Name: _____   Class: _____

2022 - 2023
8th Grade Ambassador Welcome Packet!

In this packet you will find:

- ☐ 8th Grade Welcome Letter
- ☐ 8th-Grade Teacher Contact Information
- ☐ 8th Grade Supply List
- ☐ Unit o Syllabi for Each Content Area
- ☐ Summer Homework (due Tuesday, September 13th)

ONE WORLD MIDDLE SCHOOL @ EDENWALD

3750 Baychester Avenue • Bronx, New York 10466
718-515-6780 • Fax: 718-515-6785

"Intelligence plus character that is the goal of true education."-MLK Jr.

Patricia Wynne   Damion Gaynor
Principal/Founder   IA Assistant Principal

Dear Parent(s)/Guardian(s),

     We hope everyone will have a wonderful summer. The 8th grade team is looking forward to another exciting year with the ambassadors! Throughout the school year we will be discussing many new and interesting topics that help prepare ambassadors for High School. We will be taking regents classes which will allow ambassadors to earn credits toward their High School diplomas. As the 8th grade team, we are all committed and excited to support your child as they grow into mature and responsible ambassadors. We are all so excited to have you all join the 8th Grade family. We are looking forward to learning, laughing and accomplishing great things in 8th Grade. Enjoy this summer and rest!!! See you all in September to embark on our 8th grade journey!

Sincerely,

     The 8th Grade Team

8th Grade Teacher Contact Information

2022 - 2023[1]

ELA	
● Ms. Stephen	mstephen@owms.org
● Ms. Roesch	jroesch@owms.org
● Ms. Smith	csmith@osms.org
MATH	
● Ms. Ruscio	nruscio@owms.org
● Mr. Garraway	mgarraway@owms.org
● Ms. Sharmen	ssharmen@owms.org
● Ms. McFarlane	cmcfarlane@owms.org
SCIENCE	
● Mr. Kleemann	mkleemann@owms.org
● Mrs. Soto	mrssoto@owms.org
SOCIAL STUDIES	
● Ms. Cekaj	ecekaj@owms.org
● Ms. Bailey	mbailey@owms.org
ARTS	
● Ms. Graves (ART)	lgraves@owms.org
● Mr. Green (MUSIC)	hgreen@owms.org
● Ms. Morgan (TECH)	omorgan@owms.org
● Coach Stern (PE)	mstern@owms.org
● Ms. Vega (CIVIC)	evega@owms.org
PARENT COORDINATOR	
● Ms. Lynch	pc@owms.org

Important Dates:

- Sep 8, 2022 First Day of School (Supplies Due)
- Sep 22, 2022 Back-to-School Parent/Teacher Conferences
- Sep 26, 2022 Schools Closed - ROSH HASHANAH
- Sep 27, 2022 Schools Closed - ROSH HASHANAH
- Oct 5, 2022 Schools Closed - YOM KIPPUR
- Oct 10, 2022 Schools Closed - INDIGENOUS PEOPLES' DAY
- Nov 8, 2022 No School for Students - Election Day
- Nov 9, 2022 Afternoon and Evening Parent/Teacher Conferences

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[1] Some names and contact information may change before September 8, 2022 due to scheduling - please be advised.

One World Middle School @ Edenwald

is a small school committed to understanding 'who' the child is in order to teach them. We are dedicated to creating a respectful environment where diversity is celebrated and individuals learn and flourish by developing character, intellect, wellness and a desire for lifelong learning. At our school, we will not only provide students with rigorous standard-based academics, we will also provide students with a place where learning is self-directed. Children will not only have an understanding of what they are learning but also why they are learning it. We enhance our learning by celebrating success, and acknowledging student and teacher accomplishments.

All students will graduate with the ability to be a personal leader, a community activist and an *Ambassador of Change*. Similar to the United Nations charter, all cultures are celebrated at *One World Middle School*, real issues are discussed, and we will provide an on-going platform for dialogue. Leaders, activists and ambassadors have a common thread in that they communicate clearly and appropriately for the audience and message. For these reasons the areas of writing, speaking and listening will be carefully nurtured. Students will understand the importance of being informed and well versed in taking a position. At One World we will be guided by principles similar to the United Nations. We will seek to maintain a place of peace and security, to develop friendly relations among communities and to cooperate in solving problems and in promoting respect for human rights.

Three Founding Core Beliefs:
- All students have the **right to a quality and innovative standards based education** that compels deep thinking
- All students have the **right to know and be known in a safe welcoming environment.**
- All students have the **right to be acknowledged as unique individuals who learn differently.**

As we learn to **"Operate at 212 degrees"** our Ambassadors are encouraged to have **VOICE**
Today, Tomorrow and Always

V alue ~ we value our community, our classmates and ourselves through our words & actions
O pportunity ~ we look for opportunity to do and be a model citizen
I ntegrity ~ we model integrity in our words, actions and academic work
C ourage ~ we have courage to stand up and do what is right – We ARE upstanders!
E xcellence ~ we model excellence in our academic work and all that we do

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Jr.

Patricia Wynne Gaynor   Damion
Principal/Founder   IA Assistant
Principal

8th Grade Supply List
2022 - 2023

Dear Parents/Guardians of our Future 8th Grade Ambassadors,

In order to create a positive learning environment, we have developed a school supply list that will help your child be prepared for the daily learning that will take place.

We ask that your child have all of his or her supplies by **the first day of school: <u>September 8th, 2022</u>**

These supplies are absolutely necessary for students to develop organizational skills for success in future grades.

Please note that these supplies are for **EACH** subject and supplies will be allocated for each subject on the first day of school.

If there is a problem in obtaining these supplies, please contact the school immediately.

Core Subject Shared Supplies (you should keep these with you in your bookbag)

➢ 1 pencil case
     ○ 2 packs of pens
     ○ 2 packs of pencils (AND lead if you prefer mechanical pencils)
     ○ 1 pencil sharpener (with a cover for personal use)
 ➢ 1 YELLOW Folder for Homework & Notes Home

Check-in Class Supplies

- ➢ 3 boxes of tissues
- ➢ 2 paper towel rolls
- ➢ 3 bottles of hand sanitizer
- ➢ Lysol or Clorox wipes

Classroom Subject-Specific Supplies:

ELA:

- ➢ 3 BLUE composition notebooks (not spiral - **NO BINDERS**)
- ➢ 2 BLUE Folders
- ➢ 1 pack of looseleaf
- ➢ 1 pack of Highlighters

Math:

- ➢ 4 PURPLE composition marble notebook (not spiral - **NO BINDERS**)
- ➢ 1 PURPLE Math folder
- ➢ 1 pack of dry erase markers

Science:

- ➢ 1 pack of multi colored EXPO Markers (Dry erase)
- ➢ 1 GREEN composition notebook (not spiral - **NO BINDERS**)
- ➢ 1 GREEN folder

Social Studies:

- ➢ 1 RED folder (plastic is better than paper)

Civic Engagement

- ➢ 1 ORANGE Folder

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8th Grade ELA
Ms. Roesch, Ms. Smith, and Ms. Stephen
Unit 0: Who Am I as a Mentor Ambassador? - 11 days

The rationale for this Unit:

In this pre-unit, Ambassadors will explore what it means to be an 8th-grade mentor ambassador. Students have examined who they are as an ambassador in the sixth grade and 7th on finding their own unique voice, wherein in the 8th grade, they will focus on who they are as an 8th-grade mentor ambassador and what legacy they would like to leave behind. Throughout the mini-unit, ambassadors will navigate their own values, morals, and the impact of their leadership and legacy.

Grading

Assessment	Percentage
Formative Assessments:	50%
Summative Assessments	30%
Homework	10%
Notebook	10%

Homework is distributed on Wednesdays and is due the following Monday. Homework will be available on Google Classroom.

Formative Assessments	Summative Assessment	Participation

☐ Mentorship reflection ☐ Mentorship- Text-based response	☐ Resume ☐ Cover Letter	☐ Homework ☐ Independent Reading ☐ Class participation

Lessons
☐ Lesson 1: Who am I? ☐ Lesson 2: Where I am from ☐ Lesson 3: Expectations and Routines ☐ Lesson 4: Reader's Writer's Notebook ☐ Lesson 5: Reading Noticing Strategies ☐ Lesson 6: Socratic Seminar ☐ Lesson 7: Reading Skills Protocol: Reading for a purpose ☐ Lesson 8: Support my thinking with details from a text ☐ Lesson 9: Socratic Seminar: Speaking and Listening ☐ Lesson 10: Drafting cover letter ☐ Lesson 11: Finalizing Cove rletter

8th Grade Mathematics (Algebra)

Unit 0: What Is Your Math Identity?

Unit Description:

What is the purpose of the unit?
The purpose of this unit is for the ambassadors to provide a visual about their emotions and experiences about math in a mathematical way. Ambassadors will think about their own math identity and how they see themselves in the classroom and in the real world building upon their journey line throughout each lesson. This will allow for the ambassadors to create goals for themselves to reach by the end of the year in order to become a mathematician, while still building upon math skills learned in previous years (domain, range, independent, and dependent variables).

Why is this important? Why does this unit matter?
This unit is important because it allows the ambassadors to reflect on their experiences in math, while allowing for them to have time to become comfortable in a math classroom. Ambassadors will be able to reflect on their time at OWMS and work towards goals that they have created for themselves. Ambassadors will make connections between numbers, graphs, and domain in range in order to advance their knowledge to prepare for the Algebra content in Unit 1.

Connections/Making Meaning:
Ambassadors will be able to bring their own identity in the classroom throughout the entire year, while still making connections to the math topics and skills. Ambassadors will continuously reflect about how they are feeling in the classroom, while using academic vocabulary to describe their own identity.

Vocabulary/Key Terms	**Prerequisite Skills Needed: (not standards but skills)**
- Ordered Pair - Graph - Domain - Range - Discrete - Continuous - Independent Variable - Dependent Variable	- Plotting points in the coordinate plane - Identifying independent and dependent variables

Mathematical Practices:

▢ **Make sense of problems and persevere in solving them**

▢ **Reason abstractly and quantitatively**

□ **Construct viable arguments and critique the reasoning of others**

□ **Model with mathematics**

□ **Use appropriate tools strategically**

□ **Attend to precision**

□ **Look for and make use of structure**

□**Look for and express regularity in repeated reasoning**

Ambassadors will model their experience of mathematics through the use of a math journey line and reason about why they felt the way they did. They will make connections throughout the entire unit based on the different structures implemented throughout each lesson. They will recognize patterns in their own thinking and make connections to the different math topics introduced.

Unit 0 Staircase

Lesson 1: Math Journey Graph
- Today I will reflect on my emotions surrounding math over my years in school.
- So I can create my own math journey graph.
- I know I have learned it when I can share about how I feel about math.

Lesson 2: Finding Differences
- Today I will look closer at the experiences I have had in math.
- So I can better understand the different types of experiences I was a part of.
- I know I have learned it when I can tell the difference between my internal and external experiences and the effect they have had on me.

Lesson 3: Interpreting Graphs (Domain/Range)
- Today I will analyze my own math journey graph and my classmates' math journey graphs.
- So I can understand what domain and range mean in math.
- I know I have learned it when I can make connections between new math concepts and my math journey graph.

Lesson 4: Connecting Graphs to Numbers (Discrete Continuous)
- Today I will look at different characteristics of our math journey graphs.
- So I can understand what discrete and continuous graphs look like.
- I know I have learned it when I place a number value on my emotions towards math over the years.

Lesson 5: Reflect on Each Part of Graph
- Today I will break down my own math journey graph.
- So I can differentiate between the different experiences I have had over the years.
- I know I have learned it when I can create a narrative for each part of my graph.

Lesson 6: Making Predictions
- Today I will look at different characteristics of my math journey graph.
- So I can find patterns in my math journey graph.
- I know I have learned it when I can predict how the rest of my time at One World Middle School will be.

Lesson 7: What Is My Math Identity? (Create)
- Today I will expand on my thinking of what I want my math journey to look like.
- So I can make a connection between my past math journey to my future math journey.
- I know I have learned it when I can create how I want to be as an 8th grade mathematician.

Lesson 8: What Is My Math Identity? (Share Out)

- Today I will partake in a class discussion about math identities.
- So I can better understand my classmates' emotions and goals around math.
- I know I have learned it when I can present my math identity to the class.

Unit 0 Wrap Up
After each lesson,
- touch upon one characteristic of an 8th grade characteristic (15 minutes)
  - Taking Risks
  - Perseverance
  - Asking questions
  - Making Sense
  - Identifying Patterns
  - Show Your Thinking in a Variety of Ways
- fluency based problems (10 minutes)

Assessments: **Are you doing the assessments beforehand?**

Formative Assessment (Exit Slips, Tasks (3 questions)):
Unit 0 Exit Slips

Summative Assessment (Post Assessment):
Unit 0 Summative Assessments

Living Environment 2022-2023 Syllabus

Unit 0: Scientific Identity

Introduction Within unit 0, Ambassadors will be able to tap into their inner scientists while understanding who they really are as an 8th grader in the science classroom. The way that we identify who we are as a person is different from person to person. Every human being, traits and values are a key component to someone's identity. We receive our traits from our parents and our values are shaped based upon the environment we are surrounded by. In this unit, Ambassadors will learn the important scientific skills that all scientists, no matter what field of science they work in, follow. Not only will they learn these important skills, Ambassadors will also be able to gather evidence in creating how they identify and how these key traits/values can be used in the science class for them to be successful in the classroom and hopefully in the real world.

The Why: It is important to understand who we are as a person, our strong qualities and even our weaknesses. Understanding who we are, our values/traits and what drives us, will help me be successful in the classroom and in life.

Essential Question: What parts of my identity will help me be successful as a scientist?

Timeline: September 2022

Grading Policy

Assessment	Percentage
Formative Assessments: ● Variables Exit Ticket ● Experimental vs Control Exit Ticket ● List of traits/values ● Personality test ● Making a claim using data from personality test	50%
Summative Assessments ● End of unit Project- Genetic Fingerprint Portfolio	30%
Homework (given weekly)	10%
Notebook	10%

	Lesson	Graded Assessments	Done
1	**Focus Questions**: What are the traits and values that identify me? (they will list all the characteristics that identifies them)		☐
2	**Focus Question**:What is my personality color?		☐
3	**Focus Question**: How do scientists use data to make claims in science?		☐
4	**Focus Question:** Does your DNA or Environment make you who you are?		☐
5	**Focus Question**: How can we relate scientific variables to my life?(relate it back to their traits- they are a constant and their friends, traits, etc are variables.)	Variables Exit Ticket	☐
6	**Focus Question**: Does music affect my concentration when completing a task? Closing- What did you learn about yourself?	Experimental vs Control Exit Ticket	☐
7	**Focus Question**: How can my role in science be related to my identity?		☐
8-9	**Focus Question**: How can I illustrate my scientific personality ?		☐
10	**Focus Question**: What Can I learn from my Classes Identity ID passports (gallery walk)?	Genetic Identity	☐
9-10	What is my identity and role in Science (end activity of creating "Identity ID") 1) What three values did you choose for your Identity ID and why? 2) For each of the three values chosen, how do you express these values?	Genetic Identity (end of unit Project)	☐

11	What Can I learn from my Classes Identity ID (gallery walk)?		☐

Name: _____

Fish Cheeks Summer Assignment

In Unit 0, we will be exploring our identities, values, cultures, and the influence of our families and our upbringing. "Fish Cheeks", by Amy Tan, is a story about a young girl who is trying to figure out her own values and identity in relation to those of her family. For your summer assignment, we are asking you to read this story and respond to the two attached writing prompts. Please bring these with you to the first day of class.
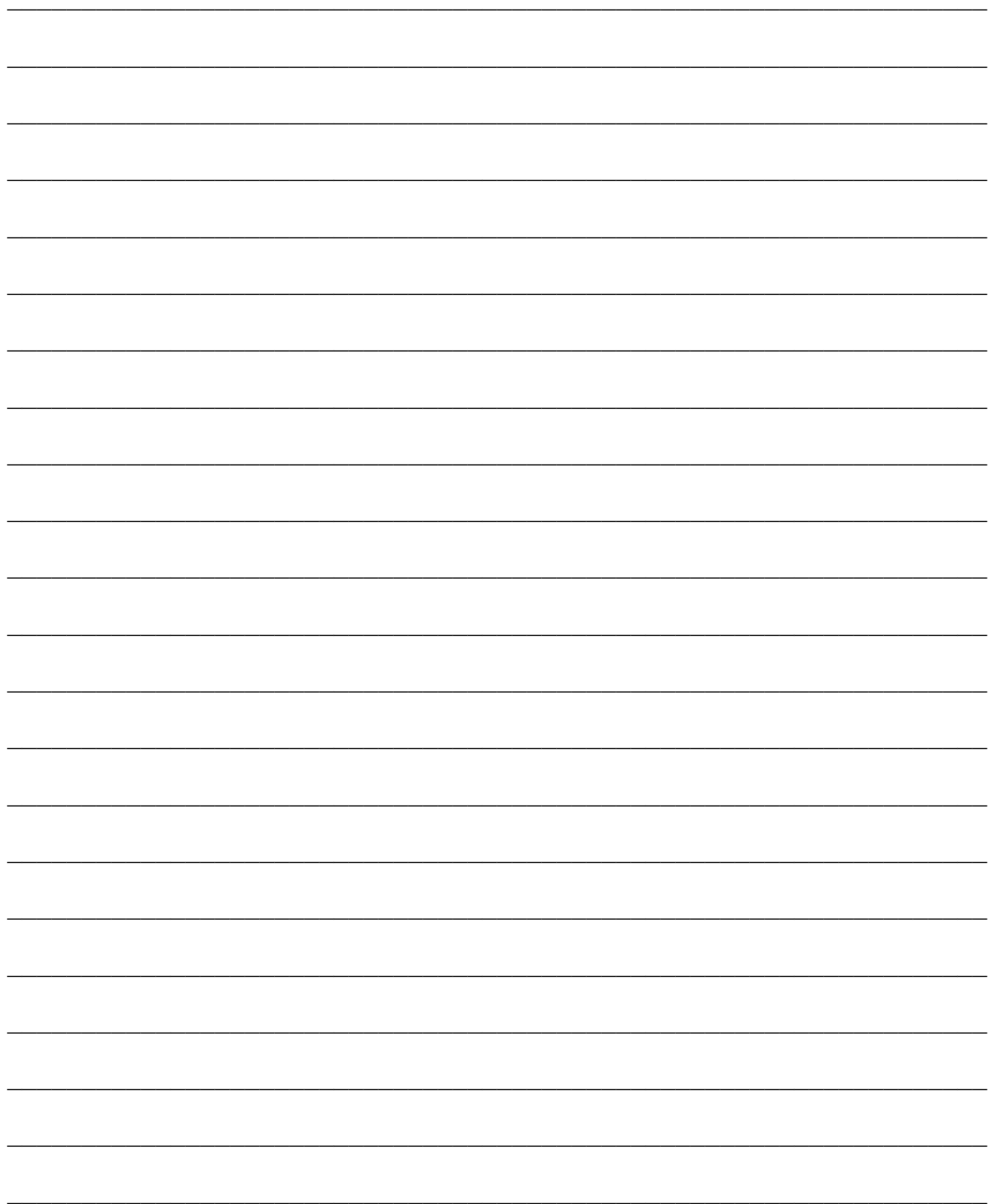
Fish Cheeks Short Response

What values does the mother want her daughter to have? Does the daughter understand the daughter's perspective? Construct a well-written response in which you use text details to support your response.

_____

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Reflective Essay

In the context of this text, what makes you who you are? Is it possible to change your identity? Should you try?

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Dinner threw me deeper into despair. My relatives licked the ends of their chopsticks and reached across the table, dipping them into the dozen or so plates of food. Robert and his family waited patiently for platters to be passed to them. My relatives murmured with pleasure when my mother brought out the whole steamed fish. Robert grimaced. Then my father poked his chopsticks just below the fish eye and plucked out the soft meat. "Amy, your favorite," he said, offering me the tender fish cheek. I wanted to disappear.

At the end of the meal my father leaned back and belched loudly, thanking my mother for her fine cooking. "It's a polite Chinese custom to show you are satisfied," explained my father to our astonished guests. Robert was looking down at his plate with a reddened face. The minister managed to muster up a quiet burp. I was stunned into silence for the rest of the night.

After everyone had gone, my mother said to me, "You want to be the same as American girls on the outside." She handed me an early gift. It was a miniskirt in beige tweed. "But inside you must always be Chinese. You must be proud you are different. Your only shame is to have shame."

And even though I didn't agree with her then, I knew that she understood how much I had suffered during the evening's dinner. It wasn't until many years later – long after I had gotten over my crush on Robert – that I was able to fully appreciate her lesson and the true purpose behind our particular menu. For Christmas Eve that year, she had chosen All my favorite foods.

Name_____   Date_____

Dear Parent & Algebra I Student,

Your child will be taking Algebra 1 and will need core prerequisite skills from 7th grade upon the start of the next school year. You will find a review packet of skills which each child is expected to know upon the start of the year. The following are the topics that students should know coming into Algebra 1:

- Integers
- Order of Operations
- Writing Expressions
- Distributive Property
- Independent/Dependent Variables
- Graphing

You may also access the following websites to assist your child.

- www.kutasoftware.com
- www.purplemath.com
- www.coolmath.com
- www.khanacademy.com

Hope you have a great summer.

8th Grade Math Department

Adding/Subtracting with Integers

Rules: **If a number has no sign it means it is a positive number**

Addition:
SAME SIGNS
1. Add their absolute values.
2. Attach the common signs

-4 + (-5) = - (4 + 5) = -9   4 + 5 = 9

OPPOSITE SIGNS
1. Subtract the smaller absolute value from the larger absolute value.
2. Attah the sign of the number with the larger absolute value.

    3 + (-9) = - (9 - 3) = -6   -3 + 9 = +(9 - 3) = 6

Subtraction:
1. Adding the opposite of a number is equivalent to subtracting the number.
2. Change all problems to addition and follow the addition rules.

    3 - 12 = 3 + (-12) = - (12 - 3) = -9
    - 7 - 1 = - 7 + (- 1) = - (7 + 1) = -8
    - 4 - (- 10) = - 4 + 10 = + (10 - 4) = 6
    12 - (- 8) = 12 + 8 = 20

NO CALCULATOR!

1. 7 + (- 9) =	2. - 12 + 15 =

3. 2 - 4 =	4. 12 - 19 =

Multiplying with Integers

Rules:
1. If two numbers have the same sign, their product or quotient is positive.

$$(-7)(-5) = 35 \qquad\qquad 6 \bullet 8 = 48$$

2. If two numbers have opposite signs, their product or quotient is negative.

$$9(-2) = -18 \qquad\qquad (-3)(4) = -12$$

1. (- 8)(3) =	2. (4)(- 4) =
3. (20)(- 65) =	4. - 7 • - 5 =

Order of Operations

Parentheses (Grouping Symbols)	$[(7-4)^2 + 3] + 15$	$\dfrac{(9-7)^2 + 6}{11-6}$
Exponents	$= [3^2 + 3] + 15$	$= \dfrac{2^2 + 6}{5}$
Multiply or Divide, from left to right	$= [9 + 3] + 15$	$= \dfrac{4+6}{5}$
Add or Subtract, from left to right	$= 12 + 15$	$= \dfrac{10}{2}$
		$= 5$

NO CALCULATOR!

1. $6 \div 3 \div 2 \cdot 7 =$	2. $5 \div 8 \cdot 2 - 4 =$	3. $16 \div 8 \cdot 2^2 =$	4. $10 \div (3 + 2) + 9 =$

Writing Expressions

Write the verbal phrase as an algebraic expression:

Eleven less than the quantity four times a number x   **4(x - 11)**

Write the verbal phrase as an algebraic expression.

1. Four times a number x decreased by twelve	2. Six less than double a number x
3. Five squared minus a number x	4. Three more than the product of five and number x

Distributive Property

Distributive Property

$a(c) = ab + bc$ $3(2x + 1) = 6x + 3$

$(b + c)a = ba + ca$ $(4x + 5)x = 4x^2 + 5x$

$a(b - c) = ab - ac$ $- 9(x - 8) = - 9x + 72$

$(b - c)a = ba - ca$ $(x^2 - 3)x = x^3 - 3x$

1. $3(x + 4) =$	2. $(w + 6)4 =$	3. $5(y - 2) =$	4. $(7 - m)8 =$

Dependent and Independent Variables

What's an independent variable?

It is a variable that stands alone and isn't changed by the other variables you are trying to measure. (CAUSE)

What's a dependent variable?

It is something that depends on other factors.
(EFFECT)

The *Independent variable* causes a change in the *Dependent variable*.

OR The *dependent variable* depends on or is affected by the *independent variable*.

Example:

Time Spent Studying (independent variable) causes a change in *Test Score* (dependent variable) and it isn't possible that *Test Score* could cause a change in *Time Spent Studying*.

OR Your *test score* is affected by the *time you spend studying*.

Dependent and Independent Variables

In the tables below either an independent or dependent variable is listed. Fill in the other side of the table with several variables that will make the comparison make sense.

Independent Variable	Dependent Variable

Age of a person	

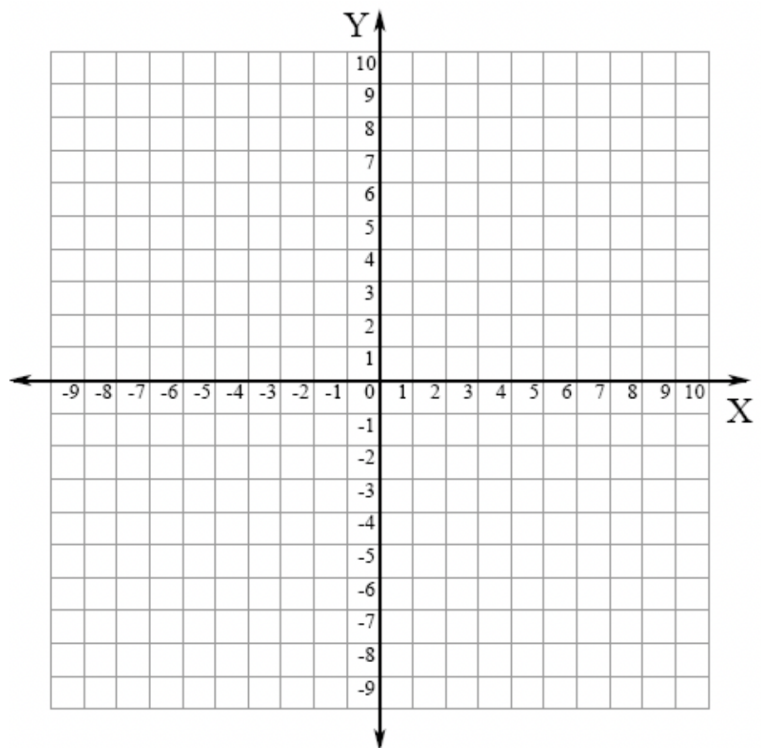| Independent Variable	Dependent Variable
	An Ambassador's test scores

The Coordinate System

A coordinate system, or **coordinate plane**, is used to locate points in a 2-dimensional plane.

The horizontal number line is the _____.
The vertical number line is the _____.
Their intersection is the _____.

The coordinate plane contains four quadrants (I, II, III, IV).

Label the quadrants.
Any point can be located within one of the four quadrants in the coordinate plane using a
specific ordered pair of numbers, called its _____.

(x , y)

The first number in an ordered pair is the x-coordinate.

The second number is the y-coordinate.
Example: (3,2) 3 is the x- coordinate, 2 is the y-coordinate.

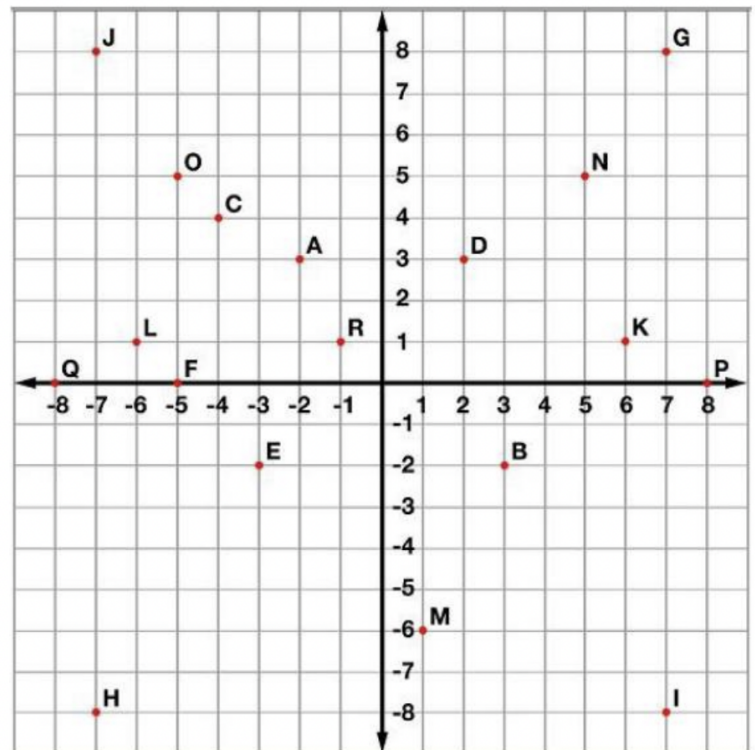A point is defined on the coordinate plane by one, AND ONLY ONE, ordered pair.

The Coordinate System

Look at the coordinate plane below. Tell what point is located at each ordered pair.

1. (3 , -2) ____
2. (2 , 3) ____
3. (-5 , 5) ____
4. (-7 , -8) ____
5. (-4 , 4) ____
6. (-5 , 0) ____

Write the ordered pair for each given
point.

7. E _____
8. M _____
9. P _____
10. G _____
11. Q _____
12. N _____

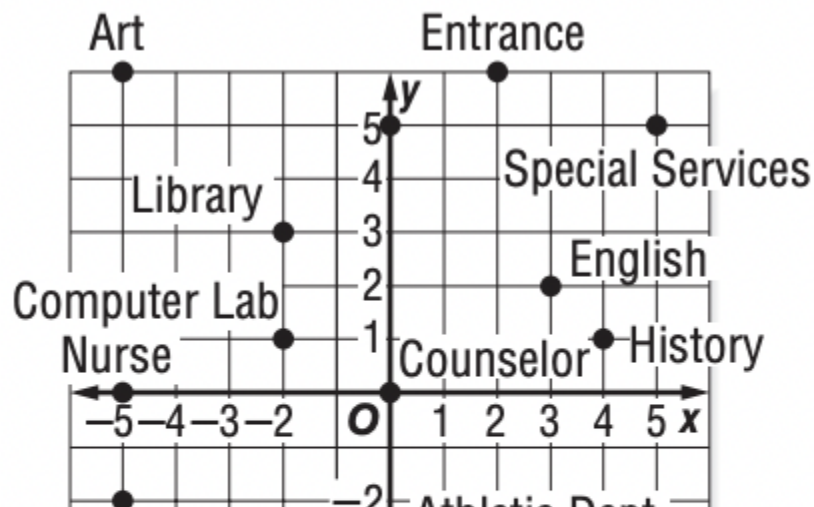**Plot the following points on the coordinate grid above.**

13. S (-6,-3)
14. T (2,-4)
15. U (5,8) Identify the quadrant containing each point.
16. B 17. J 18. I 19. D 20. E

The Coordinate System

For questions 1–4, use the coordinate plane below. It shows a map of the rooms in a middle school.

1. Thalia is in the room located at (22, 1). What room is she in? Describe in words how to get from the origin to this point.	2. Thalia's next class is 8 units to the right and 5 units down on the map from where she is now. In what room is Thalia's next class? Find the ordered pair that represents the location of that room.
3. Tyrone is in the Art room, but his next class is in the History room. Give Tyrone directions on how to get to the History room.	4. On the map, which classrooms are located in the third quadrant? Describe the coordinates of all points in the third quadrant.

Art   Entrance

Library
                        Special Services
Computer Lab   English
Nurse   Counselor History

−5 −4 −3 −2 O 1 2 3 4 5 x

The Coordinate System

Reading Maps: Latitude and Longitude

This world map shows some of the latitude and longitude lines. Latitude is measured in degrees north and south of the equator. Longitude is measured in degrees east and west of the prime meridian, a line passing through Greenwich, England. (Greenwich is a suburb of London.) The latitude is usually given first. For example, the location of 308S, 608W is lower South America.
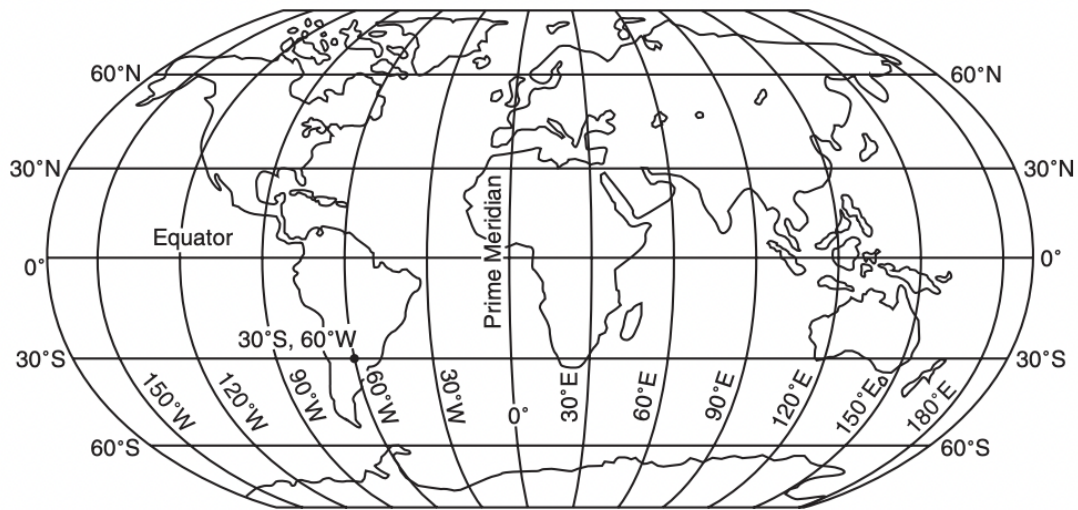
Name a place near each location. Use an atlas or other reference source to check your answers.

1. 308N, 308W

2. 308S, 308E

3. 608N, 1208W

4. 158N, 1508W

5. 308S, 1408E

6. 258N, 1008W

7. 408N, 1208W

8. 458N, 908W

9. 408N, 58W

10. 608N, 458W

11. 358N, 1408E

12. 08, 608E

Reflection

After completing this packet:

How did you grow as a mathematician?

Describe one new thing or strategy that you learned.

Write a math word you learned and what does it mean?

Describe one time where you challenged yourself in mathematics in 7th grade.

Describe a mistake you made and learned from it in 7th grade.

Name:

<u>Nature vs Nurture Article</u>

Directions: A you read the article, annotate the text (You may underline, highlight, or write on the margin any notes regarding what you have read)

BACKGROUND

The nature versus nurture debate is about which part of a person is more important—their inherited DNA, which includes genes, or their personal experiences and the way they were brought up. For years, scientists have tried to find out what causes people to have different personalities, behaviors, and characteristics.

SCIENTIFIC APPROACH

The nature versus nurture debate poses a very complicated scientific question: **how do scientists figure out which one plays a greater role in the development of a person?** Many scientists study twins that have been separated at birth to answer this research question. Scientists use twins because they have identical genes, so it makes it easier to observe the effect of a person's environment.

THE NATURE SIDE (Genetics)

Some scientists have concluded that a person's nature—meaning the traits they got from their parents—have more power in determining a person's identity than how they are nurtured, or raised. Inherited traits are traits that are developed before birth. Genes are found on long strings of DNA called chromosomes. Information from genes get transcribed in mRNA and then translated by the Ribosome into proteins. The function/job of the proteins are determined by the shape of the protein. For example the gene that produces blue eyes in humans will have a different protein shape than the protein that causes brown eyes. Genes are instructions that dictate how a person's body is made, in the same way that blueprints are instructions to build a house. Some genetic traits are highly heritable, such as eye color. Some disorders or diseases are also heritable. However, environments are still influential in how that disease affects a person's life; for example, people who are born with a disease may live a long   time depending on

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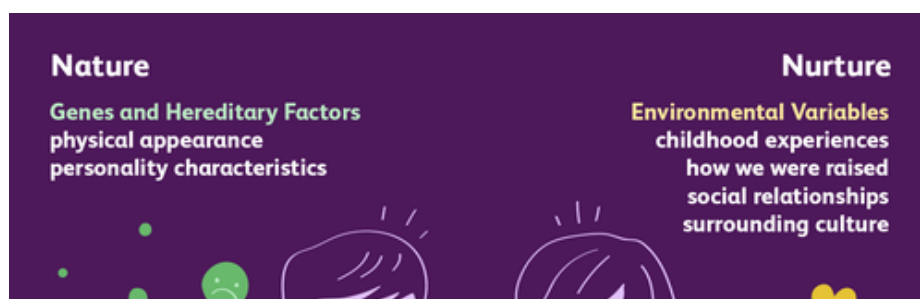
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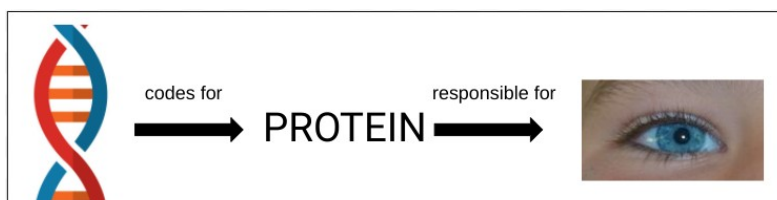
how they are cared for. There are also some non-genetic factors that are highly heritable. For example, wealth and social status are two non-genetic factors that are generally passed down from family.

THE NURTURE SIDE (Environment)

The term "nurture" has historically been defined as the care given to children by the parents, with the mother playing an important role. Now, this term is regarded by some as the environmental (non-genetic) factor of a person's environment. This new definition of "nurture" has been expanded to include, not just a person's family upbringing, but also everything else they experience in daily life including advertisements, media, education, peer influences, and home environments.

Consider this example: Jennifer and Karen are identical twins. If both girls have genetic information (genes) associated with obesity, does this mean that they will have no control over their weight? Or, if the girls are adopted by different families and have different life experiences, will their environment dictate how much they will ultimately weight? Suppose Jennifer is raised by wealthy parents who have access to the best, healthiest foods. Her parents cook nutritious meals and limit the amount of sugar, salt, and fat their daughter consumes. Jennifer learns to love fruits and vegetables, and doesn't crave excessively salty or sweet foods. Karen however is raised by parents who live in an area where fresh, healthy food is scarce and expensive. Karen eats a lot of frozen, packaged meals and fast food, which are higher in sugar, fat, and salt. Karen's eating and physical activity habits enhance the expression of her genes for obesity and causes her to have a higher chance of becoming obese. The characteristics (physical traits and behaviors) that you are born with and what you experience throughout your life are both important. Your characteristics can impact your experiences and your experiences can impact your characteristics.

Nature

Genes and Hereditary Factors
physical appearance
personality characteristics

Nurture

Environmental Variables
childhood experiences
how we were raised
social relationships
surrounding culture

Post Article Questions

1) Thinking about how you describe yourself. How has the environment that you live in shaped the person that you are today?

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2) In your opinion, is a person more predetermined by their DNA or are they more predetermined by the environment they live in? Explain your answer

Directions: Read this essay by Sandra Cisneros. Circle any words you do not know. Look them up in a dictionary and write the definition near the word. When you have finished, turn to page 2 and answer the questions.

My Name
By Sandra Cisneros

In English my name means hope. In Spanish it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is shaving, songs like sobbing.

It was my great-grandmother's name and now it is mine. She was a horse woman too, born like me in the Chinese year of the horse-which is supposed to be bad luck if you're born female-but I think this is a Chinese lie because the Chinese, like the Mexicans, don't like their women strong.

My great-grandmother. I would've liked to have known her, a wild horse of a woman, so wild she wouldn't marry. Until my great-grandfather threw a sack over her head and carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes she never forgave him. She looked I out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or was she sorry because she couldn't be all the things she wanted to be. Esperanza. I have inherited her name, but I don't want to inherit her place by the window.

At school they say my name funny as if the syllables were made out of tin and hurt the roof of your mouth. But in Spanish my name is made out of a softer something, like silver, not quite as thick as sister's name--Magdalena. Magdalena who at least can come home and become Nenny. But I am always Esperanza. I would like to baptize myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

1. Where is Esperanza's family from (HINT: the text does not tell you. You have to make an inference)

   _____

2. What does she think about her name? Does she like it or dislike it? Why?

   _____

   _____

3. What do you think of your name?

   _____

   _____

4. How was your name chosen? (HINT: you might have to ask someone in your family.)

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5. Write a little known fact about yourself--something most people don't know tthat you don't mind sharing with the class (we'll share these out when we return to school, so make sure you're comfortable with people learning your little known fact).

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