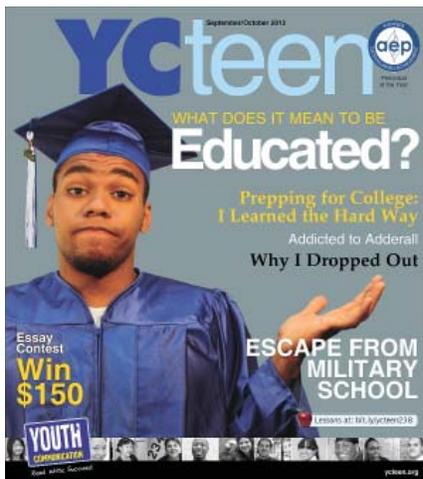


Ycteen

Sept/Oct 2013

LESSON GUIDE



Ycteen Issue #238

What Does It Mean to Be Educated

Announcements: Ycteen Writing contest p. 2

Issue Review

Lessons for the Sept/Oct 2013 issue:

English Language Arts Lesson: Applying to College p. 5

English Language Arts Lesson: Will College Fulfill This Writer's Dreams? p. 7

Media/News Literacy Lesson: Understanding Why Students Drop Out p. 9

Health Lesson: Stress and Abusing Prescription Medications p. 12

English Regents Multiple-Choice Practice Test: Zero-Tolerance School Policies p. 15



Announcements

YCteen Writing Contests

Apply online at bit.ly/ycwritingcontest

Contest #220

Students often complain that some required school subjects are a waste of time because they'll never use what they learned after graduation. Briefly describe a class you think is not worthwhile and explain why. Then imagine a class you'd like to take instead that would better prepare you for life after high school. What would you learn and why is it important?

Deadline: Friday, Oct. 18, 2013

Issue Review

This issue focuses on school.

Stories English Language Arts teachers can use:

The Life of My Dreams, pp. 7-8

Margaret ponders what a “good education” really means.
See lesson on p. 7 of this guide.

Why I Dropped Out, pp. 9-10

Desmin explains how a tough, crime-ridden high school and chaotic home life put him on the path to dropping out.
See lesson on p. 9 of this guide.

Why Zero Tolerance Means More Teens in Jail, p. 24

Tuli explores how tough school discipline policies and lack of educational support can lead to an increased risk of incarceration for kids who are already struggling.
See lesson p. 15 of this guide

Students Investigate the Cost of Truancy, p. 11

Truancy can hurt your family and your future income, and can put you at risk of ending up behind bars. A new report by teens tells schools how to lower the high rate of chronic absenteeism.

Worth the Sacrifice? pp. 12-13

Peter’s parents brought him to the United States from China so that he could have better educational opportunities. But it hasn’t been easy to adapt to life in the U.S.

Military School is Not for Me, pp. 15-16

Jorge is drawn to art and music, but his parents send him to military school in the hopes that he’ll become a Marine. Instead, Jorge spends four years plotting his escape.

Guarded by Grandpa, p. 17

Kiara’s in high school, but her mom doesn’t trust her to travel on the subway or bus alone.

Stories guidance counselors, college advisors, transfer school staff, GED instructors, and others can use:

College Prep 101, p. 5

What you need to know about preparing to apply for college.

See lesson on p. 5 of this guide.

Clueless About College, pp. 21-22

Shameka feels abandoned when her school makes little effort to help her apply to college. She later realizes that it's also up to her to take some initiative.

See lesson on p. 5 of this guide.

Scholarship or Scam? p. 23

Margaret is flattered to receive a letter from an organization that claims to find scholarships for talented high school students—until she realizes it's a kind of scam.

Stories health educators can use:

Addled on Adderall, pp. 3-4

To keep up at her competitive high school, the author starts abusing Adderall. When she realizes she's addicted, she struggles to find new ways to manage her stress.

See lesson on p. 12 of this guide.

Writing Killed My Pain Better Than Drugs, p. 6

Julijana, who suffers from juvenile arthritis, uses writing to work through her pain.

The 'Yes' Girl, p. 14

Rumonat takes on too much and gets burned out, until she learns to prioritize.

Sex Ed: Emergency Contraception Pill Available Without Prescription, p. 16

The morning after pill, which can prevent pregnancy if taken within 72 hours after unprotected sex, is now available over the counter to girls of any age. Jonas worries it may prompt girls to be promiscuous.

English Language Arts Lesson: Applying to College

Reading Comprehension, Discussion, Written Response

Story to Use: “[Clueless About College](#)” p. 21-22, “[College Prep 101](#)” p. 5

Objectives:

- Students will reflect on whether they feel well-prepared to apply for college.
- Students will consider the emotional obstacles to applying for college.
- Students will identify and share questions about the college application process, as well as concrete steps they can take to become better-prepared.

Vocabulary:

Vulnerable
Aware
Obstacle
Concrete
Recommendation
Leadership
Ivy League

Before the Activity:

Ask the students whose job they think it is to prepare them to apply to college. (Responses may range from teachers and counselors to parents and students.) Write responses on the board, and then discuss together the specific responsibilities they believe each of these individuals has in preparing students.

Activity 1: Reading

Tell students they are going to read a story about a girl who has reached her senior year of high school without knowing how to get help—or help herself—with applying to college.

Have students take turns reading the story aloud, pausing occasionally to ask clarifying questions.

Activity 2: Written Reflection

Who does Shameka conclude is responsible for preparing students to apply for college? Do you agree or disagree? Why?

I saw myself in Shameka’s experience when she....

After reading Shameka's story, I realized that something standing in my way of getting prepared for college is....

Three things I can do *this week* to help myself prepare for college are...

Three questions I have about preparing for college are...

Activity 3: Discussion

Break students into small groups. Instruct them that each student in the group should share what they've done to prepare for the college application process, and what they're still struggling with. Remind them to listen respectfully to one another and be helpful in sharing information and experiences.

When each group has had a chance to share, direct them to the story "College Prep 101" and tell them to read it together, circling steps in the college application process that are new to them, or which they have questions about. Tell each group that they will be sharing out their questions and discoveries, and prompt them to choose a note taker and spokesperson to present their discussion to the class.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core Standards for Writing:

Research to Build and Present Knowledge

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

English Language Arts Lesson: Will College Fulfill This Writer's Dreams?

Reading Comprehension, Discussion, Written Response

Stories to Use: ["The Life of My Dreams"](#) pp. 7-8

Objectives:

- Students will reflect on the purposes of education.
- Students will practice text marking to increase comprehension.
- Students will discuss and defend their opinions about what makes for a quality education.

Vocabulary:

Intangible
Single-minded
Exceptional
Contradictory
Injustice
Oppression
Mediocre
Reconcile
Brooding
Meaningful
Transcendence

Before the Lesson:

Ask students what they think is more important about college: preparing for a job, or learning for the sake of learning? What has shaped their thinking about which one of these should be the top priority? Ask volunteers to share with the class.

Activity 1: Reading Comprehension

Tell students they are going to read a story about a teenager who feels pressured to excel in school in order to be prepared for college, and worries that the strong focus on grades and rote learning is not helping her explore the world and discover what she's truly passionate about.

Assign volunteers to take turns reading the story aloud. Encourage students to underline statements or passages that intrigue them, or that they can relate to.

Activity 2: Written Reflection

In the story, what fears does Margaret express about becoming an adult?

What complaint does Margaret have with the way school prepares students for college and/or adult life? What does she feel is missing? Provide examples in your response.

Do you share Margaret's concerns? Why or why not?

In the conclusion of her story, what activities/interests does Margaret say she feels passionate about?

Write down one or two lines from the story that you strongly related to, or that make you think differently about the purpose of education. Explain why.

In your view, is Margaret right that many adults live a "boring, mediocre life of quiet desperation"? Why or why not? What, for you, constitutes an interesting, meaningful life, and what can you do to achieve those things?

Activity 3: Discussion

In small groups, give students time to share their responses to the above questions. Then, call on volunteers to share responses with the class to build on the discussion.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core Standards for Writing:

Research to Build and Present Knowledge

W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Media/News Literacy Lesson: Understanding Why Students Drop Out

Reading Comprehension and Discussion

Stories to Use: “[Why I Dropped Out](#)” pp. 9-10

Objectives:

- Students will read and analyze a news story and personal narrative to identify reasons for and consequences of dropping out of school.
- Students will identify statistics and sources in a news story.
- Students will compare and contrast the information presented in a news story with that in a personal narrative, and evaluate the quality of information provided by each.
- Students will consider and discuss the significance and impact of including personal experiences in a news story.

Vocabulary:

Focus
Goal
Option
Encounter
Shun
Victimize
Spiral
Motivate
Learning Environment

Before the Activity:

Ask students if they know someone who has dropped out of school, or if they’ve dropped out (or thought about it) themselves. Call on volunteers to share why they think students drop out. Are the students they know who have dropped out (or considered it) different from the media depictions of dropouts? Ask them to share examples from television shows or news programs.

Activity 1: Reading and Discussion

Hand out the *Washington Post* story “High school graduation rate rises in the U.S”:

http://www.washingtonpost.com/local/education/high-school-graduation-rate-rises-in-us/2012/03/16/gIQAxZ9rLS_story.html

Tell students that, while the headline indicates that the dropout rate has fallen, it is still relatively high, and most of the article focuses on this. Tell students to

mark as they read places where the story offers reasons for students dropping out, and why, according to the article, it matters. Have students take turns reading the story aloud, pausing occasionally to ask clarifying questions as needed. After reading, spend 5-10 minutes discussing the reasons the story offers, and the significance of the high dropout rate.

According to the article, who benefits from lowering the dropout rate, and how? Use the statistics from the story to support your answer. Can you think of other people/groups who are affected besides those interviewed or referenced in the article?

What possible solutions to the dropout problem are highlighted in the article?

News stories often use statistical data and interviews to illustrate a point. What are the main sources for this article (report, interviews). What are the titles/roles of the people interviewed for this story? What information do these sources contribute? What other people might the article have interviewed? How might information from those sources have improved the story?

If students have not yet noted that there are no actual high school dropouts included in the story, point this out.

Activity 2: Reading and Discussion

Next, tell students they are going to read a story by a high school student, Desmin, who does drop out of school. Direct them to pay particular attention to the reasons he offers for dropping out, and discuss these reasons after the reading. During the discussion, ask students to share how reading a personal story about dropping out of school was different from reading a news article, and different from popular depictions on television and movies.

Ask students how they think including interviews with students like Desmin who have or are at risk of dropping out would have improved the news story. Why is it important for those voices to be included?

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Health Lesson: Stress and Abusing Prescription Medications

Reading Comprehension, Discussion, Written Response

Stories to Use: [“Addled on Adderall”](#) pp. 3-4

Objectives:

- Students will use a reliable online medical information resource to research characteristics and potential side effects of a prescription medication.
- Students will understand the potential health risks and side effects of taking a prescription medication not prescribed for them.
- Students will identify non-addictive stress management techniques.

Vocabulary:

Amplify
Ceaseless
Anxiety
Hostility
Paranoia
Seizures
Hinder
Groggy

Before the Activity:

Ask students if they’ve ever used a substance (coffee, energy drink, sugar, drugs, etc.)—or known someone who did—to improve their performance in school, sports, or another activity they find challenging. What physical and/or mental effects did it have the first time they used it? Did they use it once, or habitually? If the latter, how did the effects change over time?

Activity 1: Reading

Hand out the story “Addled on Adderall.” Tell students that they’re going to read a story about a girl who is feeling a lot of pressure to succeed in school, and illegally obtains a drug called Adderall, commonly prescribed for attention deficit hyperactivity disorder (A.D.H.D.), in order to maintain energy and focus. Ask students to make predictions about what effects this will have on her, physically and psychologically.

Activity 2: Written Reflection and Discussion

Have students respond to the following questions on paper. Then, break them into small groups to discuss their responses. Finally, bring the class back together and have each group share their responses with the class.

How does the author obtain the drug?

What effects does Adderall initially have on the author? How do the effects change over time?

What does the author notice about herself as she encounters the adverse effects of the drug?

By the end of the story, what strategies does she discover to manage her life without using the drug? What are the results?

Activity 3: Online Research

Then, have students work in groups to research the actual effects of Adderall on the Mayo Clinic website. (Emphasize to students that the Mayo Clinic is a reliable source for a wide range of health information, but that there are many other websites that turn up in a Google search that aren't reliable and may give inaccurate, even dangerous information.)

<http://www.mayoclinic.com/health/drug-information/DR602653>

Students should be able to find information about the following:

The proper name of the medication (Adderall is the brand name)

What type of drug it is (amphetamine)

Intended uses

Side effects

Adverse interactions with other drugs/substances

Dosage

Have each group report back on their findings on one of these topics. Once all groups have reported to the class, point out that there are potential benefits of using prescription medications like Adderall, if taken as directed by a doctor. However, such medications are not always used as intended. Ask the class what they think are the possible risks of using a drug like Adderall (or any prescription drug) without a prescription and without medical oversight.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Standards for Reading:

Key Ideas and Details

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says.

RI.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

YCteen Lesson Guide Sept./Oct. 2013

Common Core Standards for Writing:

Text Types and Purposes

W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Anchor Standards for Speaking and Listening:

Comprehension and Collaboration

SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Anchor Standards for Language:

Conventions of Standard English

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

English Regents Practice Test: Zero-Tolerance School Policies

Story to Use: [“Why Zero Tolerance Means More Teens in Jail,”](#) p. 24

Objectives:

- Students will take an exam in order to analyze specific writing and assess an author’s tone and style.
- Students will improve skills needed to do well on the Regents reading section: Making inferences, identifying the tone of a piece of writing, recognizing key facts and the main point in a text, understanding the purpose of individual sentences, etc.

Note: The Regents English exam has a section that requires students to read a passage between 400 and 600 words long, and answer six multiple-choice questions.

Vocabulary:

Incarceration

Detention

Expulsion

Testified

Susceptible

Counterproductive

Rehabilitation

Instructions: Before the class, make copies of the multiple-choice questions and hand them out. To introduce the lesson, ask your class, “Which country imprisons more people than any other?” Take a few answers and then reveal the answer: the United States. Then tell them they are going to read a story written by a teen that tries to link high imprisonment rates to school suspension policies.

Next, put these directions on the board or read them slowly: “Read the story. After you complete the story, begin the multiple-choice section. Read each question and all the answers. Then choose the best option for each question.”

Answer Key: 1-3, 2-4, 3-3, 4-2, 5-3, 6-2

Explanations

1. Option 3 is correct. It introduces the major theme of the article.
2. Option 4 is correct. It refers directly back to the phrase “large numbers” in the same sentence.
3. Option 3 is correct. That paragraph refers directly to the cost to society.

4. Option 2 is correct. The paragraph condemns American society for failing to help students.
5. Option 3 is correct. See the fourth paragraph and several references to zero-tolerance policies.
6. Option 2 is correct. The author devotes several paragraphs to the suspension-arrest connection and does not specifically mention any of the other options.

Aligned with Common Core Standards for English Language Arts 9-12

Common Core Anchor Standards for Reading:

Key Ideas and details

- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Craft and Structure

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

Common Core Anchor Standards for Language:

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Regents Practice Question Sheet

Name _____ Date _____

1) The first paragraph serves the author's purpose by

- 1) comparing American arrest rates to other countries'.
- 2) arguing for the right to a good education.
- 3) connecting imprisonment rates to school policies
- 4) providing background information.

2) The expression in the second paragraph, "almost as if on an assembly line," refers to

- 1) the inevitability of students being sent to jail
- 2) the unfairness of arresting young people
- 3) the importance of the issue
- 4) the large numbers of youth being arrested

3) What evidence from the story clarifies the author's claim that it costs more for society to imprison people than to educate them?

- 1) The fifth paragraph of the story
- 2) The last paragraph of the story
- 3) The paragraph that begins, "Cutting or failing to implement..."
- 4) The paragraph that begins, "Such students are too often shipped..."

4) The tone of the last paragraph would be most accurately described as:

- 1) hopeful
- 2) judgmental
- 3) sarcastic
- 4) sympathetic

5) A central idea in the article is that school suspension policies should

- 1) protect students' rights
- 2) reduce police presence in schools
- 3) distinguish between serious and less threatening behaviors
- 4) treat all students the same

6) Which statement best reflects a central argument used to justify why school suspension policies should be changed?

- 1) Schools are safe enough already
- 2) Suspensions increase the chances that students will get arrested
- 3) Schools lack funds to help troubled students
- 4) Suspensions violate students' rights.