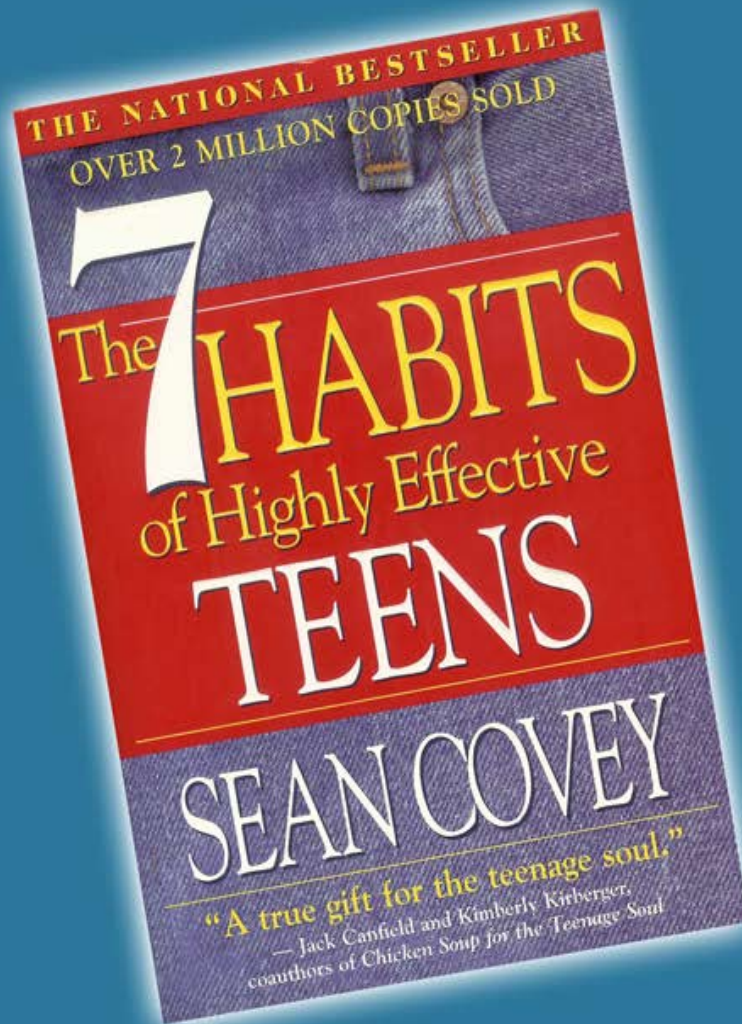


**Hughes**

Welcome Incoming  
Freshmen



DUE AUGUST 18TH, 2017

**STEM**



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# The 7 Habits

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**II**  
**BIG RED**

**Begin with the End in Mind**  
*Define your mission and goals in life.*

**Be Proactive**

*Take responsibility for your life.*

**Think Win-Win**

*Have an everyone-can-win attitude.*

**III**  
**BIG RED**

**Sharpen the Saw**  
*Renew yourself regularly.*

**II**  
**BIG RED**

**Seek First to Understand,  
Then to be Understood**

*Listen to people sincerely.*

**II**  
**BIG RED**

**II**  
**BIG RED**

**Put First Things First**

*Prioritize, and do the most important things first.*

**Synergize**

*Work together to achieve more.*

**II**  
**BIG RED**

# Summer Homework

If you don't use it, you lose it! Research shows that this is true when it comes to learning and thinking. In order for all of the new Hughes STEM High School students to maintain their skills over the summer, all 9<sup>th</sup> graders must complete a Hughes STEM Summer Homework assignment. This will be the first work that you will be completing as a high school student. So give it your attention and your best effort.

## Goals for Summer Homework

The activities or assignments that you will complete along with your reading are designed to do four things:

- Keep you reading and thinking over the summer
- Help you improve your organizational, communication, and interpersonal skills
- Introduce you to a part of the school culture that will be a vital part of Hughes STEM
- Allow you to do your initial STEM type of work with a very student-friendly assignment

## Get the Book!

There are multiple parts to this assignment, but all elements are connected to your reading of *The 7 Habits of Highly Effective Teens* and completing the workbook that accompanies the book (there are two; get the smaller 64-page version). This book and workbook can be purchased at various bookstores throughout the city, can be purchased online (Amazon.com), or can be borrowed from The Cincinnati Public Library. *If copies are not available, bookstores will order the book, so there are no excuses for not getting a book.* The important thing is that you are proactive in getting a book no later than June 8. Then you will have plenty of time to order a book if necessary and to get the work completed.

## Assignments

Starting in June, you must complete the following assignments:

1. Read the *7 Habits book*.
2. Complete the Conversation journal as you read.
3. Complete the *7 Habits* workbook as you read and when you complete the reading (get the smaller, 64-page version).
4. Complete the Data Analysis assignment.
5. Complete the "Dear Me..." letter (including a peer and adult response sheet).

## Need Help?

If you do a Google search of *7 Habits for Effective Teens*, you will find many sites that provide further explanation or tips.

You may also call Hughes STEM secretary at 363-7400. She will put you in touch with a teacher who will answer your questions.

# Conversation Journal

If you are reading a book properly, you are having a “conversation” during the process. The book is “telling you things” and you are “asking questions, making comments, or even issuing commands.” For instance, when you know a character is about to get into trouble, you are likely to say (in your head) “oh, don’t do it.”

As you read *The 7 Habits of Highly Effective Teens*, you must keep a Conversation Journal. This is a journal where you record what the book “says” to you and then what you want to “say” about the book. For each Habit or chapter you must make at least two entries. As you read, things will resonate or “jump out” at you. These are the things that you record. What you are recording is actually reading notes. Your reading notes might be any of the following:

- Quotations that you record word-for-word from the text (include the page number)
- Summaries of what is said in a given passage
- Statements or phrases that “speak to you” (say something that you value or need to hear)
- Notes on the text
- Drawings or diagrams from the text
- Etc.

When you respond to these notes, be aware of what you are thinking or feeling. Don’t “over think” when you respond. Sometimes the most valuable response is the one that comes without thought—a gut reaction. Your responses to the text might take the form of one of the following:

- Your analysis of the text or passage
- What the text leads you to think about
- A connection to another reading or a reminder about something that you have encountered that is similar to what you read
- Feelings that surfaced after or while reading the text
- What you will do in response to the text.
- Questions about the text.
- Arguments with the author
- Drawings or diagrams
- Etc.

There is no right or wrong way to do this, the important thing is that you are interacting with the text.

Each entry should include the date and the title of the Chapter. Information from the book should be labeled as “Text:” and your entry should be labeled “Response:” A Conversation Journal entry should look like this:

July 15 – Habit 1

Text:

*“Take responsibility for your life” (page 10).*

Response:

*It sounds like my mom. She’s always telling me to be more responsible, that if I don’t take responsibility who do I think will. I know that she’s right (I never tell her that). I just don’t feeling like being “more” responsible. I take a lot more responsibility than she thinks. People who really know would call me a responsible person. But I guess there is room for growth.*

# How are you spending your time?

Research or the focused exploration of a topic is an important part of STEM. For this part of your summer homework, you will become a STEM research scientist exploring a very important topic—yourself. You are going to research and conduct observations on the way that you spend your time. You will be collecting data (information), analyzing and synthesizing the information, drawing conclusions, and communicating your thoughts.

## **Data Collection**

This activity will focus on what you do with your time on a daily basis. To get started, you will need to keep track of everything that you do for at least 8 days. You must account for every 15-minute interval of your day. For each 15-minute block of time of each day, you will enter a code that captures what you are doing during that time ([take a look at the sample Log Sheet by clicking on the Data Log link on the Hughes STEM website](#)). This is called “collecting data.” Each day that you collect data is called a “data point.” There are specific data points (days) that must be included in your data collection:

- at least 5 of the days must be weekdays
- at least 2 of the days must be weekends
- the Fourth of July must be included

It is a great idea to take a day or two to practice data collection in early June so that you can find your best strategy for recording data and to make sure that you understand the assignment. We HIGHLY recommend:

- collecting two data points during the week of June 12<sup>th</sup>
- collecting two data points during the week of June 19<sup>th</sup>
- collecting data July 4<sup>th</sup> (mandatory)
- collecting two data points during the week of July 10<sup>th</sup>
- collecting two data points during the week of July 17<sup>th</sup>
- analyzing and writing up data during the week of July 24<sup>th</sup>

*Remember that you will only get ONE chance to collect data on the Fourth of July.*

## **Analysis and Communication**

The last step in this assignment is to look at your data, draw conclusions, and communicate your thoughts.

Write down your thoughts in clear, concise and grammatically correct sentences.

1. Identify the activities that you performed the most and the least.
2. Were there any activities (at least 2) that you performed for the same length of time?
3. Why do you think you collected data in fifteen-minute increments?
4. Why do you think you collected information eight different times?

## Synthesis and Communication

- \* What would you do in the future to improve your data collection strategies? Why would you do this?
- \* What type of graph would you choose to represent these data? Why did you make that choice?
- \* Who would be interested in this kind of data (besides yourself or your teacher)?
- \* How could they use this information?

# Dear Me...

## Using *The 7 Habits of Highly Effective Teens* to prepare for success in the future

You are a freshman in high school with a bright future ahead of you. What kind of life are you going to have? Will you be happy? Successful? Something many teens do not understand is that what you are doing right now will play a big role in who and what you become in the future. *The 7 Habits of Highly Effective Teens* provides a roadmap to a successful future. We are sure that you will work to adopt these habits and lay the foundation for a happy and fulfilling life. But, what would happen if you developed bad habits instead...?

...The year is now 2019, and your life is not what you'd hoped it would be. When you were a teenager, you didn't learn to take responsibility for your life. You lived for the moment and failed to put priority on what is important in life. You had a win or lose attitude...and you lost. You didn't learn how to understand people. Sadly, you never learned the value of teamwork and a common cause. Also, you never paused to reflect on your life, to analyze how you lived and what you needed to do. You never have enough money. Your relationships with others don't bring you happiness. Worst of all, you don't like yourself. You have gone through 10 years without a purpose—thinking that you would get serious later.

**Back to the Future.** Obviously, your life is not good. However, there is a solution! You have stumbled upon an incredible invention, a time traveling letter. With this device you can send mail back in time. The only catch is that it will only work once. You have decided to send a letter back to yourself at the start of your 9<sup>th</sup> grade year...while there is still time to establish different habits and create a different life for yourself. Write that letter. Make it good, and get back on track before it is too late!

**A Plan for Success.** Spend some time reviewing your Conversation Journal and thinking about what you read in *7 Habits* as well as what you wrote in the *7 Habits* workbook. Identify the three habits that you think are the most valuable and necessary in order for you to have the successful future that you want. Then think about specific steps that you can take to make the changes necessary to improve in each area.

This is your first writing assignment of your high school career, so carefully read the instructions below and follow these directions to make this letter the best writing that you have ever done. This letter should be typed or neatly hand-written. Except where noted, the letter should be single-spaced and paragraphs should be indented five spaces or about ½ inch.

# Guidelines for Letter to Self:

## THE HEADING

The heading of a friendly letter should contain the return address (usually two lines) followed by a third line with the date. In a friendly letter the heading is always **indented** to the middle of the page.

Ex.

23 Main St.  
West Newfield CT 06123

## SALUTATION

December 14, 2002

Open your letter with the words “Dear (your name),” The salutation should be flush left and followed by a comma. Exampe: Dear Katherine,

## OPENING PARAGRAPH

Explain to yourself why you are reading this letter (the incredible invention) and what has happened in your life. Paint a specific picture of the difficulties that you have as a result of the bad habits that you developed. Go on to explain that you were not a “bad” person--that you just thought you would be able to take care of important things later.

## PARAGRAPHS 2-4

Use one paragraph to discuss each of the three habits that you are focusing on. Explain specific step that you can take in this area to make yourself a better student and give yourself a better life. In the data collection part of this assignment, you have recorded the amount of time that you have spent on several activities throughout the summer. You might use specific numerical examples from your log to discuss changes that you need to make in order to more effectively develop each habit. Don’t forget to motivate yourself to make the change and remind yourself how not to make the bad decisions and take the easy way out.

## CONCLUSION

Remind yourself that the student and person you are now will create the person you will become in the future. Describe the life that you want to have and motivate yourself to make the changes that you know you need to make in order to have that life. Tell yourself what you have to do!

## CLOSING

End your letter with the words “Sincerely,” followed by a comma. Press return twice. Proofread and print your letter, then sign name beneath the closing.

Sincerely,

*Signature*

## **PEER & HOME RESPONSES**

When you finish your initial draft of your letter, you must ask two people to read and responds to your letter. One should be a peer – friend, relative, or sibling of your age. The HOME Response can be a parent, grandparent, guardian, adult sibling, or even an adult neighbor. These responses should help you to edit your initial draft and make your deadline draft more effective.

## **WRITING PROCESS**

This is the first writing assignment of your high school career. Make it your best. The only way to do that is to take your time and put maximum energy into the assignment, and use every step of the writing process.

- The conversation journal can serve as your prewriting.
- After you have drafted your letter, you will get a home response.
- A good suggestion is to go away from the assignment for a few days after you get your home response.
- When you come back to your letter, reread the letter and the comments that you received. Mark notes and changes that you want to make on the original draft, then write your final hand-in copy.
- Proofread it carefully and make minor corrections on the draft or write an additional draft.

## **FINAL COPY TURN-IN PACKET**

You will hand in your letter on the first day of school. When you do please be sure that it is stapled together in the following order with the final draft on top:

- Final typed or neatly handwritten draft
- Initial drafts. At least the first draft and all additional drafts should be under the final copy (there should be notes and corrections on this draft(s))
- Peer Response sheet.
- Signed Home Response sheet



# “7 Habits... Dear Me Letter”

## Peer Response

Writer \_\_\_\_\_

*A peer—friend, brother or sister -- should read the paper thoroughly and then respond to each question below. For every NO answer there must be suggestions provided. If the responder is confident in spotting errors, they should be marked on the paper*

Responder \_\_\_\_\_ Relationship to Writer \_\_\_\_\_

1. Is the letter written to the writer? Does it begin with “Dear (writer’s name)” and is there a comma after the writer’s name?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

2. Is there an adequate explanation of why the letter was written? Is the explanation of the “time travelling letter” believable? Is there a good, specific description of the writer’s life and why changes are needed?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

3. Does each body paragraph present information related to a different habit and are specific steps identified in each area that will lead to success?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

4. Does each body paragraph read smoothly and is the information clear and organized?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

5. Is each paragraph indented five spaces from the left margin?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

6. Does the conclusion bring the letter to a close and provide a reminder for the writer that habits formed now will determine who the writer becomes? Does the closing include motivation to make changes?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

7. Is “Sincerely” used for the closing and does a comma follow it?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

8. Did the writer sign his or her name below the closing (Sincerely)?

Yes\_\_\_\_\_ No\_\_\_\_\_ Suggestions:

9. Are there any sentence fragments or run-ons that you can identify (mark any mistakes that you are able to identify)?

Yes\_\_\_\_\_ No\_\_\_\_\_

10. Are you able to spot any misspelled words in the letter (circle any words that you are confident are misspelled)?

Yes\_\_\_\_\_ No \_\_\_\_\_

11. Give the writer some critical comments that you think will help improve the letter?

12. Give the writer at least one specific compliment.

# 7 Habits... “Dear Me” Letter

## Home Response

Writer \_\_\_\_\_

*A parent, grandparent, guardian, or even an adult neighbor should read the paper thoroughly and then respond to each question below. For every NO answer there must be suggestions provided. If the responder is confident in spotting errors, they should be marked on the paper.*

Responder \_\_\_\_\_ Phone # \_\_\_\_\_ (so that we can call to verify)

Relationship to Writer \_\_\_\_\_

1. Is the letter written to the writer? Does it begin with “Dear (writer’s name)” and is there a comma after the writer’s name?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

2. Is there an adequate explanation of why the letter was written? Is the explanation of the “time travelling letter” believable? Is there a good, specific description of the writer’s life and why changes are needed?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

3. Does each body paragraph present information related to a different habit and are specific steps identified in each area that will lead to success?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

4. Does each body paragraph read smoothly and is the information clear and organized?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

5. Is each paragraph indented five spaces from the left margin?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Does the conclusion bring the letter to a close and provide a reminder for the writer that habits formed now will determine who the writer becomes? Does the closing include motivation to make changes?

Yes \_\_\_\_\_ No \_\_\_\_\_ Suggestions:

7. Is "Sincerely" used for the closing and does a comma follow it?

Yes\_\_\_\_\_ No\_\_\_\_\_ Suggestions:

8. Did the writer sign his or her name below the closing (Sincerely)?

Yes\_\_\_\_\_ No\_\_\_\_\_ Suggestions:

9. Are there any sentence fragments or run-ons that you can identify (mark any mistakes that you are able to identify)?

Yes\_\_\_\_\_ No\_\_\_\_\_

10. Are you able to spot any misspelled words in the letter (circle any words that you are confident are misspelled)

Yes\_\_\_\_\_ No\_\_\_\_\_

11. Give the writer some critical comments that you think will help improve the letter?

12. Give the writer at least one specific compliment.















