

# DECISIONS AND CONSEQUENCES



How do people make decisions when they are faced with different choices?

A simple decision leads to two very unique outcomes.

**From what to wear, what to eat for lunch, or what to do when we get home, every action we take is based on a decision. Each choice we make changes the course of our lives and shows how we think and function.**

Adults like to talk about consequences. They'll say that you need to understand the consequences of your actions or that you need to deal with the consequences of your behavior. This quarter, we're going to talk about consequences, too. We'll look at how people make decisions and see how those decisions lead to different outcomes. We'll discuss decisions made in school, actions we take in response, and the consequences of those actions.

To get more information about these ideas, we'll also look to stories for more examples. Authors and directors tell stories that are realistic, so their characters should make decisions just like we do. We'll see if we can learn about characters—and ourselves—by studying the way people make choices and take action in their everyday lives.

The first story we'll read is an old Sherlock Holmes tale in which a murder mystery needs to be solved. Holmes makes several decisions based on the information he gathers during his investigation, and the consequences of those decisions help him solve the case. Does Holmes think about the consequences before he acts?

We'll read an article by Rosa Parks (who is famous for starting the bus boycotts in Alabama in the 1950s). You'll have to decide if Ms. Parks was thinking about the consequences of her actions when she decided to stay in her seat.

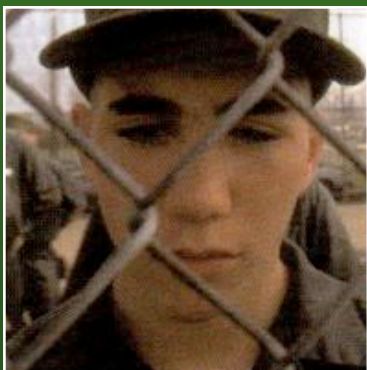
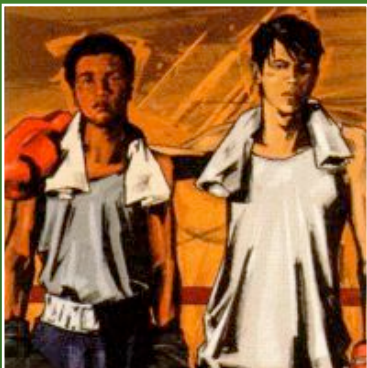
Near the end of the quarter, we'll watch *Gattaca* to see how one person's actions can change the path of his life. We'll discuss how the characters in the movie choose their actions carefully to make sure their decisions can end up benefitting them in the long run.



## **Gattaca**

Ethan Hawke stars in this science-fiction film about an individual who refuses to take "no" for an answer.

# Your rBook



## Exploring the Ideas

This quarter, we'll look to the rBook to learn about kids who survive against the odds, friends who face a tough choice together, and teens who get into trouble with the law.

Each workshop will give us new information about how people make decisions every day and have to live with the consequences.

## Hear what other teens have to say about their own decisions and actions, plus the consequences they had to live with...or die from.

What would it be like to live in a country where people were always fighting wars? Could you speak out against the violence? We'll read about a man who does just that...for free. His actions are helping heal his country.

Think about a nice, relaxing trip to the beach. Would you know what to do if a shark swam up and bit off your arm? We'll meet one girl who made choices that saved her life and allowed her to keep doing the one thing she loves most: surfing.

If you were in trouble because you broke the law, and you decided to clean up your act and stop acting out, what would you do if your friends wanted you back in a gang? How could you handle the consequences of that situation? We'll see how one neighborhood has helped dozens of kids get their lives back on track.

What if you and your best friend were competing for something you both really wanted, and only one of you could get it? Would you sacrifice so your friend could win, or are you more likely to try your hardest so you

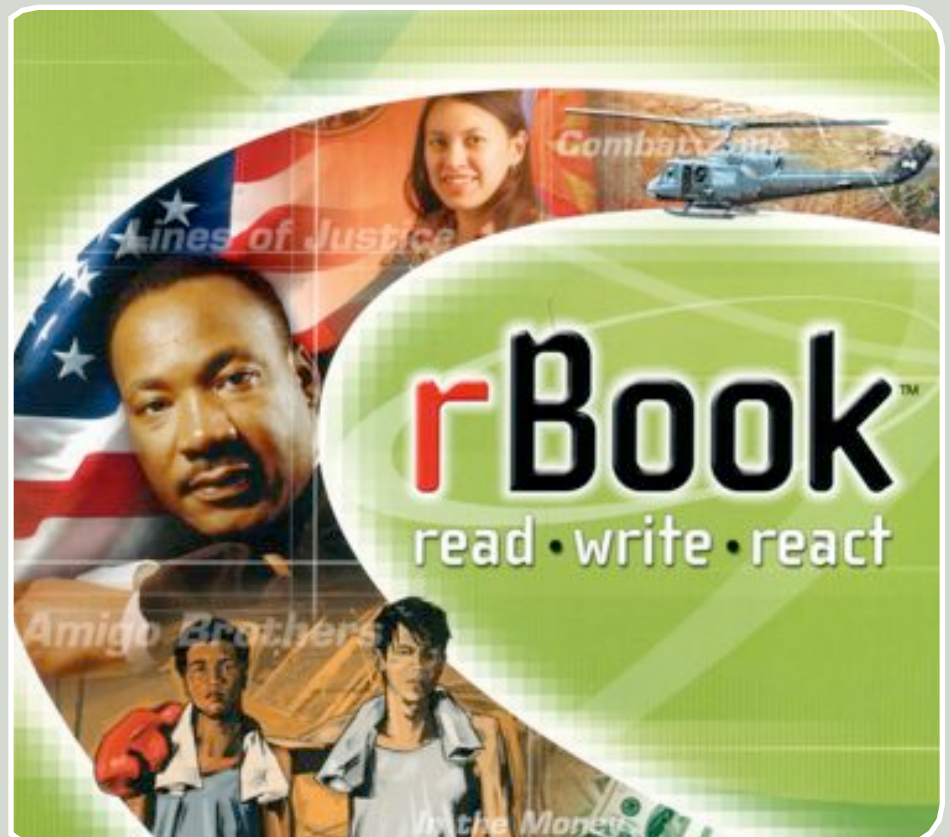
could gain the victory? We'll read one author's ideas of how that situation would work.

And finally, we'll read three articles about teens who have to spend time in jail for breaking the law. Should they be treated like adults? Should they be given another chance? Does it depend on the crime? We'll also look at recent newspaper articles about the closing of the boot-camp programs here in this state.

Find out how other teens dealt with choices.

Overall, our *rBooks* will give us plenty of new stories and ideas to look into. By reading these articles, you'll see what other people think about decisions, actions, and consequences, and you'll see how we can learn more about people based on the decisions they make.

Pay attention to each article, because you'll need to use the opinions of others when you write your final essay for the quarter. The essay will be based on your views, but you'll need to show that you aren't alone in your opinions. Your *rBook* and the project (see page 3) will help you get just the ideas you need.





## Using Technology

This project is a great introduction to using computers to solve problems. You'll learn how to use three parts of Microsoft® Office (Word, Excel, and PowerPoint®) to complete the project, and you'll be able to use those skills throughout the year.

## Discover first-hand what other students (and adults) think about decisions, actions, and consequences.

In our first major project of the year, we will take what we learn from our reading and apply it to the world around us, helping us see what other people think about this quarter's theme.

Working in groups, you'll choose a topic related to the theme, then develop survey questions that you can use to get other students' opinions on your subject. You'll go around campus and collect survey responses to learn about the opinions of others. Sometimes, the results are quite surprising.

Topics for surveys will be based on our reading and discussions for the quarter. Teen voting, the driving age, boot camps, juvenile courts, and even genetic testing are all possibilities, along with other ideas we create in class.

After your surveys are returned, all you'll have is a big pile of papers. To make sense of it all, your group will put each survey result into a table that will allow you to sort the information and see if one kind of person was more likely to believe something than another.

For instance, do boys think the driving age should be lower than girls do?

The next step is to get the opinions of a different generation. You'll need to choose someone 18 or older and create a series of questions you can ask as part of a face-to-face interview. (Don't worry—we'll work on how to write good questions in class.)

By interviewing an adult, you can see if the results of your survey are unique to your age group, or if other people think the same way. You can also get more ideas related to your topic, since an interview allows for a complete conversation, not just a set of multiple-choice questions.


After your group members have completed their interviews, you will share the results with the rest of the class. We'll be doing group presentations in class to show what you learned from the project. Each group will create graphs of their survey data so that we can see a picture based on the survey results from each group.

**Real-world results based on your ideas!**



Your final task is to write an individual report of your findings—what did you learn, what did you notice, and what did you not expect to find? You'll get more instructions in class for how to approach your essay, but your goal is to use the information you gathered to show what new ideas you've learned and created.

This project is a unique chance to study how other people view the ideas being discussed in class, and it's a great way to learn about the students of Oviedo High School and the adults in our community. You'll discover how decisions, actions, and consequences are viewed by people in the real world.

DECISIONS & CONSEQUENCES PROJECT	SURVEYS	RESULTS	PRESENTATIONS	REPORTS
	Your group will create and distribute surveys to other students on campus to see what they think about your group's topic.	The results from your survey will need to be compiled, entered into a computer, and analyzed to find patterns in student thought.	Once your group finds the trends in your survey results, you'll create graphs to illustrate and present what you learned in class.	You will write an individual report that shows what you learn from a one-on-one interview of an adult that you will conduct.

# Communications

## The Elements of Language textbook will help you write clearer and better-organized essays.

A few weeks into the quarter, we'll begin work in our communications book. This text will help you structure your writing, and it will show you how to make connections between your reading and the writing you do for class.

Each chapter in this book will be accompanied by a handout packet that you'll get at the beginning of the chapter. Each packet is full of materials to help you succeed in working through the book. From vocabulary skills and reading strategies to graphic organizers and writing aids, the handout packets will keep you focused on each chapter's goal.

At the end of every chapter in your *Elements of Language* book, you'll be turning in an essay that matches the style of the reading done at the beginning of the chapter. With the handout packet, you'll be sure to know what's expected in each essay. (Also, check the rubric page to see how you'll be graded.)

Throughout this school year, you'll be creating a portfolio of your writing in this class. Every essay you write from your communications book, plus every paragraph you write from your *rBook*, can be used to make your portfolio better. Be sure to write your best!

### Expressing Your Thoughts

In our first chapter, we'll study personal narratives—stories about meaningful events from people's lives. You'll read about a Japanese girl who learned that the missing pages

from her mother's diary disappeared in an unusual way.

We'll then work on the skill of making predictions: we'll see how the clues authors give us can help us understand what comes later in a story.

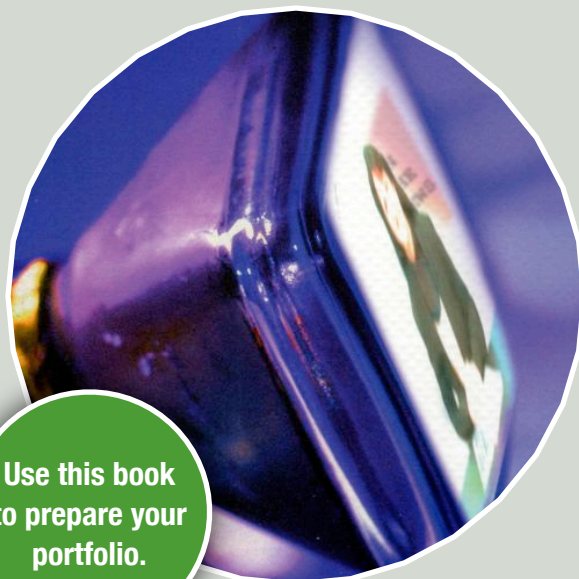
Your personal narrative won't just be a list of what you did over the summer. The focus of your writing will be on the meaning of the experience—why it was important, and what other people should think about what happened. Don't worry—you'll learn all about it.

### Exploring Similarities & Differences

Baseball fans are likely to find this chapter interesting...and a bit unusual. We'll read about a game played in Finland called *pesapallo*. The author of the article shows us that many of the traits of baseball are very similar to the way *pesapallo* is played...but the differences are also interesting to learn about.

As we read the article, we'll be looking at the structure of the comparisons and the contrasts discussed by the author. The order in which ideas are presented can help an article (or an essay) make sense, and looking for that structure can help you understand what you read.

Our next task will be to write a comparison or contrast essay. (The essay must do one or the other, not both.) You'll choose any two stories



Use this book to prepare your portfolio.

we read in class for the quarter and show how alike or different they are.

### Portfolio Preparation

The essay you write for each chapter in your *Elements of Language* textbook, plus the paragraphs written for each workshop in your *rBook* (see page 2), can be included in your final portfolio. Your goal is to show off your best writing possible, and you'll work on this portfolio the whole year. Each quarter, you'll have more writing assignments that you can add, and you'll have better writing skills to show how much you've improved.

By the end of the school year, you'll need to keep at least one communications essay and one *rBook* paragraph per quarter, so be sure these assignments are your best writing. The rubric page that accompanies this handout shows you exactly how each assignment will be graded, with the assignment's final score as the average of each column in its rubric.

## Due Dates

Workshop 1 ¶ — Monday, 8/14  
EOL Ch. 2 Essay — Monday, 8/21  
Workshop 6 ¶ — Wednesday, 8/30  
Workshop 8 ¶ — Friday, 9/8  
EOL Ch. 3 Essay — Monday, 8/18  
Project Essay — Monday, 9/25  
Theme Essay — Thursday, 9/28

## OHS Calendar

This handout distributed: August 7  
Labor Day (No School): September 4  
Quarter Exams: September 26–28  
Fall Break: September 29–October 8

### Note:

All dates are subject to changes when announced in class and on website.

## Additional Info

### Class Website:

<http://misterfriend.net>

### Extra Help and Essay Revisions:

Mon/Tue after school (2:30–3:00)  
Thu/Fri before school (6:45–7:15)

## Quarter 1: Decisions & Consequences

# RUBRICS

## rBook Writing Assignments (one paragraph each)

Use the rubrics below to be sure your paragraphs meet all the requirements for the grade you want to earn.

### Expository ¶ for Workshop 1: Survivors (up to 4 points per column)

	INTRO	DETAIL ORDER	TRANSITIONS	CONCLUSION
4	Event being discussed is clearly and thoroughly identified.	Details are presented in a logical order that helps explain event.	Each detail is clearly and logically connected to the others.	Final sentence wraps up author's feelings toward event.
2	Event is described, but author assumes reader familiarity.	Some details presented insufficiently or out of order.	Connections between details not always clearly stated.	Final sentence wraps up details but omits author's feelings.
0	Event is not introduced before details are presented.	Missing or nonsense details.	Details seem unrelated; no transitions used.	Paragraph ends with detail. No summary provided.

### Literature Critique ¶ for Workshop 6: Amigo Brothers (up to 4 points per column)

	INTRODUCTION	DETAIL ORDER	TRANSITIONS	CONCLUSION
4	Event being discussed is clearly and thoroughly identified.	Details are presented in a logical order that helps explain event.	Each detail is clearly and logically connected to the others.	End of ¶ clearly explains why author thinks someone is a hero.
2	Event is described, but author assumes reader familiarity.	Some details presented insufficiently or out of order.	Connections between details not always clearly stated.	End of ¶ identifies a person as a hero but provides few reasons.
0	Event is not introduced before details are presented.	Missing or nonsense details.	Details seem unrelated; no transitions used.	No hero identified at end.

### Descriptive ¶ for Workshop 8: Crime, Punishment...and Teens (up to 4 points per column)

	INTRODUCTION	DESCRIPTIVE DETAILS	TRANSITIONS	CONCLUSION
4	Opening clearly states (and makes comment about) the topic.	Details used are interesting and appropriate/relevant.	Interesting connections made from one detail to the next.	Final sentence wraps up description, includes author's feelings.
2	Opening clearly states topic; no direct comment made.	Includes descriptive details, but they aren't interesting.	Weak or inconsistent transitions used (no focus on ideas)	Final sentence includes impact of description, fails to wrap up.
0	Beginning unclear; topic not clearly identified.	Irrelevant or inappropriate details included throughout.	No attempt at transitions.	No ultimate impact included.

# EOL Book Essays (approximately five ¶s each)

All EOL Book Essay prewriting should begin in your handout packets. Use the inside of the last page for peer review and improvement suggestions. Final drafts must be typed using the template available on the class website or on in-class computers, then printed in black ink on regular, unlined, letter-sized paper before the beginning of the class period in which it is due. Essays needing more than one page should be stapled together before they are turned in.

Use the rubrics below to be sure your essays meet all the requirements for the grade you want to earn. Use these guidelines to revise your essay if including it in your portfolio.

## Chapter 2: A Personal Narrative (up to 4 points per column)

	INTRODUCTION	REALISM	THOUGHTS & FEELINGS	ORDER OF EVENTS	CONCLUSION
4	First ¶ grabs reader attention and sets focus on importance of situation	Details seem realistic and believable; characters act consistently	Body ¶s include examples of author's thoughts and feelings to add detail	Events & details presented in logical order; transitions used effectively	Final ¶ focuses on the importance of the events to the author
2	First ¶ moderately gains attention; focus is vague	Details are used infrequently or unbelievably	Occasional or unspecific use of thoughts/feelings	Minor lapses in order of events; weak transitions	Final ¶ repeats first or meaning is briefly stated
0	Intro makes no effort at evoking interest; no focus	Details are not used or are unclear or ineffective	Author's thoughts/feelings not used as details	No transitions used; no sense of order to details	No meaning presented; conclusion missing

## Chapter 3: A Comparison or Contrast Essay (up to 4 points per column)

	INTRODUCTION	THESIS	ORGANIZATION	CONCLUSION
4	Essay begins with interest-grabbing statement; focus on ideas	Thesis clearly identifies both subjects & comments on them	Body ¶s clearly follow either point-by-point or block method	Final ¶ makes broad comment about similarities or differences
2	First ¶ contains either interest-grabber or broad ideas, not both	No comment made on topics, or sentence is not at end of first ¶	Body ¶s are organized, but overall essay is inconsistent	Final ¶ recaps the compare/contrast but makes no comment
0	First sentence is a question; focus is on details or minor facts	Thesis statement does not ID two topics or is not found in essay	No organizational method is used throughout essay	Ineffective final ¶ or conclusion missing or irrelevant

# Quarter Wrap-Up (Final Essay) Writing Prompt

Respond to the question below in a five-paragraph essay that states your answer in a clear, concise thesis statement and uses examples taken from the stories studied this quarter to support your views. Each body paragraph must have at least one quote, and you must use a variety of sources for your support. Be sure to use the template on the web or in class to formatting the essay correctly, and use the rubric below to make sure you earn the grade you want. See the green "Decisions and Consequences" handout for due dates and other information.

*How can a person's decisions and actions change his/her life?*

	INTRODUCTION/THESIS	ORGANIZATION	SUPPORT	CLARITY	CONCLUSION
4	First ¶ focuses on broad ideas & ends w/ clear thesis	Body ¶s follow directly from thesis statement	Each body ¶ includes quotes; multiple texts used	Formatting, spelling, and grammar generally correct	Final ¶ clearly focuses on major ideas from prompt
2	Focuses on details; thesis unclear (no structure)	Body ¶s arranged logically but don't match thesis	Body ¶s use paraphrases or all quotes from one text	Occasional errors slightly distract from point	Final ¶ addresses prompt but remains detail-driven
0	No thesis present or thesis doesn't answer prompt	Essay ¶s arranged haphazardly; thesis not used	Not every body ¶ includes textual support	Errors in usage or formatting cause confusion	Final ¶ ineffective or missing; question not answered