Pledge would destroy tradition. About three-quarters of the United States population is Christian. Others follow religions like Islam and Judaism that are also based on belief in one God.

Supporters of the Pledge say the phrase does not teach a specific religion. They say it just reflects the **principles** of most Americans. A belief in God is part of the U.S. tradition. People swear on the Bible when they go to court. "In God We Trust" appears on our money.

The Supreme Court reached the **conclusion** that teachers and students who disagree with the Pledge have the right not to say it, but they did not say the Pledge should be altered.

Do you think allowing people to remain silent is an acceptable solution? Should reciting the Pledge be a requirement in schools? Or should the phrase "under God" be taken out of the Pledge of Allegiance?

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SHOULD THE PLEDGE OF ALLEGIANCE SAY "ONE NATION UNDER GOD"?

UNIT 2.10

recite | allegiance | signify | principle | conclusion

USE THE FOCUS WORDS

recite *(verb)* to speak from memory

Sample Sentence: Students across the country **recite** the Pledge of Allegiance daily.

Turn and Talk: If you were asked to **recite** a poem for English class, what steps would you take to memorize it?

allegiance *(noun)* loyalty

Sample Sentence: Harold feels he owes **allegiance** to his friends because of the help they gave him.

Turn and Talk: Describe a person, place, or idea to which you feel a strong **allegiance**. Why do you feel this way?

signify *(verb)* to mean or stand for

Sample Sentence: The American flag **signifies** freedom for many people.

Turn and Talk: Talk about a special (not necessarily valuable) gift you've received. What does this gift **signify** to you?

principle *(noun)* a rule or belief that guides actions

Sample Sentence: Supporters of the Pledge argue that it reflects the **principles** of most Americans.

Turn and Talk: What are three **principles** that are important in your life?

conclusion *(noun)* a final judgment or decision

Sample Sentence: The Supreme Court reached the **conclusion** that teachers and students who disagree with the Pledge have the right not to say it.

Turn and Talk: Think of a time when an adult decided that you had broken a rule. Did you agree with the adult's **conclusion**?

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SHOULD THE PLEDGE OF ALLEGIANCE SAY "ONE NATION UNDER GOD"?

UNIT 2.10

recite | allegiance | signify | principle | conclusion

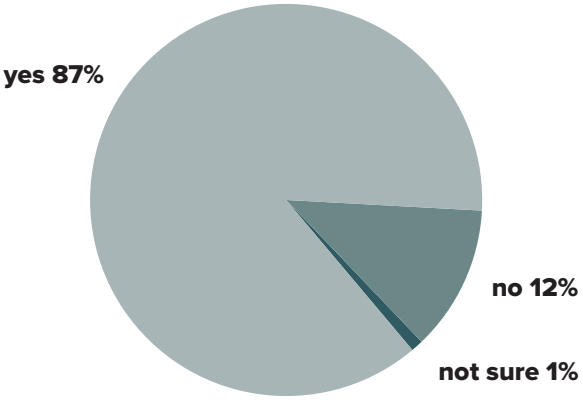
DO THE MATH

Reciting the Pledge of **Allegiance** is meant to bring Americans together. The **conclusion** of the Pledge, "with liberty and justice for all," refers to two important American **principles**: the right to personal freedom and the right to be treated fairly.

"Under God" was added in 1954, during America's Cold War with the Soviet Union. This addition was meant to **signify** that, unlike the Soviet Union, America was a religious nation. To many people, this addition makes sense. Historically, America has primarily been a religious nation. Most Americans are religious believers. But what about atheists? Does the "liberty" promised at the end of the Pledge mean that all Americans, including atheists, should be free to say the Pledge without saying something they don't believe?

This circle graph shows the results of an AP-Ipsos Public Affairs poll taken in March of 2004.

Should we keep "under God" in the Pledge of Allegiance?



Option 1: Which of the following statements is true?

A. Most Americans want "under God" removed from the Pledge.
B. Most Americans have no opinion.
C. There are 7 Americans who want to keep "under God" for every one American who wants it removed.
D. There are 9 Americans who want to keep "under God" for every one American who wants it removed.

Option 2: Three Americans have been selected at random. What is the probability that all three are in favor of keeping "under God" in the Pledge?

.87 x .87 x .87 = about 66% (about 2/3)

Discussion Question: The separation of church and state is an important American **principle**. Some say that asking students to **recite** a daily Pledge of **Allegiance** that includes God is wrong. They say it **signifies** an attack on religious freedom. Is this the right **conclusion**? Or is the Pledge more about history and tradition than about religious belief? Eighty-seven percent of Americans want to keep "under God" in the Pledge. Do you think these Americans are motivated mostly by feelings about religion, or mostly by feelings about history and tradition? Why?

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SHOULD THE PLEDGE OF ALLEGIANCE SAY "ONE NATION UNDER GOD"?

UNIT 2.10

recite | allegiance | signify | principle | conclusion

THINK SCIENTIFICALLY

Ms. Kahn's class is discussing whether the phrase "under God" should be included in the Pledge of **Allegiance**.

"The Pledge was created over 100 years ago, so we should just keep it as it is because it's a tradition," said Rafael.

"Well, my grandmother told me that the Pledge of **Allegiance** she **recited** when she was young was a little bit different," says Cory. "Since it has changed at least once, that means it can be changed again!"

"There must have been a reason for it to change. I wonder what it is?" Tyler questioned.

"There have actually been several different versions since it was first created in 1892," explained Ms. Kahn. "Let's look to see if we can figure out what has changed."

Ms. Kahn projected the different versions on the board for her students to analyze. Complete the activity as if you were one of her students. Examine these four versions and mark the text when you discover how it has changed over the years.

1892

I pledge **allegiance** to my Flag and the Republic for which it stands, one Nation indivisible, with liberty and justice for all.

1923

I pledge **allegiance** to the Flag of the United States, and to the Republic for which it stands; one Nation indivisible, with liberty and justice for all.

1924

I pledge **allegiance** to the Flag of the United States of America, and to the Republic for which it stands; one Nation, indivisible, with liberty and justice for all.

1954

I pledge **allegiance** to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

Francis Bellamy originally worded the Pledge so that anyone in the world could **recite** it. The additions made in 1923 and 1924 were meant to **signify** to immigrants the importance of staying loyal to their new country. If you were going to research the reason for the change in 1954, what information would help you to come to a **conclusion**?

About 60 years have passed since the last change was made to the Pledge, the longest amount of time without change since its creation in 1892. With your classmates, discuss why you think no recent changes have been made.

Answers will vary: Note: There is some debate in the history here. Some records show it was because of Communist threat, while others say it was a tribute to former President Lincoln who used "under God" often.

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SHOULD THE PLEDGE OF ALLEGIANCE SAY "ONE NATION UNDER GOD"?

UNIT 2.10

recite | allegiance | signify | principle | conclusion

DEBATE THE ISSUE

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

A

❑ The phrase "under God" should stay in the Pledge of **Allegiance**.

OR

B

❑ The phrase "under God" should not stay in the Pledge of **Allegiance**.

OR

CREATE YOUR OWN

❑ _____

_____

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Jot down a few notes on how to support your position during a discussion or debate.

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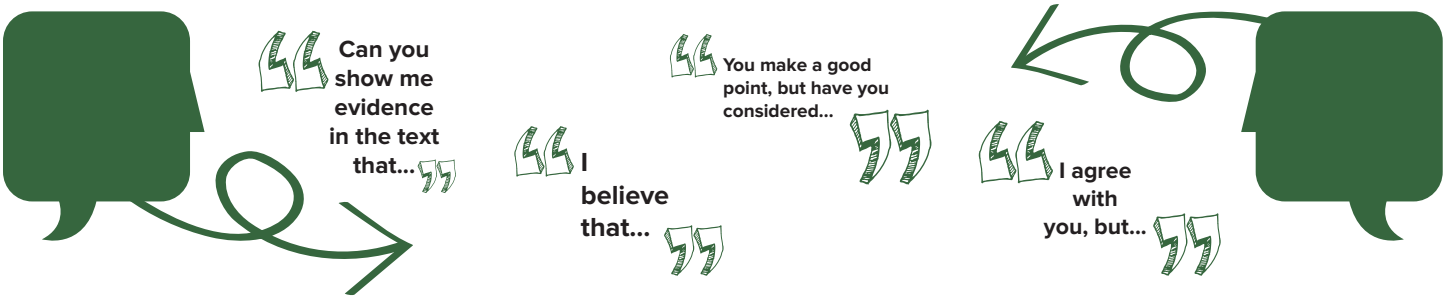

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SHOULD THE PLEDGE OF ALLEGIANCE SAY "ONE NATION UNDER GOD"?

recite | allegiance | signify | principle | conclusion

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

recite | allegiance | signify | principle | conclusion

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UNIT 2.11

specify | establish | cohesive | constrain | xenophobia

This week's issue:

SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE UNITED STATES?

Questions for Classroom Discussion:

- Have you seen other languages used in official government signs or papers? Where have you seen these?
- Would establishing English as our official language cause any hardship?
- Where do you think xenophobia comes from? Why do you think people react that way?
- What are some things that can make a country more cohesive?
- If we constrained the use of other languages, do you think immigrants would learn English faster?

If you ride the bus through an American city, you will hear many languages spoken. Many new immigrants have come to the U.S., speaking languages like Vietnamese, Russian, and Spanish.

Immigrants want to be able to use public services. Interpreters and information written in different languages help them use hospitals, libraries, and schools. If immigrants go to court, they want to understand what is being said. When new citizens vote, they want to be able to read the voting ballot.

Right now, the U.S. does not **specify** what languages can be used by the government. In many states, people can take the driver's test in their home language. But some people want to **establish** English as the official language of the U.S. If English is the only official language, they say the country will be more unified, or **cohesive**. Using other languages in schools, courts, and city hospitals would be **constrained** by law. Immigrants would need to learn English or miss out on services.

Other people say this is just **xenophobia**, a fear of foreign people. Immigrants are learning English as fast as they can. They deserve services and information in the language they know.

What do you think? Should immigrants be provided government services in their home language? Or do you think making English the official language of the United States will make us more cohesive as a nation?

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SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE UNITED STATES?

specify | establish | cohesive | constrain | xenophobia

USE THE FOCUS WORDS

specify *(verb)* to clearly define

Sample Sentence: Right now, the U.S. does not **specify** which languages can be used by the government.

Turn and Talk: How many days in advance should teachers **specify** the date of an upcoming test?

establish *(verb)* to cause to be recognized and accepted

Sample Sentence: Some people want to **establish** English as our official language.

Turn and Talk: Think of your favorite actor or actress. What film **established** him or her as your favorite?

cohesive *(adjective)* unified

Sample Sentence: If English is the only official language, some argue that the country will be more **cohesive**.

Turn and Talk: Why are some classrooms more **cohesive** than others?

constrain *(verb)* to hold back or limit

Sample Sentence: Many people think that making English the official language of the U.S. would **constrain** the everyday use of other languages.

Turn and Talk: Why do you think some middle school students feel **constrained** by their parents?

xenophobia *(noun)* a fear of foreign people

Sample Sentence: During times of war, **xenophobia** is extremely common.

Turn and Talk: What are some examples of **xenophobia** that you have seen on TV?

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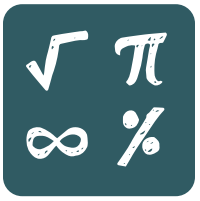
SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE UNITED STATES?

UNIT 2.11



specify | establish | cohesive | constrain | xenophobia

DO THE MATH

Immigrant families around the world face many difficulties. They face **xenophobia** as well as day-to-day struggles with things from buying food to making friends. Using their first language at home helps families be **cohesive**. It helps them stay connected to their roots. **Establishing** English as the official language of the U.S. would not legally **constrain** the everyday use of other languages. However, some people think that having an official language would decrease the use of other languages, even in people's homes. The 2000 United States Census asked people to **specify** which language they speak at home.

Option 1: The most common non-English language spoken at home in the U.S. is Spanish. The 2000 U.S. Census counted 262,375,152 U.S. residents. Of these, 28,101,052 spoke Spanish at home. What percent of Americans spoke Spanish at home?

A. about 10.7%
B. about 28.2%
C. about 32.6%
D. about 45.1%

Option 2: The second and third most popular non-English languages spoken at home in the U.S. are Chinese and French. Of the 262,375,152 people counted on the 2000 Census, 2,022,143 spoke Chinese, and 1,643,838 spoke French. In 2000, what was the probability that a randomly selected American spoke Chinese or French at home?

About 1.4%

Discussion Question: Most people who want English **established** as the official language say that they are not xenophobic; they just want to preserve America's national culture. **Specifying** a national language will give Americans more incentive to speak fluent English. How can we be a **cohesive** nation, they ask, if we can't talk to our neighbors? However, learning a new language is difficult, and takes time. Have you ever been in a place where people used a language you couldn't understand? Did it **constrain** your behavior? Did it prevent you from doing things? Why or why not?

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SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE UNITED STATES?

UNIT 2.11

specify | establish | cohesive | constrain | xenophobia

THINK SCIENTIFICALLY

Ms. Kahn and her students are discussing the fact that the United States does not **specify** an official language.

"The official language of a country should be the language that most people speak," says Ricky. "And most people in the United States speak English, so it should be the official language."

"That's true," says Sasha, "but I have many friends that speak another language at home with their parents because their parents speak little to no English. It feels like **xenophobia** to exclude them."

"But that is another reason to **establish** English as the official language. Anyone living in this country should be able to talk to others in the language that everyone else speaks. That would make us a more **cohesive** nation," Ricky argued.

"Those are both good points," says Ms. Kahn. "The U.S. Census is a great resource that collects data on the languages that people speak, and how well they speak them."

Ms. Kahn located information from the U.S. Census Bureau's 2007 American Community Survey and projected it on the screen.

	Total people	English-speaking ability			
		Very well	Well	Not well	Not at all
Population (5 years and older)	280,950,438				
I. Spoke only English at home	223,505,953				
II. Spoke a language other than English at home	55,444,485	30,975,474	10,962,722	9,011,298	4,494,991
a. Spanish or Spanish Creole	34,547,077	18,179,530	6,322,170	6,344,110	3,701,267
b. Other Indo-European languages	10,320,730	6,936,808	2,018,148	1,072,025	293,749
c. Asian and Pacific Island languages	8,316,426	4,274,794	2,176,180	1,412,264	453,188
d. Other languages	2,260,252	1,584,342	442,224	182,899	46,787

What percentage of the population spoke a language other than English at home?

19.7%

Of the people that spoke a language other than English at home, what was the percentage of people that spoke English "Very well" or "Well"?

75.6%

If English were made the official language of the United States, should Spanish be considered as a second official language? Decide whether the data above would support your opinion.

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SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE UNITED STATES?

UNIT 2.11

specify | establish | cohesive | constrain | xenophobia

DEBATE THE ISSUE

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

A

❑ English should be the official language of the United States.

OR

B

❑ The United States should not have an official language.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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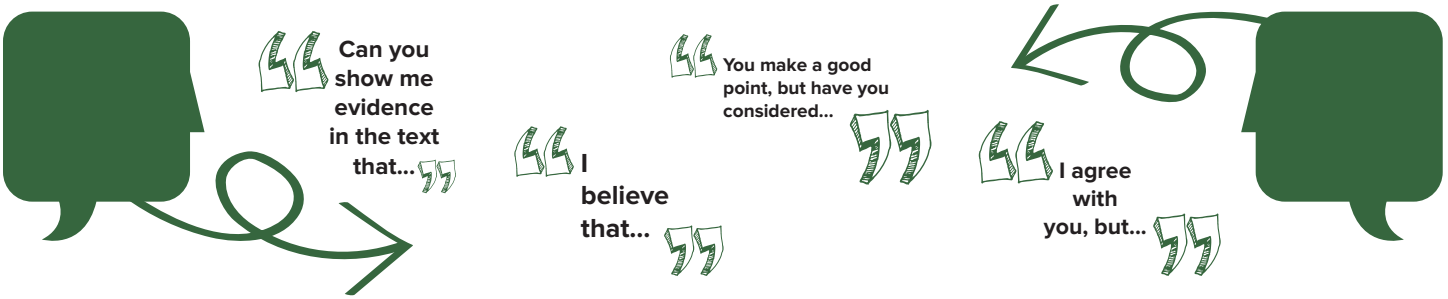

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SHOULD ENGLISH BE THE OFFICIAL LANGUAGE OF THE UNITED STATES?

UNIT 2.11

specify | establish | cohesive | constrain | xenophobia

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

specify | establish | cohesive | constrain | xenophobia

SERP © 2015

amend | equity | constitute | resolve | legislate

This week's issue:

ARE KIDS RESPONSIBLE FOR STEPPING IN TO PREVENT BULLYING?

Questions for Classroom Discussion:

- Do you think your school promotes equity between students?
- What kind of behavior constitutes bullying?
- How could your school amend its rules to keep bullying from happening?
- How can parents and teachers help victims of bullying resolve the problem?
- Can a school legislate equity between students? Or do students themselves need to resolve the problem?

Kendra started at a new school in the seventh grade. During her first week, a group of girls started teasing her. Then more kids joined in. Now she gets called names every day. People push her in the hallways. They steal her backpack and throw it in the trash. Kendra wants help, but she is embarrassed to tell her parents or her teachers. She feels like everything is her fault.

Bullying is a big problem in schools today. Both boys and girls can be bullies or victims. Punching, teasing, and spreading rumors all **constitute** bullying. About half of all kids say they have been bullied at some point during their time in school. Many kids who are bullied have low self-esteem. Some try to avoid school. Some even think about killing themselves.

It is important for schools to promote **equity** among all students. No one should be treated like they are less than anyone else. Therefore, many people believe that schools should pass rules to **legislate** an end to bullying.

However, all schools have rules against bullying and these generally do not **resolve** the problem. Perhaps peer intervention constitutes the only resolution to bullying. Should kids step up when they see bullying incidents? Some researchers state that the bystanders who look on and do nothing are as guilty as the bullies.

Many bystanders are afraid to intervene, fearing they themselves will be targeted by the bullies. Furthermore, many kids just don't know what to do. They say it is easier to walk away. So rather than **amending** the rules about bullying, maybe schools should teach kids what to do when they see a bullying incident.

Is it fair to blame bystanders for not intervening to resolve the bullying incident? Should kids put themselves in danger to protect their classmates?

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ARE KIDS RESPONSIBLE FOR STEPPING IN TO PREVENT BULLYING?

UNIT 2.12

amend | equity | constitute | resolve | legislate

USE THE FOCUS WORDS * and alternate parts of speech

amend *(verb)* to change; to add to

- ***Sample Sentence:*** Many schools have chosen to **amend** their rules to make it clear that bullying will not be tolerated.
- ***Turn and Talk:*** What rules would you **amend** at your school to make it safer for all students?

equity *(noun)* equality; equal status

- ***Sample Sentence:*** Anna wants to promote **equity** among all her friends.
- ***Turn and Talk:*** Is there more **equity** among students in elementary or middle school? Explain.

constitute *(verb)* to form; to create

- ***Sample Sentence:*** Punching, teasing, and spreading rumors all **constitute** bullying.
- ***Turn and Talk:*** What **constitutes** cyberbullying?

resolve *(verb)* to solve a problem

- ***Sample Sentence:*** Sammy's mother always let him and his brothers **resolve** their problems themselves.
- ***Turn and Talk:*** At what point should adults become involved in **resolving** conflicts between young people?

***resolve** *(noun)* determination to do something; commitment

- ***Sample Sentence:*** Nothing could get in the way of Xin's **resolve** to run for class president.
- ***Turn and Talk:*** What are some obstacles that might weaken a person's **resolve** to do well in school?

legislate *(verb)* to create or control by making laws or rules

- ***Sample Sentence:*** Many people believe that schools should pass rules to **legislate** an end to bullying.
- ***Turn and Talk:*** Do you think it's possible for a school to **legislate** good behavior? Explain.

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ARE KIDS RESPONSIBLE FOR STEPPING IN TO PREVENT BULLYING?

UNIT 2.12

amend | equity | constitute | resolve | legislate

DO THE MATH

Some bullying experts say that to stop bullies, we must **amend** the way we think about bullying. Bullying affects everyone. School communities should be based on **equity** and respect. How can this be true if some students torment others? **Legislating** anti-bullying rules is only a start. One expert named Dan Olweus says that to stop bullies, entire school communities must **resolve** to end bullying. He says that onlookers who watch victims get bullied **constitute** part of the problem.

Option 1: Last week at Victory Middle School, there were 11 bullying incidents in 11 different classrooms. Say that for each incident, there are at least 5 onlookers. Which of the following is true?

A. There were a minimum of 55 onlookers.
B. There were at least 35 onlookers.
C. There were a minimum of 20 onlookers.
D. There were a maximum of 50 onlookers.

Option 2: The National Center for Education Statistics reported that in 2011, 28% of students aged 12–18 reported being bullied in the past year. If this is still true today, and three students are chosen at random, what are the chances that at least one of them has been bullied in the past year?

63%. The chance that **none** of the three students were bullied is .72 x .72 x .72 = 37%. Therefore, the chances of **at least one** being bullied is 100% − 37% = 63%.

Discussion Question: When bullying makes the news, people react angrily. Principals **resolve** to establish **equity** among students. Teachers **amend** classroom rules. Government bodies debate anti-bullying **legislation**. But bullying is not a problem that flares up occasionally. Statistics show that bullying is widespread. In 2011, 28% of students in the U.S. aged 12–18 reported being bullied at school in the past year. For 18%, the bullying consisted of teasing. For other students, the bullying involved tripping, shoving, spitting, or other cruel behavior.

Do these statistics sound right to you? If 28% of students are bullied, then what percent of a school community is likely to be involved in bullying, either as bullies, victims, or onlookers? Fifty percent? Seventy percent? One hundred percent? Explain your estimate.

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ARE KIDS RESPONSIBLE FOR STEPPING IN TO PREVENT BULLYING?

UNIT 2.12

amend | equity | constitute | resolve | legislate

THINK SCIENTIFICALLY

In 2010, President Obama made a speech about bullying to support the "It Gets Better" project, which was founded to bring attention to bullying, and to young people who had committed suicide because they were gay or were thought to be gay. In his speech, the President said:

> *"We've got to dispel the myth that bullying is just a normal rite of passage – that it's some inevitable part of growing up. It's not. We have an obligation to ensure that our schools are safe for all of our kids."*

Although parents, teachers, and especially young people agree with the President, bullying is still a difficult issue to **resolve**. Most teens know what **constitutes** bullying, but they still engage in it or feel powerless to stop it. Some people believe laws should be **amended** to make bullying a crime. Others are concerned that harsh legislation just creates more rules instead of teaching teens how to treat each other respectfully. They worry about equitable treatment for children who have been bullied as well as appropriate consequences for children who have bullied.

The students in Mr. Seemy's class want to find out how common bullying is at Franklin Middle School. They have identified four types of bullying: verbal, physical, social, and cyberbullying. Mark how often you notice the different types of bullying in your school: 1 = Never; 2 = Rarely; 3 = About once per week; 4 = A few times per week; 5 = Once or more per day.

Type of bullying	Description	Approximately how often do you see this type of bullying in your school?
Verbal	Insulting, name calling, making derogatory remarks, or teasing.	
Physical	Pushing, shoving, tripping, spitting, or hitting. May also include stealing or hiding belongings.	
Social	Excluding or isolating from play, activities, or events.	
Cyber	Sending hurtful texts or emails, posting embarrassing pictures online, or starting rumors on social networking sites. May also include creating fake websites or profiles.	

Average your class' answers to find out what they think.

According to the data you collected, what type of bullying is most common at your school? Least common?

Answers will vary.

What other types of questions could you ask to find out about bullying at your school? What else would you like to know?

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ARE KIDS RESPONSIBLE FOR STEPPING IN TO PREVENT BULLYING?

UNIT 2.12

amend | equity | constitute | resolve | legislate

DEBATE THE ISSUE

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

A

❑ The best way to stop bullying is for onlookers to get involved.

OR

B

❑ Onlookers have no responsibility to stop bullying.

OR

CREATE YOUR OWN

❑ _____

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Jot down a few notes on how to support your position during a discussion or debate.

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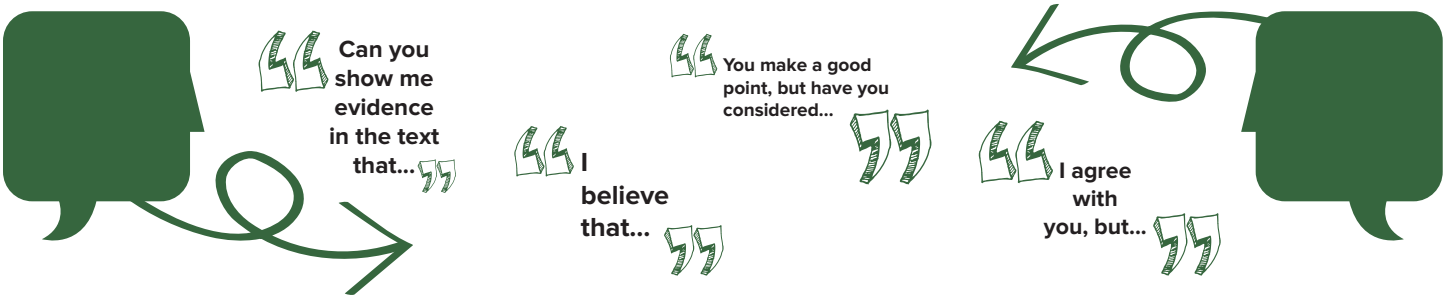

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ARE KIDS RESPONSIBLE FOR STEPPING IN TO PREVENT BULLYING?

amend | equity | constitute | resolve | legislate

TAKE A STAND

Support your position with clear reasons and specific examples. Try to use relevant words from the Word Generation list in your response.

amend | equity | constitute | resolve | legislate

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Word Generation | Series 2 | Part A

FOCUS WORDS

Unit 2.01
standardized
assess
criteria
correspond
formulate

Unit 2.02
affirmative
discrimination
aspect
retain
relevant

Unit 2.03
capacity
distribute
method
morality
abstain

Unit 2.04
guarantee
contrast
parallel
industry
logical

Unit 2.05
implement
motivate
undertake
incentive
enable

Unit 2.06
inequity
resources
adequate
illustrate
disproportionate

Unit 2.07
embryo
paralyzed
theory
investigate
obtain

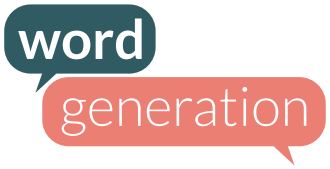
Unit 2.08
obesity
multidimensional
primary
restrict
emphasize

Unit 2.09
generate
derive
advantage
consume
contaminate

Unit 2.10
recite
allegiance
signify
principle
conclusion

Unit 2.11
specify
establish
cohesive
constrain
xenophobia

Unit 2.12
amend
equity
constitute
resolve
legislate



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