

UNIT A : LESSON 1

LEARNING TARGETS

INSTRUCTIONS FOR STUDENTS:

Listen as your teacher reviews the standards and objectives. Your teacher will call on an individual or pair to explain what they mean.

Learning Target:

I can determine the main ideas and supporting details in the article

Learning Target:

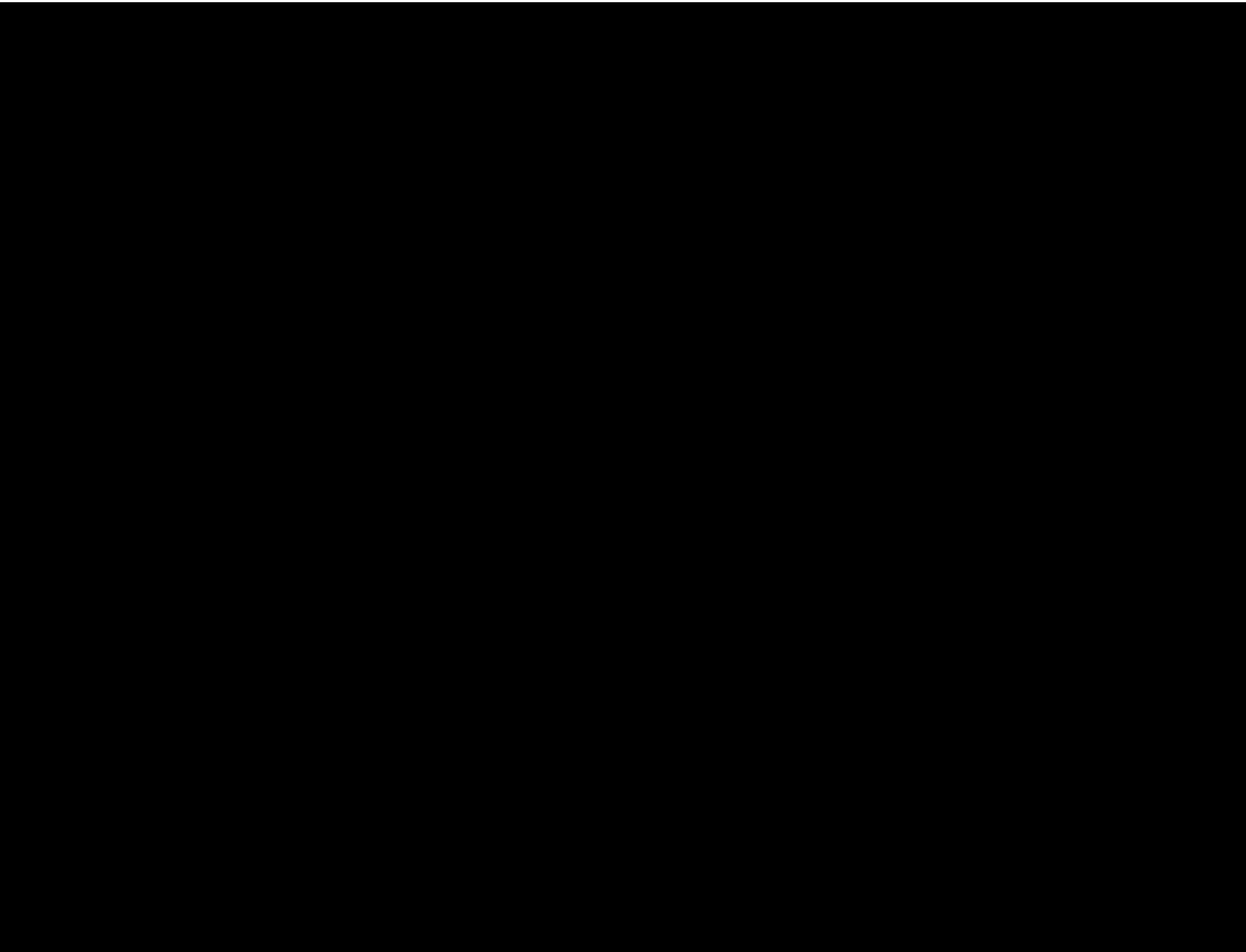
I can determine the meaning of unknown technical words.

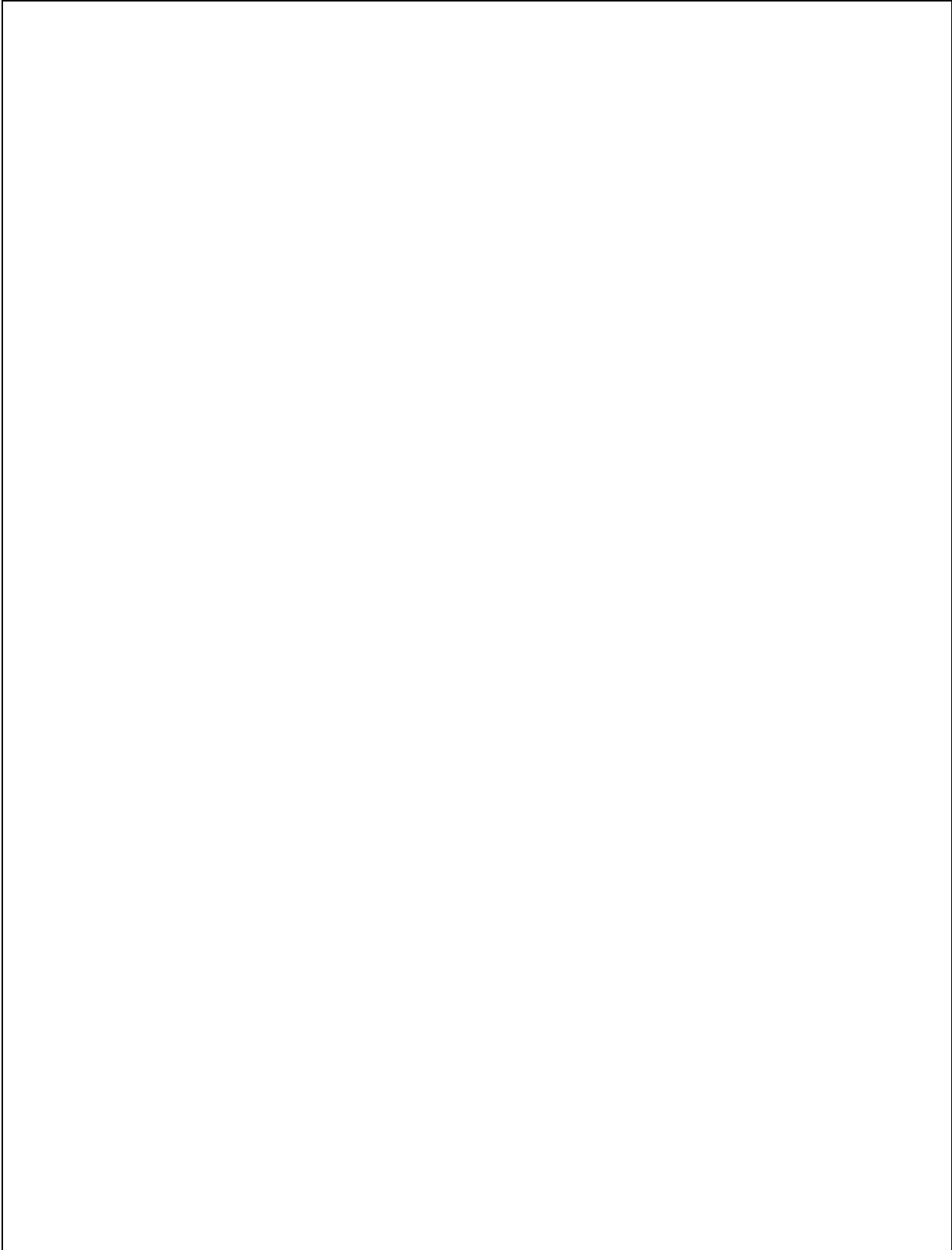
determine . decide
 main . central or most important
 supporting details . helping ideas
 article . a short text in a newspaper or magazine
 technical . having to do with specific subjects

ACQUIRING AND USING VOCABULARY

INSTRUCTIONS FOR STUDENTS:

Your teacher will pre-teach several key words. Use your glossary for the rest of the lesson. **bolded in the text** and word banks can be found in the glossary. The glossary is located in the Appendix at the end of the lesson.





The brain does not develop fully until a person is in their early _____. The teen brain is not fully _____. The adult brain is fully _____.

18. What can happen to teens if their brains are not yet fully developed?

If the teen brain is not yet fully developed, the teen may make _____ (good/bad) decisions that he or she may _____ (feel sorry for) later.

PART B: THE TEEN BRAIN: UNDER CONSTRUCTION

Not long ago, scientists thought the human brain was fully mature long before the teen years. While research shows that one's brain reaches its maximum size between ages 12 and 14 (depending on whether you are a girl or a boy) it also shows that brain development is far from complete. Regions of the brain continue to mature all the way through a person's early 20s.

A key brain region that matures late is the prefrontal cortex, located directly behind your forehead. The prefrontal cortex is very important as a control center for thinking ahead and sizing up risks and rewards. (This area is, in fact, the little red light that was trying to warn you about sending that e-mail.) Meanwhile, another part of the brain that matures earlier is the limbic system, which plays a central role in emotional responses.

Since the limbic system matures earlier, it is more likely to gain an upper hand in

PART B: WORD BANK

alcohol

emotions

plan ahead

risks

decisions

limbic system

prefrontal cortex

tobacco

developed

mature

research

twenty

drugs

peer pressure

rewards

PART B: SUPPLEMENTARY QUESTIONS :

RESPONSE TO GUIDING QUESTION(S) :

Are teen brains the same as adult brains? Why or why not? Why is information important?

Response:

FUNCTIONAL ANALYSIS

INSTRUCTIONS FOR STUDENTS:

Work with your class to analyze an important sentence(s) from the text.

- x Every sentence has someone or something that does something. First you determine this who or what
- x Every sentence has something that they do or did. Figure that part out next. Now you have the most important parts of the sentence in place.
- x Then you will figure out what they did the action to or for
- x Finally, you will write the descriptive details.
- x Write your answers in the spaces below.
- x When you are done, write the sentence again in your own words.

You may want to use definitions from the glossed text in the sections above.

Functional Analysis:

Since the brain is not fully developed until the early 20s, the way in which a teen's decision-making circuit integrates information may put him or her at a higher risk of making decisions the teen could later regret.

WHO OR WHAT (Actor): the _____

DESCRIPTOR (Detail): 'making circuit integrates information'

WHAT HAPPENED (Action): may _____

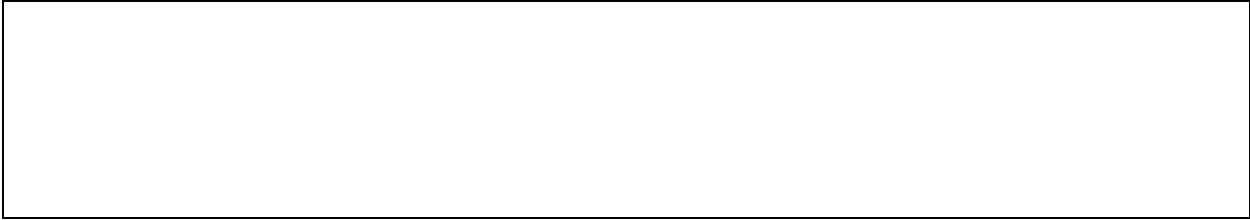
WHO (Recipient): _____ or _____

DESCRIPTOR (Detail): at a higher _____

DESCRIPTOR (Detail): of making decisions the teen could later regret

WHY: since _____

What the sentence says:	My own words:
'making circuit integrates information'	The _____
may put	can put
him or her	the teen
at a higher risk	at _____ risk
of making decisions the teen could later regret	of _____
Since the brain is not fully developed until the early 20s	since the brain is not _____ until _____



Word	Definition	Example
emotion (emotional, emotionally)	a strong feeling	The limbic system plays a central role in emotional responses.
instantaneously	at the same time	Decisions come from a series of events in the brain that happen almost instantaneously.
integrate	bring several things together and blend, or mix them into a whole	The way a teen's decision-making circuit integrates information may put him or her at a higher risk of making bad decisions.
key	important	A key brain region that matures late is the prefrontal cortex .
limbic system	the part of the brain that processes, or deals with , emotions	A part of the brain that matures earlier is the limbic system, which plays a central role in emotional responses.
logic	thinking or reasoning	In other words, when teens make choices in emotionally charged situations, those choices are often more weighted in feelings (the mature limbic system) over logic (the not-yet-mature prefrontal cortex).
mature	develop or grow older	Regions of the brain continue to mature all the way through a TM Ž › œ ~ — 20s.
maximum	largest possible	The brain reaches its

Word	Definition	Example
role	function; the part that something plays in a larger system or action	The limbic system plays a central role in emotional responses.
rush	hurry	Rushed decisions like this 0 acting before thinking it through 0 happen more often in teens than in adults.
series of events	a group of related things taking place one after another	Decisions come from a series of events in the b-4.22 651(h)-ed.e.35 586. f3