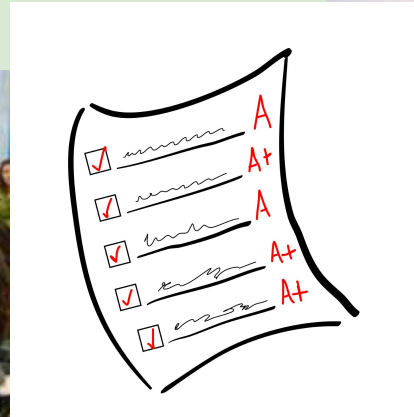


Welcome to Advisory!

October 10, 2018

Let's review: Purpose of Advisory

We care about West students
and your success!



Learning Targets

Today in Advisory we will:

- Connect with each other
- Consider the consequences of sexting
- Collaborate with other students to improve reading skills
- Review school activities we can participate in
- Evaluate how today's information contribute to an EPIC school

Silent Communication: Line Up!



Without Talking (but bring a piece of paper and pen):

1. Line up according to birthdate: oldest to youngest
2. Partner up
3. On your paper (silently) look at your partner and list everything you THINK you MIGHT have in common with each other (2 minutes).
4. Compare notes (Yes, you can talk!)
 - a. Were you close? Can you revise your lists?

2:00

Debrief

- How can this type of activity improve the culture at West?
- Are we more similar or more different from each other?
- When is silence helpful?
- When is it not helpful?

You talked and we listened

Juniors' ideas about improving culture at West:

BETTER

We are improving the sound system in the gym and we gave your ideas to leadership team!

WHAT HAPPENED TO

We are putting together a clear system for announcements on our website AND YouTube announcements are in your future!

WHAT'S UP WITH ADVISORY?

All SK HS have advisory - some 2x a week! It improves culture, attendance, and success rates.

But some things are out of our control

Bond measure will improve parking, but not for quite a few years.

Advice:

- Walk, run, bike
- Carpool
- Take the bus



Wristbands at dances

We will take those away
when YOU dance as if
Granny were there!



Share your ideas!

Our administration has an open door policy. You're welcome to share your suggestions!



HB 856

WHY?

- Illegal and unethical behavior during teen years can lead to BIG problems down the road
- Harassment and bullying contribute to problems with depression and anxiety
- We are an institute of **LEARNING!**

What's wrong with sexting?

<https://watch.opb.org/video/should-teen-sexting-be-a-crime-kob7t1/>



Talk with a partner



1. Even without the risk of sexting laws, why is sexting “risky business”?
2. How can sexting be considered non consensual pornography?
3. Why do you think sexting leads to an increase in teen suicide?
4. Which is better: 8 hours of sexting education or 15 years in prison?

Preparing to read: “*New Teen Sexting Data*” and “*Sexting and the Law of Unintended Consequences*” - Do this for both articles today.

1. Number paragraphs
2. Underline main claim
3. On the bottom: I agree with this claim because _____.
4. On the bottom: I disagree with the idea in paragraph _____ because _____.

Jigsaw Activity- you are the expert!

Purpose: To dig deeper into a section of text and to collaborate with others.

Overview: You will become an expert of one section of the two articles. Your expert group, after some time to prepare, will share with others the important ideas you find; your group will determine the bits of information others hear about.

Jigsaw- Step I- Prep work

Divide up into 4 letter categories (A, B, C, D)

Write your assigned letter next to the designated section of the article:

A. *New Teen Sexting Data* (paragraphs 1-4)

B. *New Teen Sexting Data* (paragraphs 5-8)

C. *Sexting and the Law of Unintended Consequences* (paragraphs 1-3)

D. *Sexting and the Law of Unintended Consequences* (paragraphs 4-6)

Write your letter on the article and graphic organizer!
Mark the section of the article you are going to closely read!

10:00

Jigsaw- Step 1: Individual prep work

Read your section and review main ideas from your first reading of this article. Underline other pieces of information that may be important this time in your reading.

What the writer says: Along the left hand margin, summarize each paragraph you re-read - bullet points are fine. Some ideas to help guide your thinking:

What is this section about?

What is the author saying?

What is the content?

What did I learn from this paragraph?

What information is being presented?

Handwritten notes on lined paper, titled "Lesson 3.1 + 3.2 - Systems of Equations". The notes are organized into sections with definitions and classifications, accompanied by small diagrams of lines on a coordinate plane.

Lesson 3.1 + 3.2 - Systems of Equations

Title $2x + y = 5$

What is a system of equations? System - two or more equations that have the same variables

Solution When graphing a system, the point of intersection represents the solution

Classifying

- Inconsistent if no solution
↳ parallel lines
- Consistent / Independent
↳ has a solution ↳ only one solution
- Consistent / Dependent
↳ has solutions ↳ many of them ↳ same line

Graphing - see where/if the lines cross

Solve by graphing
 $y = x + 1$
 $y = -x - 3$

Solution
 $(-2, -1)$

Summary:

10:00

Continue individual prep work

What they do: Along the right hand side of the margin, explain what the author did to make their point (“author moves”). Some ideas to help guide your thinking:

Giving an example...

Listing or Interpreting data...

Sharing an anecdote/story...

Summarizing research...

Reflecting on a process...

Contrasting one idea to another...

Article of the Week #6

13 / 14-15

ING?
ING? (POWER VERBS)

Street protestors have in common
re, Bangor Daily News, November 2, 2011
n the 99 percent.

million a year as a forward for the Miami Heat and has a
eam lost the NBA Finals to Dallas in June, he told griping
“the real world,” while he retreated to his recently
b.
the 99 percent — in Occupy Wall Street’s terms, the vast
in a culture of unabashed greed that has created a
est Americans and everyone else.

omething important in common with the 99 percent.
Despite his recent tweet hinting that he will try to join the
out continues, he finds himself, like most Americans,
y control his workplace and industry. If the owners want
ry in search of greater profits, he — like American
rseas — is left with few options. He is beholden to team
their revenue and profits, and who are claiming a right to
ng it with the workers who make the huge windfalls

ers, the players are voicing frustrations that may seem
Street protestors are saying. The players are accusing the
its as a group while claiming hardship and the need for
rules; avoiding public scrutiny; and benefiting from a
ions without sharing the profits.

ue can impose a tighter salary cap on the teams, which
players. The other major conflict is over how
udes revenue from the sale of tickets, parking, food at
least rights — will be split between players and owners.
this revenue. This made sense, since it was superstars
n, and now Kobe Bryant and LeBron James, who
larity and profits. The owners, however, say it is
1 existing profit margins. They want a 50-50 split of the

bonded angrily to NBA Commissioner David Stern’s
yane Wade, James’ teammate and one of the league’s
n a heated meeting, saying: “You’re not pointing your
ash, five-time NBA’s most valuable player, questioned the

Doing?
Contrasting
LeBron
James to
the 99%

Comparing
NBA players
to the 99%

Explaining the
issues between
the NBA players
& owners



10:00

Jigsaw- Step 2- Find your letter group!

Put your desks together to form your letter groups: All As together, all Bs together, etc.

Share-out Sheet: Collaborate to complete

Jigsaw Step 2

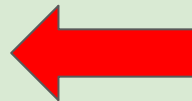
Alphabet Group Share-out Sheet

My group letter: _____

Title of Article: _____ Section: _____

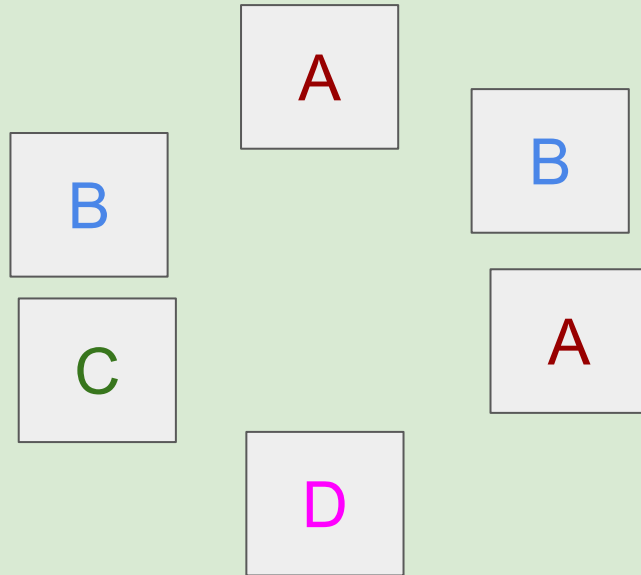
You and your group are experts on your assigned paragraph section. Fill out this organizer together, making sure the information you take to your new table group is the most important or interesting (what should others know about our section- minimum of 2 things to share).

1.
2.
3.
4.



Jigsaw Step 3: Put your information together!

Step 3: Take your article and graphic organizer and create a new group that has at least 1 A, 1 B, 1 C, and 1 D.

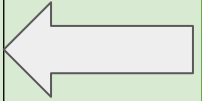


- Take turns sharing information from the section you re-read.
- Record new information on your sheet

10:00

Jigsaw Step 3: Record Your Learning

Step 3 - Your learning: What did I personally take away from these articles that were shared with me today?

A large, empty rectangular box with a thin black border, intended for students to record their learning. It is positioned centrally on the page.

5:00

Jigsaw: Step 4

Jigsaw Step 4 (at the very end)

Reflection

1 Question That Still Remains

--

2 Ideas That Surprised Me

--

--

3 Things That My ABCD Group Noticed

--	--	--

We love our EPIC high school!



Ali ibne Abu Talib

Courtesy costs nothing
but buys everything



How do EPIC and Sexting go together in regards to appropriate school behavior?

Technology/Phone behavior that contributes to a healthy West Salem High School:

E

Effort

P

Pride

I

Integrity

C

Courtesy