



THE NEW YORK CITY DEPARTMENT OF EDUCATION

DR. MARTIN LUTHER KING, JR. HIGH SCHOOL FOR LAW ADVOCACY AND COMMUNITY JUSTICE

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FRESHMAN SUMMER ASSIGNMENT

All students taking Freshman Living Environment for the 2015-2016 school years are required to complete the following assignment. The assignment should be completed over the span of your summer vacation, and will count as a project grade for class. It is imperative that all students complete the work **prior** to the beginning of the school year (September 8, 2015). Students must arrive to class prepared to discuss the readings in depth.

Read through the directions/steps carefully. There are rubrics and links provided to assist you. If you have any questions on the assignments please contact your Living Environment teacher using contact info below.

Content Area Teachers and Contact Information:

Science: Living Environment

- Ms. Love – Love@oswego.edu (gmail)
- Ms. Sarmiento – Msarmiento@schools.nyc.gov (Microsoft Outlook)
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Assistant Principal of Science

- Ms. Luta Fernandez – LFernandez8@schools.nyc.gov (Microsoft Outlook)

2015 Freshman Summer Assignment

Living Environment **Due September 8, 2015**

Step 1: Choose 1 case study and 1 article (copy and paste links into web browser)

Case studies:

1) Setting Water on Fire: A Case Study in Hydrofracking

Link: <http://sciencecases.lib.buffalo.edu/cs/files/hydrofracking.pdf>

2) Environmental Security: A Case Study of Climate Change

Link: http://pacinst.org/wp-content/uploads/sites/21/2013/02/env_security_and_climate_change.pdf

Articles:

1) What Makes A Healthy Diet?

Link: <http://health.usnews.com/health-news/health-wellness/articles/2015/01/06/what-makes-a-healthy-diet>

2) About Sexually Transmitted Diseases (available audio and Spanish text)

Link: http://kidshealth.org/teen/sexual_health/stds/std.html

Step 2: Read your chosen materials and annotate/answer questions

- After having chosen **one case study** and **one article** you must read through them critically. What does this mean?
 - Critical **reading** requires you to: analyze and interpret the text and reach a deeper understanding of what you are **reading**. Evaluate the text and reach your own conclusions, synthesize what you have **read**, and link it to your prior knowledge or perhaps to other texts.
- Annotations help when analyzing a text. What is an annotation? **Text Annotation** is the practice and the result of adding personal notes or gloss to a **text**, which may include highlights or underlining, comments, footnotes, tags, and links.
- To help you critically read there are **3** essential questions that you should answer after reading **both** of your chosen texts.
 - Answer all essential questions on a **typed** separate sheet of paper in 12 point font, Times New Roman, in complete sentences. You must use evidence from the text to support your responses. The use of prior knowledge (stuff you already know) can be used in your responses as well.
 - **Essential Questions:**
 - 1) In your opinion: (a) why do you think scientist and other institutions complete scientific research? (b) Why do scientist and other institutions make their findings available to the public?
 - 2) Explain two new ideas or facts that you learned while reading **each** text. (a) Be sure to explain the ideas or facts thoroughly (b) explain why they were interesting to you.
 - 3) Explain how the information shared in the text effects your own life.
 - 4) Create **3** of your own level 2/3 questions for class discussion (see attached worksheet on next page – fill this out for class).

Essential Question 4: how to create level 2/3 questions

* These questions will be graded and used as part of class discussion.

Inneffective Questions	<u>Effective Discussion Questions</u>	
<p>Level 1 question* factual/literal/in the text *(DO NOT CREATE LEVEL 1 QUESTIONS!)</p>	<p>Level 2 question interpretive/you inferring about what's in the text</p>	<p>Level 3 questions analytical/why does this matter?/connections outside of the text—to the world</p>
<p>Question Starters: What is an example of...? What is the definition of...?</p>	<p>Question Starters: What caused... to occur? What are the reasons for...? What is the relationship between...? How was... developed?</p>	<p>Question Starters: If... changed, then what would change? If... occurred (or didn't occur), then what would happen? What explains...?</p>
<p>This is not the type of question we want because they do not foster discussions!</p>	<p>Examples:</p>	<p>Examples:</p>
<p>Level 2 or 3 Discussion Question #1</p>		
<p>Level 2 or 3 Discussion Question #2</p>		
<p>Level 2 or 3 Discussion Question #3</p>		

Grading Rubric for in text annotations:

Link to PDF for rubric and examples of students annotations (this way you can see what it looks like if you are unfamiliar!):

<http://orthohosmag-lausd-ca.schoolloop.com/file/1278179292392/941354178836901065.pdf>

Grading Rubric for responses to essential questions 1-3:

4	Exemplary	Response to essential question is in a complete sentence. The response is 10-13 sentences in length (1-2 paragraphs). The response fully addresses all parts of the question, and uses evidence from the text and prior knowledge to support the claim. Uses content specific vocabulary and demonstrates analysis.
3	Above Standards	Response to essential question is in a complete sentence. The response is 6-9 sentences in length (1 paragraph). The response fully addresses all parts of the question, and uses evidence from the text and prior knowledge to support the claim. Uses content specific vocabulary.
2	Meets Standards	Response to essential question is in a complete sentence. The response is 5-7 sentences in length (approximately 1 paragraph). The response fully addresses all parts of the question, and uses evidence from the text to support the claim.
1	Below Standards	Response to essential question is in a complete sentence. The response is 1-4 sentences in length (less than 1 paragraph). The response does not fully addresses all parts of the question, and lacks evidence from the text to support the claim.