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 Ž Ž — œ 1 Š — • Ž Œ ’ œï ’ ˜ — 1 Š ” ’ — • 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 • ˜ 1 • ’ — • 1 – Ž Š — ’ — • œ 1 • ˜ › 1 ˜ › • œ 1 ¢ ˜ ž 1 • ˜ —bolded— ñ the 1e tẽxt• c and word banks can be found in the glossary. The glossary is located in the Appendix at the end of the lesson.

While this is basically the same for teens and adults, the devil is in the details. 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.

PART A: WORD BANK

actions	developed	neurotransmitters	teens
angry	electrochemical impulses	output	thinking
automatically	imagine	problems	twenties
behaviors	instantaneously	regret	
brain	mean	response	
chemical messengers	network	series of events	
decision	neurons		

_____

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 shemay _____(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 itsmaximum size between ages 12 and 14 (depending on whether you are a girl or a boy) italso 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, a nother part of the brain that matures earlier is the limbic system, which plays a central role in emotional responses.

Since thelimbic 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 this information important?

Response:

_____

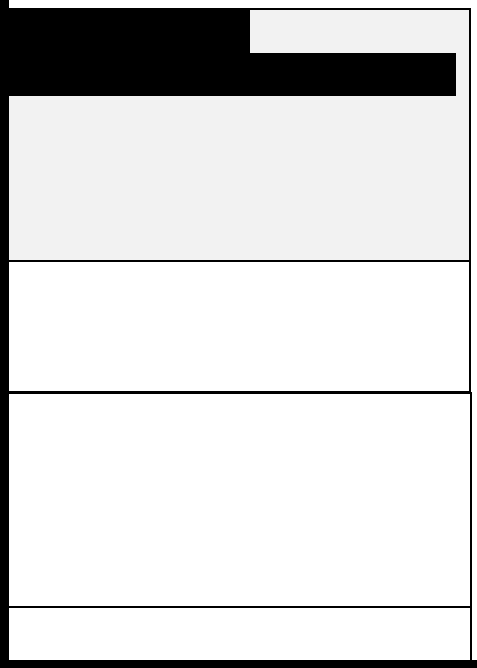
_____

_____

_____

_____

_____.



FUNCTIONAL ANALYSIS

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

- Every sentence has someone or something that *does* something. First you determine this *who* or *what*.
- 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.
- Then you will figure out what they did the action to or for.
- Finally, you will write the descriptive details.
- Write your answers in the spaces below.
- 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 decis making circuit integrates information may put him or her at a higher risk of making decisio the teen could later regret.

WHO OR WHAT (Actor): the _____

DESCRIPTOR(Detail): ' — 1 ' ' Œ ' 1 Š 1 • Ž Ž— œ 1 making circuit integrates information

WHAT HAPPENED (Action): may _____

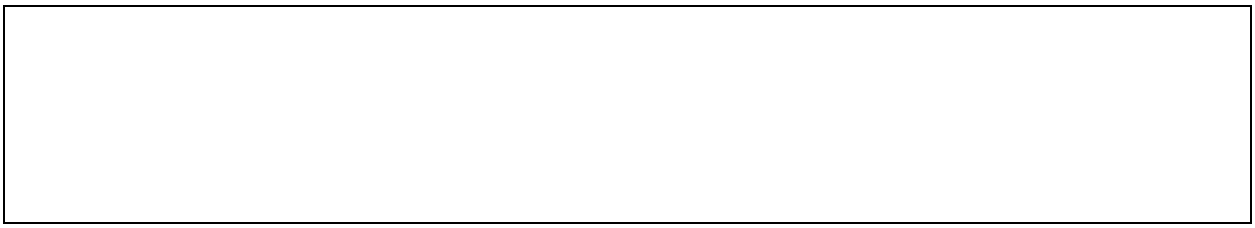
WHO (Recipient): _____ or _____

DESCRIPTOR(Detail): at a higher _____

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

WHY: since _____

What the sentence says:	My own words:
' Ž 1 Š ¢ ' — 1 ' ' Œ ' 1 Š 1 • Ž Ž — œ making circuit integrates	The Š ¢ 1 Š 1 • Ž Ž — œ 1 _____
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 ™ 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