

OPEN SCHOOL BC

Planning 10

Introduction Assignment

This assignment is intended to familiarize you with some of the basic concepts and skills related to Planning 10. This is the first meaningful assignment for Planning 10, so complete it with care.

Student Name _____

Student No. _____ Date _____

Address _____ Postal Code _____

Complete the following Planning 10 Assignment independently and return it to your teacher based on the instructions provided by your school. No external resources are required to complete this assignment.

There are three parts to this assignment:

Part A: Critical Reading	8 marks
Part B: Technology and You	6 marks
Part C: Written Response—Google Brain	12 marks
Total:	26 marks

Contents:

11 pages

Assignment time:

2 hours

Before you start, read these important tips.

1. Read each question carefully before answering.
2. Answer all questions to the best of your ability.
3. Take your time. Check your work before handing in the assignment.
4. Write neatly and check your spelling.

Planning 10 Introduction Assignment

Part A: Critical Reading



Photo by Sebastian Kaulitzki © 2011

Read the following article on how technology affects the brain; then answer the multiple-choice questions that follow. (8 marks)

This is Your Brain on Technology

While Justin is writing his Social Studies composition on the impact of the steam engine on the Industrial Revolution, he's also listening to his iTunes playlist on his iPod; instant messaging 5 friends; checking out his best friend's status on Facebook; and answering a text message from his sister. Does this sound like you or someone you know? If so, how is this techno-multitasking affecting your brain?

In the past decade, studies on how technology use impacts the brain have found some interesting—and diverse—discoveries. In his book *iBrain*, neuroscientist Dr. Gary Small cites a study that shows people aged eight to 18 were absorbed in eight hours and 33 minutes of media content (TV, music, video games, PDAs, computers, and movies) daily, outside school hours. Because the brain continues to develop until the age of 25, researchers and scientists are trying to figure out how this prolonged interaction with technology affects brain development.

When certain neural pathways in the brain—its circuits—are not used, the brain 'prunes' them. Lack of use leads to atrophy. On the other hand, when these nerve endings are growing rapidly and are firing on all cylinders, they 'blossom.'

Studies conducted at Tokyo's Nihon University have shown video game play actually shuts down activity in the brain's frontal lobe—both during game play and afterward. So although games have been known to increase motor and visual skills, they can actually impair development in the area of the brain involved in abstract thinking and planning, particularly in young people whose brains haven't yet finished maturing.

Other potential negative side effects of techno-multitasking include short attention span, technology addiction, a decline in face-to-face human contact, and the ability to read and respond to facial gestures and body language. A Stanford University study showed that for every hour a person spends on a computer, personal interaction drops by 30 minutes.

However, other authorities in the field of neuroscience argue that the human brain is malleable and it adapts to new stimuli, as it needs to. Judy Illes, a neuroethicist at the University of British Columbia, maintains that exposure to technology is no different from anything else in our environment: brain cells connect in different ways in response to a variety of environmental factors. Further, it has also been suggested that surfing the Internet is much less passive than the TV or radio that today's adults grew up with. Many new technologies encourage self-expression through blogs and web pages; and social networking over the computer is just a different kind of personal interaction.

Although there aren't any definitive conclusions how technology affects the brain, both camps on this issue agree that in order to create some balance in our lives—and in our brains—we need to make sure we're spending enough technology-free time each day interacting with other people and being on our own.

MARKS

Instructions

Based on what you read in the article, answer the following questions.

(8 marks)

1. A study showed that children and young adults spend this amount of time interacting with technology, outside school hours.
 - a. 8 hours 33 minutes
 - b. 6 hours 10 minutes
 - c. 12 hours 9 minutes ()

2. The brain continues to develop until what age?
 - a. 18 years
 - b. 8 years
 - c. 25 years ()

3. Research has found that video game playing shuts down:
 - a. the brain's front lobe.
 - b. reasoning functions.
 - c. fine motor skills. ()

4. Studies have also found that video game playing:
 - a. enhances attention.
 - b. impairs abstract thinking and planning.
 - c. creates more neural pathways. ()

5. Positive aspects of new technologies include:
 - a. the increased ability to read body language.
 - b. the balance and perspective it creates.
 - c. self expression using blogs and web pages. ()

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6. By reading the article, it's evident that:
- a. no one really knows how technology impacts brain development.
 - b. more research is needed to determine the extent of how technology affects the brain.
 - c. techno-multitasking will affect interpersonal relationships in profound ways. ()
7. What conclusion can you draw from this article?
- a. There is no need to change behaviour around use of technology.
 - b. It would be better to severely limit or eliminate technology entirely.
 - c. It's important to make time each day that doesn't involve technology. ()
8. Which statement best describes the main idea in this article?
- a. Technology has no noticeable affect on the brain.
 - b. Technology has the potential to impact the brain both positively and negatively.
 - c. Technology creates harmful neural pathways in the brain. ()

Part A

Evaluation Guidelines

Marks

Deduct 1 mark for each error.

/8

Total Marks

/8

Part B: Technology and You

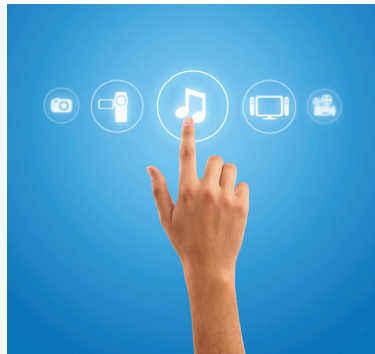


Photo by ra2 studio © 2011

1. Fill in the following chart showing your use of technology. Leave sections blank if you don't use the techno-device listed. If you use other devices, add them to the bottom of the list. Aim for a minimum of four devices. (4 marks)

Techno-device	List the ways you use this technology?	Approximately how many minutes or hours a day do you interact with this technology?
cell phone		
MP3 player		
computer		
smartphone		

Total amount of time per day interacting with technology:

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2. Answer the following question in two to three sentences. (2 marks)

Do you feel you balance your day with techno-free time (playing sports, hanging out with friends, or time alone)? If so, how? If not, how can you find more balance?

Part B

Evaluation Guidelines

Marks

Question 1

/4

Question 2

/2

Total Marks

/6

Paragraph Scoring Guide

6
Wow!

Your paragraph is insightful, engaging, and focused; it shows a thorough understanding of the task.

Content—what is said:

- analyses or presents the topic in an engaging and logical manner
- focused topic sentence
- body is developed with interesting and convincing support
- concluding sentence makes a strong final statement of the main idea

Written Expression—how it's said:

- tightly focused, on topic, and fully developed
- sophisticated vocabulary, word choice, and transitions
- sentence structure is varied and controlled
- few mechanical or spelling errors

5
Strong!

Your paragraph effectively accomplishes the requirements of the task.

Content—what is said:

- analyses or presents the topic in a well-organized manner
- focused topic sentence uses active language
- body is developed with appropriate support
- concluding sentence affirms the main idea of the paragraph

Written Expression—how it's said:

- focused, on topic, and developed
- appropriate vocabulary, word choice, and transitions
- sentence structure is varied and competent but uneven in places
- minor mechanical or spelling errors

4
Good!

Your paragraph adequately fulfils the requirements of the task.

Content—what is said:

- analyses or presents the topic in a predictable manner
- topic sentence is clearly stated
- body is developed with some effective support
- concluding sentence completes the paragraph

Written Expression—how it's said:

- generally focused; may stray off topic; adequate development
- vocabulary, word choice and transitions are simple but correct
- sentence structure is correct, but simple sentences predominate
- some mechanical or spelling errors are present but do not affect understanding

3
A Pass!

Your paragraph accomplishes the task at a basic level.

Content—what is said:

- analyses or presents the topic in a manner which is difficult to follow
- a topic sentence is present, though not clearly stated
- body is developed with thin or repetitive support
- concluding sentence attempts to complete the paragraph

Written Expression—how it's said:

- loose focus; may stray off topic; limited development
- vocabulary is basic and repetitive; transitions may be ineffective
- sentence structure is awkward or simplistic
- mechanical or spelling errors are present but do not affect meaning

2
Almost

Your paragraph does not accomplish the basic task.

Content—what is said:

- analyses or presents the topic in a manner which is illogical or insufficient
- paragraph structure and development is weak
- topic sentence is vague or not present
- concluding sentence may not be present or may add new, unrelated information

Written Expression—how it's said:

- lacks focus, purpose, and development
- vocabulary is informal and often colloquial; transitions are not present
- simple sentence forms predominate
- numerous mechanical or spelling errors disrupt the flow of the writing

1
Not Yet

Your paragraph is incomplete.

Content—what is said:

- paragraph may be limited to one to two sentences
- a topic sentence is not present or does not introduce the topic
- structure and development are not present
- paragraph lacks a concluding sentence

Written Expression—how it's said:

- lacks focus, purpose, or does not have a single, clear topic
- vocabulary is immature or vague; word choice is not appropriate
- sentence structure is incoherent
- frequent grammar or spelling errors affect understanding

0
Not At All

Paragraph is too brief to evaluate or not attempted at all.

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MARKS

Introduction Assignment

Evaluation Guidelines

Marks

Part A

/8

Part B

/6

Part C

/12

Total Marks

/26