

Cassie Bauer

Coach Goff

ISM

2/5/2021

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## ISM Assessment #17 (Mentor Visit)

This week Vanessa Sanford and I went back over my Original Work and really divided each section of it to really talk about it in more in-depth detail, as well as one of my old essays I wrote relating to high school stress and anxiety, such as asking ourselves this question "Do you look at yourself as a number? Which leads me to my next question should the SAT and ACT be the primary determinant of what college you are allowed to attend? Research has shown that "1 in 5 children in the U.S. have learned and thought about differences like dyslexia and ADHD. These challenges are caused by variations in how the brain develops and processes information. However, it is unrelated to intelligence. It just means that kids need strategies and support to help them thrive" (Understood page 5). I have always heard that grades and your test score are what defines you to colleges, and in my opinion, I never understood why! Therefore, being dyslexic, I am here to state that if one has a very hard-working ethic and is overall great student but is just a terrible test taker does not mean a person does not have what it takes or does not have the ability that most other kids have; whom are good test takers bring to the table. It means we are all different thinkers and test-takers as long as a person has a fantastic work ethic, has their combination meet for their learning disability, and can receive financial help. Why should we be looked upon as different? I do not see why SAT scores should determine any of that, and neither does Harvard." (My old essay) while re-reading this, we looked back through all my citations and sources and really asked why kids nowadays see themselves as numbers of a chart. Well, we concluded that the education system does not truly help with it either. Classes such as ISM encourage creativity, but sadly, many kids go through their school day learning and doing and being taught the same way as an assembly line. This also helped us think along the lines of what I want to do for my Final Project, and when talking about I want to help kids all ages all genders, especially those that suffer from learning disabilities, show that schools should look at you as just a number everyone has a unique ability and a reason to be here, and we should be lifting one another up and not trying to make everyone the same. Therefore, although I have

a lot more work to do, I am thrilled with the outcome so far and enjoy brainstorming with Vanessa Sanford. I know we have some inspiring things heading our way. Because I want to help all students with mental health because high school is a fantastic period in everyone's lives but can also be very challenging, and we all need help primarily with Covid-19 still going on. We all need to have one another's backs!

Blake Glenn

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