

**Protection or Privacy: Should the government be involved in the protection of its citizens in their use of technology, or is citizen technology use a totally private and personal matter? After reading selected informational texts, write a commentary that addresses the question and supports your position with evidence from the text (s). L2 Be sure to acknowledge competing views.**

SKILL	DEFINITION
<b>SKILLS CLUSTER 1 ENGAGEMENT WITH TASK</b>	
<i>1. Building Schema</i>	<i>The ability to integrate new information with known information by accessing existing connections and forming new understandings.</i>
<i>2. Acquiring Vocabulary</i>	<i>The ability to acquire and utilize content vocabulary with automaticity.</i>
<i>3. Examining Task and Rubric</i>	<i>The ability to examine and explain the writing task and rubric.</i>
<b>SKILLS CLUSTER 2 READING PROCESS</b>	
<i>1. Reading Actively</i>	<i>The ability to identify the central point and main supporting elements of a text.</i>
<i>2. Close Reading of Argumentative Text</i>	<i>The ability to analyze a text to determine claims, warrants, source, evidence, and possible bias.</i>
<i>3. Using Critical Stance</i>	<i>The ability to examine a text objectively to evaluate the accuracy of information and ideas.</i>
<b>SKILLS CLUSTER 3 TRANSITION TO WRITING</b>	
<i>1. Analyzing Task and Rubric</i>	<i>The ability to analyze the task and rubric to examine the components of each and to understand the relationship of the task to rubric.</i>
<i>2. Organizing and Evaluating Notes</i>	<i>The ability to evaluate, categorize, organize, and prioritize notes for their usefulness to the upcoming writing task.</i>

SKILLS CLUSTER 4 WRITING PROCESS	
1. <i>Inviting Writing</i>	<i>The ability to engage with upcoming writing task by determining claim and completing a pre-writing organizer.</i>
2. <i>Selecting Evidence</i>	<i>The ability to select and use relevant evidence that supports and develops the argument as well as refutes the counterclaim.</i>
3. <i>Drafting an Introduction</i>	<i>The ability to establish a claim and sequence key points to begin construction of a logical, effective argument.</i>
4. <i>Reading Like a Writer</i>	<i>The ability to examine and emulate mentor texts, noting how authors use evidence to support/refute claims.</i>
5. <i>Completing a Draft</i>	<i>The ability to express ideas concisely, connecting main points through use of an appropriate organizational pattern.</i>
6. <i>Constructing a Conclusion</i>	<i>The ability to draft a conclusion that reiterates argument and provides a call to action.</i>
7. <i>Eliciting and Responding to Feedback</i>	<i>The ability to utilize specific criteria to evaluate and improve the writing of self and others, and to use selected feedback to revise a draft.</i>
8. <i>Publishing and Sharing</i>	<i>The ability to share a final draft with an audience, celebrating the culmination of the writing process.</i>
9. <i>Reflecting and Self-Assessing</i>	<i>The ability to use metacognition for self-assessment, especially: strategies used to complete the writing task, steps used in the writing process, and one's growth as a writer.</i>

## Background

Given that our world is globally-connected, how is our government able to protect us from terrorism? How can we know about a potential threat in time to prevent it? Can government agencies collect information about people in the United States; if so, what constitutional legislation governs this? Are you being watched? Are your movements being monitored, either virtually or in real-life? Each day companies compile vast databases of information about consumers, including you. That information is sometimes shared with third parties for a profit, potentially posing breach of privacy issues. While the government provides some protections, particularly for teens, privacy advocates feel the government should take a stronger stance to preserve our online anonymity. What do you think?

