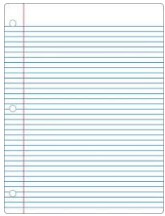


Wednesday

August 21, 2013 (8.21.13)

Materials Needed



Paper
+ Pen or Pencil

Agenda

Time Estimate

Activity

3-5	Warm Up & Attendance
20-25	Picture Day (10:00/11:30/3:00)
20-25	Textbook Pickup (AICE only)
5	Notes: How to Take Notes
5-7	Notes: Moral Dilemmas
20-25	Practice: Moral Dilemmas
10	Additional Grading Information

Warm Up

August 21, 2013 (8.21.13)

Volume-O-Meter: 0 (Silence)

Time: 3 Minutes

1. Think of a word that describes what your first day of school was like. Explain why you chose this word.
2. Based on what you remember from our last class, what do you think was the most interesting or surprising thing that you've learned?

Picture Day

- **Schedule:**
 - 10:00 (1st)
 - 11:30 (3rd)
 - 3:00 (7th)
- Textbook pickup to follow

How to Take Notes

- Notes in this class are color-coded for your ease!
- Look for Color-coded bar on left
 - Black = Take notes
 - Red = Quiz
 - Green = Assignment
- Summarize when you can

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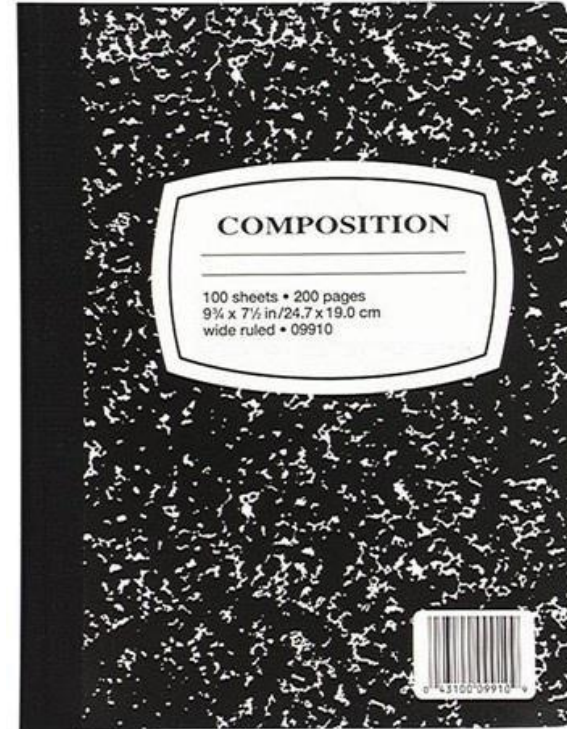
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How to Take Notes

- Use 2-column organizer
 - Left side = Titles / Headings
 - Right side = Notes
- Find information faster
- Required for next two weeks;
optional for rest of year



2-Column Notes

How to Take Notes

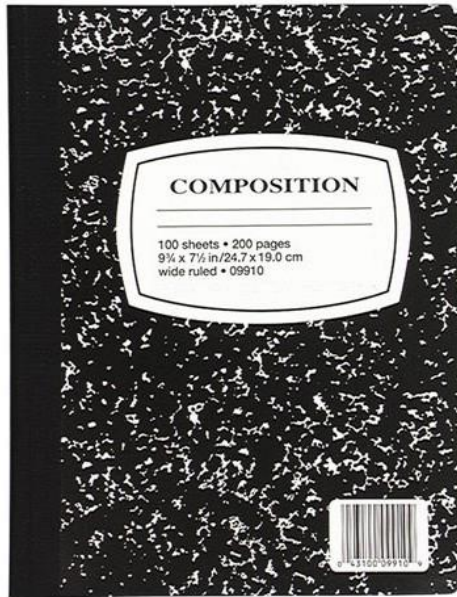
Use 2-column organizer

- Left side = Titles / Headings
- Right side = Notes

Find information faster

Required for next two weeks; optional for rest of year

Transition Slide



Notes

Moral Dilemmas

T A K E N O T E S

- A problem or situation with no right or wrong answer
- Best answer = opinions supported by strong reasons (feelings, evidence, knowledge, etc.)
- Literature is filled with moral dilemmas



Moral Dilemmas

NOT A MORAL DILEMMA

A train is running out of control down a track. In its path are 15 people who have been tied to the track. Fortunately, you can flip a switch that will lead the train down a different track to avoid hitting the 15 people, which would save their lives.

Should you flip the switch?

REAL MORAL DILEMMA

Moral Dilemmas

NOT A MORAL DILEMMA

REAL MORAL DILEMMA

A train is hurtling down a track towards 15 people. The only way you can stop the train is by dropping a very heavy weight in front of it to save the 15 people. You notice there is a *very* fat man who could be pushed on the track to save the 15 people. However, doing this will kill the one very fat man to save the 15 people.

Should you push the very fat man on the track to save the 15 people?

Moral Dilemmas

T A K E N O T E S

- Tell me more about how your mind works than any standardized test
- Are carefully worded, so pay close attention to the details!



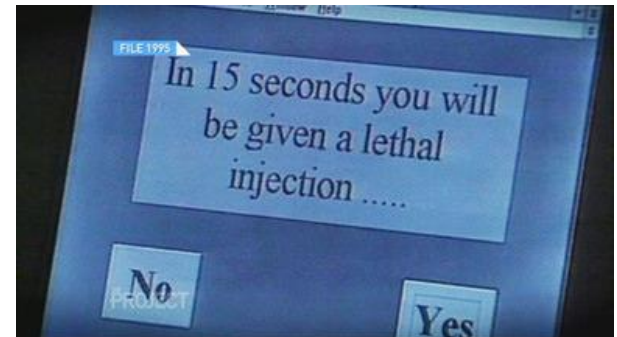
Moral Dilemmas

Explanation:

- You will be looking at and writing about two (2) moral dilemmas

Directions:

- Hampton will read dilemma aloud
- You will answer the dilemma by silently writing for 5 minutes
- After the 5 minutes, we will share responses aloud



Heinz Dilemma

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A woman was near death from cancer. There was one drug that the doctors thought might save her. The drug was expensive, but the druggist was charging ten times what the drug cost him to make; he paid \$200 for the drug and charged \$2,000 for it.

The sick woman's husband, Heinz, went to everyone he knew to borrow the money, but he could only get together about \$1,000, which is half of what it would cost. He told the druggist that his wife was dying and asked him to sell it cheaper or let him pay later. But, the druggist said: "No, I discovered the drug and I have to make money from it to feed my family."

So, Heinz got desperate and broke into the man's store and stole the drug for his wife.

Should Heinz have broken into the lab to steal the drug for his wife? Why or why not? Support your answers as best you can.

To Kill or Not To Kill...

A S S I G N M E N T

SITUATION #1: A man is in prison because he has killed someone. He is on “death row” waiting to be killed by lethal injection.

SITUATION #2: A woman is ill with cancer and is in extreme pain on a daily basis. She wants to die by euthanasia (assisted suicide by injection).

SITUATION #3: Suspected terrorists are living in a remote area of the world. The government plans to send a bomb to kill them. Unfortunately, doing so will kill some civilians who are not terrorists.

Would it ever be “right” to end a person’s life in any of these circumstances? Are some okay, but others are not? Why or why not? Support your answer as best you can.

Issues with Grading

- Grade does not reflect what you know
- Too many assignments / “Fluff” (padding grade)
- Too much cheating
- Quantity vs. quality
- Not enough time to “be a teenager,” especially if you do sports, ex-curricular activities, or just enjoy being lazy.

Categories

- ❑ Categories will reflect **skills**, not kinds of assignments
 - ❑ Old categories = quizzes, tests, participation, etc.
- ❑ New categories (English/AICE Lang):
 1. Grammar and Language
 2. Writing and Research
 3. Speaking and Listening
 4. Reading
- ❑ Categories = strengths and weaknesses

Grades

- ❑ Only 4 grades for most assignments:
 - ❑ Advanced Mastery (100%)
 - ❑ Mastery (85%)
 - ❑ Initial Mastery (70%)
 - ❑ Non-Mastery (0%)

Assignments

- ❑ “Less is more”
- ❑ Only complete 8 to 10 assignments per quarter; receive 12-15 grades (ex., a test that has both grammar and reading questions)
- ❑ Less/no homework given
- ❑ No grade padding or “completion grades”
- ❑ Quizzes will be difficult, but more meaningful (2 questions instead of 10)

Aiming for “Mastery”

- ❑ You can re-do any assignment for a higher grade
- ❑ Grades of non-mastery (0%) must be revised.
- ❑ But...student must show they know more before being allowed to re-do assignment:
 - ❑ Conference with me
 - ❑ “Prove-It” questions
 - ❑ Completion of all applicable homework.