



Henry T. Gage Middle School 2017- 2018

Mission

The mission of Gage Middle School is to prepare students in the Huntington Park community for success in high school, college, and the 21st Century Global Society. Gage Middle School will achieve this mission by providing thematic Academies with college preparatory programs where all stakeholders (administrators, teachers, parents, students, and community) are collaborating and actively engaged in the educational process. We will create a student-centered environment that unifies the efforts of family, community and school to foster **academic excellence, life-long learners, positive community leaders, and a sense of social responsibility.**

Vision

Gage is a school that is intensely focused on improving academic outcomes. We believe that all students must graduate from high school and that all students are capable of going to college. We recognize that we are the gateway to success for our students in high school and beyond. We believe that it is critical to our students' success that we have a "One Team" commitment to pursuing one goal: **academic excellence and fostering students who are life-long learners, positive community leaders, and socially responsible citizens.**

Student Name _____

Grade: _____

Academy _____

Teacher : _____



Gage Middle School

2880 E. Gage Ave. Huntington Park, CA. 90255

(323)826-1500



Name: _____

Academy: _____

Fall Semester 2017

Period	Room	Class	Teacher	Notes
1				
2				
3				
4				
5				
6				
Academy				

Spring Semester 2018

Period	Room	Class	Teacher	Notes
1				
2				
3				
4				
5				
6				
Academy				



Gage Middle School BIC Bell Schedule



MONDAY, WEDNESDAY, THURSDAY, FRIDAY		
PERIOD	TIME	MINUTES
ACADEMY	7:23-7:30 7:30-7:45 (BIC) 7:45-8:28	7 15 43
1	8:34-9:23	49
2	9:29-10:18	49
BREAK	10:18-10:31	13
3	10:37-11:26	49
4	11:32-12:21	49
LUNCH	12:21-12:53	32
5	12:59-1:48	49
6	1:54-2:43	49

TUESDAY		
PERIOD	TIME	PERIOD
ACADEMY	7:23-7:30 7:30-7:45 (BIC) 7:45-8:16	7 15 31
1	8:22-8:58	36
2	9:04-9:40	36
BREAK	9:40-9:53	13
3	9:59-10:35	36
4	10:41-11:17	36
LUNCH	11:17-11:49	32
5	11:55-12:31	36
6	12:37-1:13	36
PD	1:19-2:43	84
FACULTY MEETING	2:50-3:50	60

MINIMUM DAY		
PERIOD	TIME	MINUTES
ACADEMY	7:23-7:30 7:30-7:45 (BIC) 7:45-8:10	7 15 25
1	8:16-8:47	31
2	8:53-9:24	31
3	9:30-10:01	31
BREAK	10:01-10:14	13
4	10:20-10:51	31
5	10:57-11:28	31
6	11:34-12:05	31



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Gage Spartans are



TRRFCC

I promise to be:

Trustworthy

Respectful

Responsible

Fair

Caring

Good Citizen



GAGE MIDDLE SCHOOL POLICIES AND PROCEDURES

Absences

A pupil shall be excused from school when the absence is:

- 1) Due to illness.
- 2) For the purpose of having medical or dental services rendered.
- 3) For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside of California.
- 4) For justifiable personal reasons, including, but not limited to an appearance in court, observation of holiday or religious ceremony, religious retreats, or funeral service.

The student must bring a note signed by a parent or guardian **on the first day of his or her return**. The note must include the student's name, date, the period of time the child was absent, the exact cause of the absence, and the parent's signature.

If a student does not bring a note, or if there is no call to the attendance office, the student is considered truant.

Homework and/or make-up work may be requested prior to the absence when the absence is going to be for two or more days. To do this, call the school secretary as soon as possible and allow 24 hours for the assignments to be processed and sent to the office.

When a student misses one day of school, it is the responsibility of the student to contact the individual teacher for make-up work. No make-up work is allowed for trancies.

If an extended absence is anticipated, Independent Study is an alternative. Arrangements must be made with the school counselor.

Act(s) of Violence

Any act (s) of violence which may include hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair pulling or fighting committed by any person on campus against any individual is subject to progressive discipline which may include suspension, referral to law enforcement, opportunity to transfer and/or recommendation for expulsion if the individual is found guilty of committing such act(s).

Adults

Students must follow all instructions and directions given by adults including teachers, guest teachers, administrators, parent volunteers, teacher assistants, office personnel, coordinators, deans, and counselors.

Anti-Graffiti

Students are expected to maintain a clean campus. Any student found guilty of causing graffiti will be held accountable for their actions. Students who graffiti will be suspended on campus for one day and will do community service around the campus (includes but not limited to cleaning the campus grounds, cleaning desk and painting over graffiti areas.) The parents will conference with the dean and a citation may be issued by the police officer. Parents may be held accountable by cleaning the graffiti and paying for the cost of the damages.

Back-To-School Night

This event is held during the 1st month of school for parents and teachers to meet for the sharing of the expectations and requirements for each class. Parents visit their student's classes on their schedule. These visits are short; if you require a longer visit you can schedule a conference through the counseling office.

Bicycles, Skateboards, Scooters

Riding a bike/skateboard/scooter is a privilege. Failure to follow the rules will result in loss of school biking/skateboarding/scooter privileges.

- Bikes/Skateboards/Scooters are to be walked, not ridden, on school grounds. **These items are NOT to be brought into classroom areas or hallways.**
- All bikes/skateboards/scooters are to be placed in designated rack and locked. Items are not to be left in the office.
- Students must wear helmets or a citation may be given (applies to off-campus use).
- Students should not share locks, leave accessories behind, or chain their bike/skateboard/scooter to a fence.
- The school is not liable for lost or stolen items

Cafeteria

Snacks are sold during the break and lunch at the student store. Students are only to enter the student store area if they are making a purchase. Free or reduced price meals may be obtained by completing a meal application. Breakfast will be provided in the classroom for all students in the morning. A student has an option of taking the breakfast. Student must take the entire breakfast not just a portion.

Cell Phones

Cell phones are to be off from 7:23 a.m. – Afterschool. Cell phones should **not be visible** during the school day. Cell phones seen or heard during school hours will be confiscated and subject to progressive discipline. The parent or guardian may pick up the cell phone (s) **ONLY** on **TUESDAY** between **1:13 – 4:00 pm** and **FRIDAY** between **2:43 – 4:00 pm** in the **MAIN OFFICE** (please bring a photo ID). **Cell phones cannot be used to listen to music, take pictures, check time or take video. The School will not be responsible for the theft, loss or damage of cell phones.** A parent conference may be requested.

Cheating/Plagiarism

Cheating is copying someone else's work, or providing answers to someone else on tests or assignments. Plagiarism is taking the published work of someone else and representing it as one's own. This includes internet sources. If you need help with a report or paper, ask your teacher for extra support; don't lower your standards or ethics by using another person's work and claiming it's your own. Classroom teacher will determine all consequences.

Closed Campus

Students coming on the campus in the morning are to remain on the school grounds for the balance of the school day. Permission to leave campus must be obtained by a parent/guardian in the attendance office with proper photo identification and must be listed on MISIS and/or emergency card. Students who leave campus without permission will be considered truant and will serve consequences.

College T-shirt Day

Students may wear t-shirts or sweatshirts with a college or university emblem **only on Thursdays**. Students must wear standard uniform bottoms.

Conflicts

Students are to resolve conflicts in a civilized and non-violent manner. Fighting will not be tolerated. Consequence may include, but limited to suspension, O.T. (Opportunity Transfer), and/or expulsion. It is each student's responsibility to do everything he or she can to avoid a fight, including:

- Avoid rough or dangerous play.
- Refuse challenges to fight.
- Walk away from confrontations or other explosive situations.
- Seek help from a teacher, counselor, or administrator.

Dances and Small Learning Academies (SLA) Social Events

A number of social events are scheduled throughout the year, sponsored by our Leadership class and individual SLAs. Students and parents should be aware of the following:

- Purchasing a ticket entitles students admission into the dance. Photographs and additional items are an extra charge.
- Only Gage Middle School students may attend, and must remain at the event until the event ends
- Students will be released through the Gage Avenue gate and must be picked up **on time**. If a student must leave before the end of the event, the parents/guardian must go to the Multi-purpose Room (MPR), pick up students. (Please remember to bring proper photo identification).
- Appropriate dress for evening events is required. Students who are inappropriately dressed will not be admitted to the event. (See Uniform Code for appropriate clothing).
- Tickets will be sold in advance. **No tickets will be sold at the door.**

Electronics

All electronics such as iPod, iPad, tablets, mp3s, cameras, Gameboys, PSPs, radios, CD players, tape players/recorders, etc. are **not permitted** to be used during school hours, unless specifically authorized by the school. Items used during school hours will be confiscated and subject to progressive discipline. Confiscated items will be turned in to the Main Office. Parents/guardian must pick up the confiscated items in the Main Office. The school and teachers will not be responsible for the theft, loss or damage of electronics.

Emergencies

- In emergency situations, students may be kept on campus as long as necessary.
- Students will be permitted to leave campus and go to other safe areas when deemed appropriate. Students will only be released to those persons authorized on the emergency card on file in our office. **Remember to update all emergency information, especially phone numbers.**
- You may request your child at the Request Gate located on Zoe Avenue. You will be united with your child at the Reunion Gate located on Gage Avenue. Your child will only be released to the parent or guardian with proper identification and is listed on the emergency card.

- If you must drive to school, please do not block the driveways or emergency vehicle entrances. Parking illegal may result in citation.
- Parents are responsible for updating the information on the emergency cards as it becomes necessary.

Fines

Fines for lost or damaged textbooks, library books, and damage to school property must be paid promptly. Participation in culmination activities may be withheld as well as report cards and yearbooks until all bills are paid.

Food

Gum and sunflower seeds are not allowed on campus at any time. Students are given adequate time to eat during breaks and lunch. Students are to remain in the table areas while eating. No eating is permitted in the classrooms, except for Breakfast in the Classroom. The selling or distributing of outside food or any other items is strictly prohibited, such as candy, chips, or soft drinks. Items will be confiscated and students may be subject to suspension, O.T. (Opportunity Transfer), and/or expulsion.

Fundraising

All fundraising or sales on campus must be approved in advanced in accordance with the regulations of students body finance.

Gates

In the morning, all main gates (Miles, Gage) close at **7:30 a.m.** Students arriving after **7:30 a.m.** must enter through the main office. In the afternoon, all gates close 15 minutes after dismissal bell rings except for the Coaches office gate on Gage Ave with the exception of Coaches. For student protection, students and parents **may not** enter school through the staff parking lot.

Guest Teachers (Substitutes)

On occasion, students may have a guest teacher in their classroom. This is a time when we expect students' best behavior and cooperation. Guest teachers may send uncooperative students to the office for counseling and/or disciplinary action. Guest teachers are provided with lessons in order to continue with the instructional program of the class.

Health Services

Our nurse or health secretary provides first aid services throughout the school day. In case of serious injury, parents are contacted for referral to their family physician. Parents must notify the health office when there are health problems and when students are under special medication. A doctor's note is required. All medications must be stored in the health office with appropriate doctor's instructions with doctor's signature. Students are not to carry medications on their person unless appropriate doctor's permission has been turned in the health office. Parents must notify the school office of any changes to the information on the Emergency Card. Under no circumstances will a student be released to anyone not listed on that student's Emergency Card.

Homework

Homework serves to reinforce learning in the classroom and is an important part of the partnership between home and school. **An average of 60 to 90 minutes of homework per night may be assigned.** Parents should support their child's study habits by creating a quiet time and place for their student to do homework. It is expected that homework assignments and special projects will be turned in on time. Parents and students must understand that not turning in homework may lower a student's grade. Most teachers base their grading partially on homework turned in by students. LAUSD (District) mandates that homework can't account for more than 20% of the overall grade.

Library

Library hours will vary, schedule will be posted every week.

Lost And Found

Students finding lost articles are to turn them in to the Parent Center or Dean's Office. Found clothing will be kept until the last school day of the month unless claimed by a student or parent/guardian. Clothing that is not picked up will be donated or discarded.

Lunch Time

- 1) Food and beverages are to be consumed only in designated eating areas.
- 2) Students are to sit at the tables or benches when eating.
- 3) When finished eating, students are to deposit their garbage in the cans provided before proceeding to the play areas.
- 4) In lunch lines, students may not “cut”, save places or purchase for others. Students who do not follow the guidelines set for lunch will be assigned campus beautification.
- 5) Students may only be in designated, supervised areas of the school.
- 6) Consequences for leaving the eating area unclean include but are not limited to closing the student store and closing all vending machines, in addition to individual clean up duties.

Office Hours / School Hours

The school office is open from **7:00 a.m.** to **4:00 p.m.**

Office Behavior & Procedure

When students come to the office, they are to speak to an office staff member immediately to state their reason for coming. Students should not bring friends with them to the office. They must demonstrate courteous and respectful behavior towards the office staff.

Open House / Back to School

Open House is held during the spring semester. These events are dedicated to showcasing the students’ work. Parent conferences are not conducted at this time. Parents can request to set up an appointment with the teacher in the counseling office.

Parents/Guardians On Campus

We encourage parents to visit our campus. **All visitors must sign in at the main office and wear a badge during their visit.** Parents may not walk around campus during passing periods, nutrition or lunch time. A positive parent presence makes a strong statement to our students that we care about them and their school environment. Students will not be released to parents/guardians during nutrition, lunch or any time after 2:30 p.m.

Parent-Teacher Conferences

Students are most successful at school when there is an open line of communication between the parents and the teachers. Parents are encouraged to request a conference with the teacher at any time (even if things seems to be going well). Parent may contact the Counseling Office to set up an appointment with a classroom teacher.

Passes

Students should not be out of the classroom during the first ten minutes or the last ten minutes of class. All students sent out-of-the classroom must have a hall pass. Student agendas are to be used for student business; the classroom hall pass must be used for teacher business. Teachers please secure all hall passes. If a student is sent to the nurse, counselor or dean he/she must have an office referral. Students who enter the office without a referral will be sent back to the classroom to obtain an appropriate pass.

Piercings

In order to maximize instructional time and reduce safety concerns students are NOT allowed to have the following;

- Unsafe jewelry, unsafe clothing, or unsafe accessories (i.e., spike bracelets, necklaces, etc.)
- Large earrings (especially large hoops or star earrings), plugs, or golf tees.
- Facial piercings, clothing, makeup, hairstyles, or wigs that have been demonstrated to contribute to the substantial disruption of the orderly operation of the school are inappropriate / unacceptable for school attire.

Physical Education

1. P.E. Uniforms are required and may be purchased from our student store before school, during break, or at lunchtime.
2. P.E. Students who report to P.E. class without a uniform may be issued a loaner P.E. uniform from the P.E. department with student ID.
3. Students must wear appropriate school P.E. uniform attire (white t-shirts or any maroon shorts are **not** permitted).
4. Failure to dress for P.E. will result in unsatisfactory marks in work habits and/or cooperation.
5. If a student is unable participate in P.E. for a medical reason, the parent must send a doctors note to the nurse to obtain an excuse from P.E. Although excused from the P.E. activity, the student is expected to dress for P.E. and remain with the class.
6. Students are to remain under a teacher’s supervision at all times and must follow the teacher’s directions.
7. All students must dress for P.E. in the locker room.

8. All students must change back into their school uniform after P.E.

Personal Property

The following items are **NOT** allowed on campus:

Large sums of money	Water guns or balloons	Gambling items
Aerosol cans (AXE Body Spray)	Liquid paper (White Out)	Permanent markers
Gum	Sunflower seeds with shells	Toys/Marbles
Stuffed animals	Lighters/Matches	Mirrors
		Football

**Other items not listed here that are deemed a disruption to the learning process are also prohibited. These items are not permitted on campus, they will be confiscated and a parent/guardian will need to pick them up in the Main Office. No confiscated item will be returned to a student. The school and/or teachers will not be responsible for the theft, loss or damage of students' personal property.*

Public Displays of Affection

Affectionate displays, such as embracing, kissing, hand holding, or sexually suggestive behavior are not permitted. Parents will be notified when students violate the norms of appropriate behavior while at school.

Report Cards/Mid Quarter Reports

Progress reports are issued every 5 weeks. Progress reports are *sent home* with the students. Parents should review the progress reports with their child and return the signed progress report on the following day. Final report cards are mailed home after the end of each semester. The parents of students with unsatisfactory grades are encouraged to contact the individual teachers and schedule a conference. In addition to progress report cards, teachers may send home notices or information through Connect-Ed, our telephone message system to inform parent/guardian of student's progress.

Restrooms

Students are encouraged to use the restroom during break and lunch to minimize restroom breaks during class time (unless an emergency arises). Teachers will develop an appropriate classroom procedure for restroom use during instructional time.

School Hours

The campus is open at 7:00 a.m. Monday through Friday. **It is important that students do not arrive more than 15 minutes before school day begins because there is no supervision.** Students not attending a tutorial, detention or other activity supervised by an adult are to leave campus as soon as dismissal bell rings.

School Supplies (Recommended Supplies)

Students are expected to bring school supplies for their personal use including a backpack, a 2-inch binder with paper, dividers, their school-issued agenda, at least two black/blue pens and pencils, Individual teachers may direct students to bring additional materials with them to class.

Spirit Day

Every Wednesday, students may wear any approved Gage Spirit Shirt (such as Academies, Clubs, leadership or any other approved attire). Students must wear standard uniform bottoms.

Sports Equipment

Sports equipment is to be used in designated areas. When possible students should carry sports equipment in their backpack. Students are encouraged to write their names on any equipment they bring to school. If sports equipment is used during class time, or passing periods, it may be confiscated and returned to parents.

Student Identification Card

Gage Middle School students will be issued a student identification card. **Students must carry their ID card at all times** and must be prepared to show their ID when asked by school staff. If IDs are lost or stolen, students can purchase a replacement in the student store for a fee of \$5. These cards must be presented to check out library books, and to enter the campus to attend intersession classes.

Student Deliveries

Items for students, such as PE clothing, homework, lunch money or forgotten classroom materials may be left in the counseling office for students. Delivery of fast food lunches, balloons, flowers, cakes, etc. is not allowed.

Student Government

Students have an opportunity to participate in our student leadership class. The purpose of student government is to promote the welfare of the school, encourage loyalty and school spirit and develop leadership skills.

Teasing, Taunting, Bullying, Harassment and Sexual Harassment

We are dedicated to eliminating bullying from our school. Bullying goes beyond simple verbal teasing, and is an expression of power of one student over another. Teasing, taunting or bullying are not to be tolerated. Sometimes friends will claim that they are “just joking” or “just fooling around”. It is important to understand that this is never an excuse for making another student feel powerless.

Any student who feels he or she is being harassed should immediately contact their teacher or counselor. If the bullying persists, it is important to report it again to an adult on campus – administrator, counselor, dean or teacher. All complaints will be promptly and appropriately investigated and resolved.

Schools are required to act upon reported incidents of sexual harassment involving students in grades 4 and above. Discipline may include suspension and/or a recommendation for expulsion of a student found guilty of sexual harassment.

Tardies

Students must be in their seats and ready to learn when the tardy bell begins to ring. Periodic “Tardy Blitzes” will be conducted on different days and periods to enforce this policy. All tardy students will be escorted to the attendance office and issued lunch detention.

Tardy Policy Procedures

Implementation of the Tardy Policy by Teachers

The teacher will follow the sequential order of these procedures. The **first three steps are mandatory**: **1st Tardy**: The teacher counsels the student and assigns an appropriate disciplinary action. These

Actions may include:

- A. Teacher holds conference with the student
- B. Student reads and explains the Tardy Policy to the teacher
- C. Student writes a brief essay on “The Importance of Punctuality”
- D. Teacher assigns detention to be served in their classroom

2nd Tardy: The teacher applies additional consequences (see list above).

- A. Teacher notifies the parent/guardian by phone or in writing.

3rd Tardy: The teacher sends a referral to the counselor who counsels the student and assigns consequences.

- A. Counselor holds a conference with the student
- B. Counselor contacts parents/guardians
- C. Counselor arranges a parent/teacher/counselor conference
- D. Counselor assigns after-school detention held by the counselor
- E. Counselor assigns Campus Beautification
- F. Counselor assigns lunch detention to be held by the counselor

4th Tardy: The teacher applies additional consequences (see list above from 1st tardy). The teacher gives the student a “U” in work habits on all succeeding grade reports, including the final semester grade, unless the tardy is made up (see procedure below). The teacher notifies the parent by letter or phone. The student is referred to the counselor.

5th Tardy: The teacher applies additional consequences (see list from 1st tardy). The counselor or teacher may set up a parent conference.

6th Tardy: The counselor may refer the student to the Pupil Services and Attendance Counselor for appropriate action. (Note that any tardy of more than 10 minutes is to be considered truancy).

Telephones

The office telephone is for school business and may be used by students only with the permission of the office staff or a teacher. If a student feels ill, he/she should seek assistance from the nurse and should not call home from a cell phone or classroom phone. Students may not use classroom telephone unless supervised by a teacher. All cell phones should be kept in backpack and turned off and not used on the school campus between the hours of 7:00 a.m. to 2:43 p.m.

Traffic Rules

Students are encouraged to follow all street-crossing laws in the immediate vicinity of Gage. Failure to observe traffic laws may result in a citation by the Huntington Park Police Department resulting in a fine or required court appearance. When dropping students off at school, parent should obey all traffic laws; this includes parking in the traffic lane to drop their child off. Parents who stop in a traffic lane and let a child exit or enter their car are endangering the life of their child, breaking the law and can receive a traffic citation.

Truancy

Truancy is defined as any student who is absent from school without an allowed absence or returns to school without a note. Truancies also include being tardy or absent for 10 minutes or more to a class without a valid pass.

- 1) Each time a student is truant, a track counselor shall assign (1) hour detention for each hour of truancy.
- 2) If the student is truant for a full day or more than 3 hours in school day, he/she will be assigned other disciplinary actions, which may include campus beautification.
- 3) If the student has two full days or more than 6 hours of truancies, the counselor will hold a conference with the parent and advise them of their legal responsibilities. Student will also be referred to the P.S.A. Counselor to investigate excessive truancies.

Uniform Dress Code

Education Code 35183 and Educational Code 35183.5 authorizes school districts to adopt dress codes. Below is the SDMC approved 6 – 8 grade dress code for Gage Middle School:

Uniform for boys includes:

- Shirts must be solid white or solid navy blue polo shirt with a collar and sleeves and must be buttoned above the sternum (i.e., polo shirt). Only one undershirt, must be solid white or solid navy blue, worn under the polo shirt, and be no bigger than the polo shirt.
- Solid navy blue pants or shorts, no jeans, sweatpants, cargo pants or athletic shorts will be permitted.
- Pants with belt loops must be worn with a belt not longer than 3" larger than waist size. Initials or Insignia belt buckles are not permitted.
- No oversized clothing. Pants may not be more than one (1) size larger than the student's own waist; no slit seams, pants must be hemmed (no rubber bands, staples, or safety pins), and cannot be longer than 1" above the ground, they must be worn at the waist.
- Shoes must be enclosed for safety (covered heels and toes) and no thick shoelaces will be permitted (i.e., slippers, flip flops, etc.)
- No hairnets or bandanas. ONLY approved caps or hats may be worn. The wearing of approved caps or hats is not permitted inside classrooms or office area.
- No gang attire is permitted at any time.

All apparel will be free of any logos, emblems, or tags (i.e., Dickies, Ben Davis except for school emblem).

Uniform for girls includes:

- Shirt or blouse must be solid white or solid navy blue with a collar and sleeves, which must cover the waist and must be buttoned above the sternum. Only one undergarment, must be solid white or solid navy blue, worn under the polo shirt, and be no bigger than the polo shirt.
- Solid navy blue skirts, pants, capri pants, shorts or jumpers may not be shorter than 2 inches above the knees; no jeans, sweatpants, cargo pants or athletic shorts will be permitted.
- Initial or insignia belt buckles are not permitted.
- No oversized clothing, gang style, mesh shirts, see-through shirts, or bare midriffs are permitted. Pants may not be more than one (1) sizes larger than the student's own waist; no slit seams, pants must be hemmed (no rubber bands, staples, or safety pins), and cannot be longer than 1" above the ground. They must be worn at the waist.
- Shoes must be enclosed for safety (covered heels and toes) and no thick shoelaces will be permitted (i.e., slippers, flip flops, etc.)
- No hairnets or bandanas. ONLY approved caps or hats may be worn. The wearing of approved caps or hats is not permitted inside classrooms or office area.
- No gang attire is permitted at any time.

Solid Sweater Policy:

Any color sweatshirt without logos or images for the 2017-2018 school year. If students wear a sweatshirt with a logo or image, they will be asked to turn it inside out. **(Hoods can only be worn outdoors during rainy weather.)**

Items not permitted:

- Chains or weapons (chains such as those attached to belts or wallets present a safety hazard).

- Apparel, backpacks, notebooks with emblems, lettering, printing or pictures pertaining to drugs, alcohol, sex, profanity, gangs, taggers, music groups or party crews, etc. that may be deemed obscene, libelous, or slanderous, or that incite students so as to create a clear and present danger.

Uniform Dress Code Violation Policy

The following steps will be taken to address any uniform dress code violations.

First Violation:

- The teacher gives the student a warning and reviews the Uniform Dress Code Violation Policy.
- Student is referred to the Parent Center to borrow a uniform or remove inappropriate articles or accessories. The Parent Center will keep a detailed log of every student referred for uniform dress code violations.
- Student receives an additional uniform policy at the Parent Center.

Second Violation:

- The three steps from the first violation are repeated.
 - The Parent Center calls the parents/guardians and informs them of the uniform dress code violation and sends a letter home that includes the Uniform Dress Code and the Uniform Dress Code Violations Policy.

Third Violation:

- The three steps from the first violation are repeated.
- The Parent Center calls the parents and informs them of the uniform dress code violation and sends a letter home that includes the Uniform Dress Code and the Uniform Dress Code Violations Policy.
- The Parent Center sends a referral to the counselor*. The counselor may take the following steps:
 - Counselor holds a conference with the student
 - Counselor contacts parents/guardians
 - Counselor arranges a parent/teacher/counselor conference
 - Counselor assigns after-school detention held by the counselor
 - Counselor assigns paper pick-up
 - Counselor assigns lunch detention held by the counselor

Fourth Violation:

- The three steps from the first violation are repeated.
- Parent Center may work with the counselor to set up a second parent conference to set up a Uniform Contract.
- Counselors will use their discretion in determining what disciplinary actions will be taken while addressing referrals for uniform dress code violations.*

Free Dress Day Policy

Students may wear the following attire on FREE DRESS day:

- A collar shirt/T-shirt that is not oversized and is not gang related.
- A blouse with sleeves that is not revealing and does not expose undergarments, midriffs, backs, or shoulders, this includes tank tops, strapless tops, or crop tops.
- Shirts and tops that do not have inappropriate/unacceptable language or graphics (drugs, alcohol, profanity, gangs, tagging, or crews).
- Skirts and shorts are to be of appropriate length for sitting as well as standing so that undergarments do not show.
- Shoes must cover toes and heels.

NOTE: ARTICLES OF CLOTHING, ACCESSORIES, OR JEWELRY THAT MAY BE CONSIDERED UNSAFE MAY BE SUBJECT TO CONFISCATION (E.I., LARGE HOOPS, EARRINGS WITH SHARP EDGES, OVERSIZED EARRINGS OR PIERCINGS).

**All free dress day rewards must be approved by SDMC*

Visitors (Must have picture ID)

In order to ensure the safety of our students and staff, school visitors are required to adhere to the following guidelines:

- Visitors, including Healthy Start patients, **may not** be on campus while students are on nutrition, lunch, and passing periods
- All** visitors **must** register with the reception desk in the main office: 1) parents/guardians may sign for young children under seven or eight, and 2) parents/guardians need to write-down the names of babies and/or toddlers accompanying them
- Visitors **may not** enter classrooms without the **prior** approval of an administrator
- While on campus, visitors must go directly to their destination and **may not** make contact with any student.
- Must enter through Main Office except on special events, parent conference night, open house, mixers, etc.

Walk, Don't Run

Students are to walk up the stairs, in the hallways, and on the blacktop at all times except during PE class or any designated activities.

Weapons

The Federal Gun Free Safe School Act and California law (Ed. Code 48915) prohibits firearms on school campuses. Pursuant to these laws, any student found in possession of a firearm or other weapons, such as knives, or other such deemed dangerous objects will be subject to arrest and will be recommended for expulsion. "Possession" includes, but not limited to, storage in lockers, purses, and backpacks or on their person. Students who discover they have something inappropriate in their backpack should report this **IMMEDIATELY** to the office.

Zero Tolerance Policy

Alcohol, Tobacco and Drugs – the Los Angeles Unified School District and Gage Middle School does not tolerate the use, possession, or sale of drugs, alcohol, or tobacco by students on school campus or school-sponsored activities. Students violating this policy may be subject to direct intervention, expulsion, or arrest on a case-by-case basis to keep the school drug, alcohol, tobacco, and violence-free. Disciplinary consequences will follow the Ed. Code, LAUSD Policy, School Policies, and are to be administered under the discretion of school personnel of a case-by-case basis.

Approved by SDMC: March 2017

NORMAS Y PROCEDIMIENTOS DE LA ESCUELA GAGE

Actos de violencia

Cualquier acto(s) de violencia que incluye golpear, dar puñetazos, empujar, punzar, patear, tropezar, acoger, jalar el pelo, o pelear hacia cualquier persona en el plantel cometido por algún individuo es sujeto a disciplina progresiva que incluye suspensión, referirse a la autoridad, o la recomendación de una expulsión si la persona se encontró culpable de estos actos.

Adultos

Los alumnos deben de obedecer las instrucciones de todo los adultos tales como maestros, maestros invitados, padres voluntarios, asistentes de maestros, personal de oficina, administradores, el personal de mantenimiento, coordinadores, decanos, y consejeros.

Armas

El acta federal libre de armas y la ley de California (Código 48915) prohíbe armas de fuego en el plantel. Cualquier alumno encontrado con la posesión de un arma de fuego o cualquier otra arma, tales como cuchillos, u otros objetos peligrosos serán sujetos a un arresto y se recomendará la expulsión. “Posesión” incluye pero no limita a, guardar en su armario, cartera, y mochila o en su persona. Alumnos que descubran que tienen algo inapropiado en sus mochilas deben de reportarlo de **INMEDIATO** a la oficina.

Artículos perdidos y encontrados “Lost and Found”

Alumnos que encuentren artículos perdidos deben de entregarlos al Centro de Padres. Ropa que sea encontrada se **guardará solamente por un mes** y después se donará a una organización de caridad.

Ausencias

Un alumno deberá ser disculpado de la escuela cuando la ausencia sea:

- 1) Debido a enfermedad
- 2) Por el propósito de tener una cita médica o dental.
- 3) Por el propósito de asistir a servicios fúnebres de un miembro de la familia, mientras la ausencia no sea más de un día si los servicios son conducidos en California, y no más de tres días si los servicios son conducidos fuera de California.
- 4) Por razones justificables, incluyen, pero no se limitan a una comparecencia en corte, observación de un día feriado o ceremonia religiosa, retiros religiosos, o servicios fúnebres.

El alumno/a debe de traer una nota firmada por sus padres o tutores **el primer día de regreso de su ausencia**. La nota debe de incluir el nombre completo del alumno/a, la fecha, el periodo de tiempo que el alumno/a estuvo ausente, la causa exacta de la ausencia, y la firma de los padres o guardianes. **Si el alumno no trae nota, o si no llaman a la oficina de asistencia, su hijo/a será considerado con falta injustificada “Truant”.**

Tarea y/o trabajo de reponer puede ser solicitado antes de la ausencia, cuando la ausencia dure dos o más días. Para hacer esto, llame a la escuela y hable con una de las secretarias lo más pronto posible y espere 24 horas para que se procese su pedido y sea enviado a la oficina.

Cuando un alumno falta un día de escuela, es la responsabilidad del alumno de comunicarse con sus maestros para reponer trabajo. No se permite reponer trabajo si la ausencia es injustificada “Truant”.

Si se anticipa una ausencia extendida, estudios independientes es una alternativa. Arreglos se deben de hacer con el consejero de la escuela.

Bailes y Eventos sociales de las Academias Pequeñas de Aprendizaje (SLA)

Varios eventos son programados a través del año, patrocinado por la clase de liderazgo y las Academias Pequeñas de Aprendizaje individual. Padres y alumnos deben de estar al tanto de lo siguiente:

- El comprar un boleto le da derecho a admisión al baile. Fotografías y otros artículos adicionales son un cobro extra.
- Solamente alumnos de la escuela Intermedia Gage pueden asistir y deben permanecer en el evento hasta que el evento termine.
- Los alumnos saldrán por la avenida Gage y deben de ser recogidos a tiempo. Si el alumno/a debe de salir antes que el evento termine, los padres/guardianes deben de ir al salón multiusos (MPR), a recoger a su alumno/a. (Por favor recuerde de traer una identificación apropiada con foto).
- Vestimenta apropiada para los eventos de la tarde son requeridos. Alumnos que no vistan apropiadamente no serán permitidos al evento. (Vean el código de vestimenta para ropa apropiada)
- Los boletos serán vendidos por adelantado. **No se venderán boletos en la puerta.**

Baños

Se recomienda a todos los alumnos que usen los baños durante el desayuno o almuerzo para disminuir el tiempo fuera del salón de clase (solamente en casos de emergencia). El maestro seleccionara el procedimiento adecuado durante el tiempo instructivo.

Biblioteca

La biblioteca puede ser usada para leer y estudiar. La biblioteca está abierta durante las 7:00 a.m. – 3:45 p.m. (antes de escuela, durante el desayuno y almuerzo y después de la escuela) para el uso de los alumnos. Se les dará una multa a los alumnos que pierdan o dañen material de la biblioteca.

Bicicletas

Montar bicicleta es un privilegio. El no seguir las reglas resultara en la pérdida del privilegio de montar bicicleta en la escuela.

- Las bicicletas deben de ser caminadas, no montadas en el plantel. **Las bicicletas no deben de entrar en los pasillos o en el salón.**
- Todas las bicicletas deben de ser situadas en los estantes de bicicletas y con cerradura. Las bicicletas no pueden ser dejadas en las oficinas.
- Los alumnos deben de usar cascos o se le dará una citación (aplica fuera del plantel).
- Los alumnos no deben de compartir las cerraduras, dejar accesorios en las bicicletas, o poner bajo candado en un cerco.
- La escuela no es responsable por objetos perdidos o robados.

Cafetería

Los alumnos pueden usar boletos de comida o comprar almuerzos completos de la cafetería o comprar del carro de comida “Café LA”. Bocados son vendidos durante el desayuno y almuerzo en la tienda estudiantil. Los alumnos pueden entrar en el área de la tienda estudiantil solamente si van a comprar. **Billetes de \$10 a más grandes no son aceptados en la tienda estudiantil o en la cafetería.** Comida con precios reducidos o gratuitos pueden ser obtenidos, llenando una aplicación de comida. Las aplicaciones son dadas al principio del año escolar a todos los alumnos o pueden ser obtenidas a través de la gerente de la cafetería. Si el alumno pierde los boletos, pueden llenar una aplicación de reemplazo en la oficina de asistencia. Si el alumno pierde el boleto por un día, se le puede dar un reemplazo en la cafetería con su identificación. Desayuno será proporcionado en el salón de clases para todos los estudiantes en la mañana. Un estudiante tiene la opción de tomar el desayuno. Los estudiantes deben tomar el desayuno entero, no una parte.

Calificaciones

Calificaciones de Progreso son cada 5 semanas de cada semestre. Calificaciones de Progreso son enviadas a casa a través del alumno, los padres deben de revisar las calificaciones y regresarlas firmadas al maestro/a de Academia el siguiente día. Los padres de alumnos con calificaciones no satisfactorias son animados a que se comuniquen con el maestro individual y hacer una cita. Además de las calificaciones de progreso, los maestros pueden mandar notas o información a través del sistema telefónico llamado “Tele-parent” para informarles del progreso de su hijo/a.

Camine, no corra

Los alumnos deben de caminar en todo momento excepto durante las actividades en la clase de educación física.

Consejo Estudiantil

Los alumnos tienen la oportunidad de participar en la clase estudiantil de liderazgo. El propósito de alumnos de gobierno es para promover el bienestar de la escuela, animar la lealtad, el espíritu escolar y desarrollar en las habilidades de liderazgo.

Código de Vestimenta

El código educativo 35183 y el código educacional 35183.5, autorizan al distrito escolar a adoptar el código de vestimenta. Abajo se encuentra el código de vestimenta de 6to. a 8vo. Grado de la Escuela Secundaria Gage aprobado por “SDMC”:

El uniforme para los niños incluye:

La camisa debe ser completamente blanca o azul marino con cuello y mangas y debe ser abotonada arriba del esternón (ejemplo: camisa polo). Únicamente una camiseta completamente blanca o azul marino, debe tenerla puesta debajo de la camisa polo y no tiene que ser más grande que la camisa polo.

Pantalones o pantalones cortos color azul marino, no se permite usar pantalones de mezclilla, pantalones atléticos (sweatpants), pantalones estilo “Cargo” ni pantalones atléticos cortos.

Pantalones con presillas para el cinturón se pueden usar con un cinturón que no sea más grande que tres pulgadas de la cintura. No se permiten cinturones con insignias ni con hebillas de iniciales.

Se puede usar suéter completamente blanco o azul marino, sudadera o chaqueta sin iniciales, ilustraciones ni logos a parte del emblema de la escuela. Las capuchas (hoods) únicamente se pueden usar en el exterior durante los días lluviosos.

No se permite usar ropa de tallas grandes. Los pantalones no debe ser más de una talla grande de la talla de la cintura del alumno, sin costuras abiertas, los pantalones deben de tener bastilla (no se permiten elásticos, grapas ni con ganchos), no pueden ser más arriba de una pulgada del suelo. Se deben usar al nivel de la cintura.

Se debe usar zapatos cerrados (con punta y talón cerrado) no se permiten cintas de zapatos gruesas (ejemplo: pantuflas, sandalias, etc.).

No se permiten red para el pelo ni pañuelos de colores. Únicamente se pueden usar gorras o sombreros que han sido aprobados. El uso de gorras o sombreros aprobados no se permiten dentro del salón de clase ni en las oficinas.

En ningún momento se permite vestimenta de pandillas.

Toda la vestimenta no debe de tener ningún logo, emblema ni etiquetas (ejemplo: Dickies, Ben Davis, excepto que tengan el emblema de la escuela.

El uniforme para las niñas incluye:

Camisa o blusa completamente blanca o azul marino con cuello y con mangas que cubra la cintura y que sea abotonada arriba del esternón. Únicamente se permite una prenda interior, debe ser completamente blanca o azul marino, por debajo de la blusa polo, no debe ser más grande de la blusa polo.

Falta, pantalones, pantalones capri, cortos o vestidos sin mangas que no sean más cortos de dos pulgadas de arriba de la rodilla, no se permiten pantalones de mezclilla, pantalones atléticos (sweatpants), pantalones tipo “Cargo” ni pantalones atléticos cortos.

No se permiten cinturones con insignias ni con hebillas de iniciales.

Se puede usar suéter completamente blanco o azul marino, sudadera o chaqueta sin iniciales, ilustraciones ni logos a parte del emblema de la escuela. Las capuchas (hoods) únicamente se pueden usar en el exterior durante los días lluviosos.

No se permite usar ropa de tallas grandes. Los pantalones no debe ser más de una talla grande de la talla de la cintura del alumno, sin costuras abiertas, los pantalones deben de tener bastilla (no se permiten elásticos, grapas ni con ganchos), no pueden ser más arriba de una pulgada del suelo. Se deben usar al nivel de la cintura.

Se debe usar zapatos cerrados (con punta y talón cerrado) no se permiten cintas de zapatos gruesas (ejemplo: pantuflas, sandalias, etc.).

No se permiten red para el pelo ni pañuelos de colores. Únicamente se pueden usar gorras o sombreros que han sido aprobados. El uso de gorras o sombreros aprobados no se permiten dentro del salón de clase ni en las oficinas.

En ningún momento se permite vestimenta de pandillas.

Lo siguiente son artículos de ropa que no son permitidos (Niños y Niñas)

Cadenas ni armas (las cadenas tales como las que están sujetas a los cinturones a las billeteras presentan un peligro a la seguridad).

Aretes extremadamente grandes (especialmente las argollas grandes o aretes de estrellas).

Joyas peligrosas, ropa peligrosa, o accesorios peligrosos (ejemplo: accesorios, brazaletes, cadenas con picos, etc.) Atuendo, mochilas, cuadernos con emblemas, inscripciones, impresiones o ilustraciones asociadas con las drogas, alcohol, sexo, blasfemias, pandillas, personas que pintarrajean, grupos musicales o grupos de fiestas, etc., que podrían ser obscenos, difamatorios, injuriosos o que inciten al alumno a crear un peligro claro y detecte un peligro.

No es apropiado/no se permite la perforación facial, vestimenta, cosméticos, peinados ni pelucas que inciten la interrupción substancial al orden de la escuela en el atuendo escolar.

Normas de Infracción a Seguir al Quebrantar el código de Vestimenta dentro de la Escuela

Los siguientes son pasos que se tomarán en el momento que el alumno no cumpla con las normas de vestimenta.

Primer Infracción:

- El maestro/a le da al alumnos un sobre aviso y repasa el código de vestimenta.
- El alumno se dirigirá al Centro de Padres para obtener un uniforme o remover artículos o accesorios inapropiados. El Centro de Padres tendrá una lista diaria de cada estudiante remitido por infracciones del código de vestimenta.
- El alumno obtendrá una copia de la póliza de vestimenta en el Centro de Padres.

Segunda Infracción:

- Se repetirán los primeros tres pasos de la primera infracción.
- El Centro de Padres llamará a los padres/tutores para informales del código de vestimenta y las normas de infracciones a seguir y en el mismo momento se enviarán a casa estas pólizas.

Tercera Infracción:

- Se repetirán los primeros tres pasos de la primera infracción.
- El Centro de Padres llamará a los padres/tutores para informales del código de vestimenta y las normas de infracciones a seguir y en el mismo momento se enviarán a casa estas pólizas.
- El Centro de Padres informará al consejero*. El consejero tomará los siguientes pasos:
 - El consejero tiene una conferencia con el alumno
 - El consejero notifica a los padres/tutores
 - El consejero tiene una conferencia con el padre/tutor y consejero

- o El consejero asigna detención después de escuela que deberá servir con el consejero
- o El consejero asigna servicio comunitario (recoger papeles) en la escuela
- o El consejero asigna detención durante la hora del almuerzo que deberá servir con el consejero

Cuarta Infracción:

- Se repetirán los primeros tres pasos de la primera infracción.
- El Centro de Padres trabajará con el consejero para notificar a los padres de una segunda conferencia y firmar un contrato en el uso del uniforme.

Los consejeros determinarán el tipo de acción disciplinaria cuando se remita a algún alumno por infracciones de vestimenta.

Normas a Seguir en el día que no es obligatorio llevar puesto el uniforme

Los alumnos pueden usar el siguiente atuendo en el día que no es obligatorio llevar puesto el uniforme:

1. Camisa con cuello que no sea de una talla mayor ni que no tenga logos de pandillas tales como, Raiders, Hoyas o Dickies.
2. Una camiseta que no sea color blanco, negro ni de una talla mayor y que tenga logos de pandillas tales como, Raiders, Hoyas o Dickies.
3. Una blusa con mangas que no son muy atrevidas y que no enseñen la ropa interior, que no dejen el estómago, la espalda ni los hombros al descubierto, esto incluye camisetas sin manga y blusas sin tirantes.
4. Camisas o blusas que no tengan un lenguaje o ilustraciones inapropiadas/inaceptables (drogas, alcohol, malas palabras, pandillas, pintarrajeadas o grupos pandilleros)
5. Pantalones, overoles, pantalones cortos o faldas que tallan al cuerpo para no tener que usar un cinturón.
6. Faldas o pantalones cortos que tenga el largo apropiado para sentarse al igual que al pararse para que no enseñen la ropa interior.
7. Zapatos con las puntas y con el talón cerrado.

Nota: las prendas de vestir, los accesorios o las joyas que se consideran peligrosas podrían ser sujetas a que las confisquen (ejemplo: aretes de argollas grandes, aretes con bordes afilados, aretes o perforaciones demasiado grandes).

Los días asignados para no llevar puesto el uniforme deben ser aprobados por el comité SDMC.

La nueva póliza de sudaderas (niños y niñas):

Estudiantes podrán usar sudaderas de cualquier color SIN LOGOS para el año escolar 2016-2017. Si los estudiantes utilizan una sudadera con un logo, se les pedirá ponérsela al revés. (Capuchas sólo podrán ser usados durante el tiempo lluvioso.)

Comida

Chicle y semillas no son permitidas en el plantel en ningún momento. A los alumnos se les da un tiempo adecuado de comer durante el desayuno y almuerzo. Los alumnos deben de permanecer en el área de comida mientras estén comiendo. No se permite comida en los salones. La venta o distribución de alimentos o cualquier otro artículo está estrictamente prohibido, dulces, papas fritas o refrescos. Los artículos serán confiscados y los estudiantes podrán estar sujetos a suspensión, O.T. (Traslados de segunda oportunidad), y / o expulsión.

Conferencias de padres-maestros

Los alumnos tienen más éxito en la escuela cuando hay una línea abierta de comunicación entre el maestro y los padres. Se les anima a los padres a que hagan una cita de conferencia con los maestros en cualquier momento (aunque las cosas parezcan que van bien). Los padres pueden hacer una cita con el maestro de su hijo/a llamando a la oficina de conserjería.

Conflictos

Los alumnos deben de resolver todo conflictos de una manera civilizada y sin violencia. Peleas no serán toleradas. Consecuencias pueden incluir pero no ser limitadas a suspensión, transferencia de oportunidad, o expulsión. Es la responsabilidad de cada alumno de hacer todo lo posible para evitar una pelea, incluyendo:

- Eviten juegos rudos o peligrosos.
- Rechace retos de pleitos
- Abandone confrontaciones u otras situaciones explosivas.
- Busque ayuda con algún maestro/a, consejero/a o administrador.

Copiar/Plagio

“Cheating” es copiar el trabajo de otra persona, o proveer las respuestas a alguien más en un examen o asignación. Plagio es tomar el trabajo publicado de otra persona y representarlo como suyo. Esto incluye fuentes en la Internet. Si necesitan ayuda con algún reporte, pídanle al maestro por apoyo adicional, no pongan sus normas o ética en bajo usando el trabajo de otra persona y reclamándolo como suyo. Los maestros determinarán todas las consecuencias.

Día de Colegio/Universidad

Los estudiantes pueden usar las camisetas, y sudaderas con un colegio o universidad emblema **sólo los jueves**. Los estudiantes deben usar pantalones uniformes estándar.

Demostraciones de afecto públicos

No se permite conducta cariñosa, por ejemplo abrazar, besar, tomarse de las manos, o conducta provocativa. Los padres Serán notificados cuando los estudiantes violen las normas de buen gusto en la escuela.

Educación Física

1. Uniforme de educación física son requeridos y pueden ser adquiridos a través de nuestra tienda estudiantil antes de clases, durante descanso, o tiempo de almuerzo.
2. Alumnos de educación física que se reporten a clase sin uniforme, se les dará un uniforme prestado del departamento de educación física con identificación del alumno.
3. Todos los alumno deberán usar la ropa apropiada de educación física (no se permiten camisetas blancas/gris u otro tipo de pantalones cortos que no sea el color apropiado del uniforme).
4. El no vestirse para la clase de educación física resultara en una calificación no satisfactoria en hábitos de trabajo y/o en cooperación. La calificación académica también puede ser afectada.
5. Si el alumno/a no puede participar en la clase de educación física por alguna razón médica, los padres deben de mandar una nota del doctor a la oficina de enfermería para obtener una excusa para la clase de educación física. Aunque el alumno tenga una excusa para las actividades de educación física, él/ella es requerido/a a vestirse y permanecer con la clase.
6. Los alumnos deben de permanecer bajo la supervisión del maestro/a en todo momento y seguir las instrucciones del maestro/a.
7. Todos los alumnos deberán cambiarse en el “locker room”.

Electrónicos

Toda clase de electrónicos tales como IPod, mp3, cámaras, juegos electrónicos, PSPs, radios, toca CD, toca cinta/grabadoras, etc. no son permitidas en el plantel. **Toda clase de electrónicos no deben ser usados durante las horas de escuela. Estos artículos serán confiscados y sujetos a disciplina progresiva. Aquellos electrónicos confiscados serán devueltos a padres/tutores. La escuela no será responsable por electrónicos que sean robados, dañados, o perdidos.**

Emergencias

- En caso de emergencia, los alumnos permanecerán en la escuela el tiempo necesario.
- Alumnos serán permitidos de dejar el plantel o ir a otro lugar seguro cuando sea considerado apropiado. Los alumnos serán entregados solamente a aquellas personas autorizadas en la tarjeta de emergencia las cuales están archivadas en nuestra oficina. **Recuerden de actualizar toda información de emergencia, especialmente los números telefónicos.**
- Pueden pedir a su hijo/a en el portón de reunión situado en la avenida Zoe. Serán reunidos con su hijo/a en el portón de la avenida Gage. Su hijo/a solamente será entregado/a a los padres o guardianes con identificación apropiada y que estén enlistados en la tarjeta de emergencia.
- Si deben de manejar a la escuela, por favor de no bloquear la entrada de emergencia de los vehículos.

Entrega a los alumnos

Artículos para los alumnos, tales como ropa de educación física, tarea, dinero para el almuerzo o materiales olvidados en casa pueden ser dejados en la oficina de conserjería. Entrega de comida rápida, globos, flores, o pasteles no son permitidos.

Equipo deportivo

Equipos deportivos se deben de usar en áreas designadas. Cuando posible los alumnos deben de cargar sus equipos deportivos en sus mochillas. Se les anima a los alumnos a que escriban su nombre en cualquier equipo deportivo que traigan a la escuela. Si usan los equipos deportivos durante la clase o durante el pase de periodos, pueden ser confiscados y devueltos solamente a los padres.

Exhibición y afecto público

Exhibición de afecto, tales como abrazar, besar, agarrar de manos, o comportamiento provocativo sexual no son permitidos. Se les notificara a los padres cuando el alumno/a viole las normas de buen comportamiento mientras estén en la escuela.

Falta Injustificada “Truancy”

“Truancy” en su definición significa que el alumno/a falto a la escuela sin permiso o regreso a la escuela sin una nota.

“Truancy” también incluye llegar tarde o ausente por 30 minutos o más a una clase.

- 1) Cada vez que el alumno falte sin excusa “Truant” el consejero/a deberá de asignar (1) hora de detención por cada hora “Truant”.
- 2) Si el alumno/a falta a la escuela sin excusa “Truant” por un día completo o más de 3 horas a la escuela, él/ella serán asignados a detención los sábados, que incluye la limpieza de la escuela.
- 3) Si el alumno/a tiene dos días completos o más de 6 horas de falta sin excusa “Truancies” el consejero/a tendrá una conferencia con los padres e informarles de sus responsabilidades legales. El alumno/a también será

referido al consejero de asistencia para investigar “truancies” excesivas.

Hora de Almuerzo

- 1) Comida y bebidas deben ser consumidas solamente en áreas de comida asignadas.
- 2) Los alumnos deben de sentarse en la mezas y bancas cuando estén comiendo.
- 3) Cuando terminen de comer, los alumnos deben de depositar su basura en las latas de basura proveídos antes de proceder al área de recreo.
- 4) En las líneas de almuerzo, los alumnos no deben de meterse entre las líneas, guardar el lugar a otra persona o comprar por otros. Los alumnos que no sigan la reglas, se les asignara servicios comunitario en la escuela.
- 5) Los alumnos solamente pueden estar en las áreas de la escuela designadas y supervisadas.

Horas escolares

El plantel está abierto a las 7:00 a.m. de lunes a viernes. **Es importante que los alumnos no lleguen más de 15 minutos antes de que la escuela comience, porque no hay supervisión.** Alumnos que no estén asistiendo a clases de tutoría, detención, u otras actividades supervisadas por un adulto deben de dejar el plantel tan pronto como los estudiantes sean despedidos por la campana.

Horas de Oficinas

La oficina de la escuela está abierta de 7:00 a.m. a 4:00 p.m.

Jalar del pelo, intimidar, acosar y acoso sexual

Estamos dedicados a eliminar la intimidas de nuestra escuela. La intimidación va más allá de lo verbal y es una expresión de poder de un alumno a otro y no es tolerado. Algunas veces entre amigos sostienen que están jugando. Es muy importante que entiendan que esto nunca es una excusa para hacer sentir a otra persona inferior.

Cualquier alumno que sienta que está siendo acosado deben de comunicarlo de inmediato a su maestro/a o consejero/a. Si continua es importante de reportarlo otra vez a un adulto en el plantel, administrador, consejero, decano o maestro. Toda queja será investigada y resuelta rápidamente.

La escuela esta requerida a actuar sobre incidentes reportados de acoso sexual involucrando alumnos en los grados 4 y arriba. Disciplina puede incluir suspensión y/o recomendación para expulsión del alumno que sea encontrado culpable de acoso sexual.

Llegadas Tardes

Los alumnos deben de llegar a tiempo a cada clase. La escuela tendrá “tardy blitzes” en diferente días de la semana o periodos para asegurarse que esta póliza sea endorsada. Alumnos que lleguen tarde pueden esperar las siguientes consecuencias:

Implementación de póliza por maestro

Póliza de Llegadas Tardes Los maestros seguirán esta póliza en orden. Los primeros tres pasos son mandatorios:

1era Tarde: El maestro aconseja al alumno y asigna algún tipo de acción disciplinaria progresiva. Esto Incluye:

- El maestro tiene una conferencia con el alumno
- El alumno lee y explica la póliza de llegadas tardes al maestro
- El alumno escribe un ensayo sobre la importancia de la puntualidad

2da Tarde: El maestro aplica consecuencias adicionales (véase la 1er tarde).

El maestro notifica a los padres/tutores por teléfono o por escrito.

3er Tarde: El maestro aplica consecuencias adicionales (véase la 1er tarde).

El maestro refiere al alumno al consejero. **El consejero puede tomar alguna consecuencia apropiada tales como:**

- El consejero tiene una conferencia con el alumno
- El consejero notifica a los padres/tutores
- El consejero tiene una conferencia entre el padre/tutor, maestro, y consejero
- El consejero asigna detención después de escuela con el consejero
- El consejero asigna servicio comunitario en la escuela
- El consejero asigna detención durante la hora del almuerzo con el consejero

4ta Tarde: El maestro aplica consecuencias adicionales (véase la 1er tarde).

El maestro asigna una “u” en hábitos de trabajo en todas las boletas de calificaciones, incluyendo en la boleta final al menos que el estudiante haya repuesto las llegadas tardes (véase el procedimiento de cómo reponer una llegada tarde)

5ta Tarde: El maestro aplica consecuencias adicionales (véase la 1er tarde).

El consejero* o el maestro tienen una conferencia con los padres/tutores

6ta Tarde: El consejero puede referir al alumno con el consejero de asistencia para tomar la consecuencia apropiada (Nota: cualquier llegada tarde más de 30 minutos se considera como “truancy”)

Sugerencias para reponer las llegadas tardes:

Alumnos pueden reponer las tardes si no acumulan más tardanzas por el momento. Después, las llegadas tardes que ya hagan repuesto no les contarán en su contra del alumno/a. A la conveniencia del maestro/a, el reponer las tardanzas puede incluir:

- El alumno/a puede reponer el tiempo antes o después de la escuela.
- El alumno/a termina las obligaciones del salón.
- El alumno/a termina de recoger papeles.

* Los consejeros determinarán el tipo de acción disciplinaria cuando se refiera algún alumno por llegadas tardes excesivas.

Maestros Invitados

En ocasiones, alumnos pueden tener un maestro/a de invitado/a en su salón. En ese momento es cuando esperamos que los alumnos se comporten bien y cooperen. Maestros invitados pueden mandar a los alumnos no cooperativos a la oficina de conserjería y/o acción disciplinaria se tomara. Maestros invitados son proveídos con lecciones, para continuar el programa académico en la clase.

Materiales escolares (Suministros recomendados)

Los estudiantes deben traer útiles escolares para su uso personal como una mochila, una carpeta de 2 pulgadas con papel, divisores y la agenda escolar emitida, al menos, dos plumas negro / azul, y lápiz, maestros individuales pueden dirigir a los estudiantes a traer materiales adicionales con ellos a clase.

Multas

Multas por libros de textos perdidos o dañados, libros de la librería, y daños a la propiedad de la escuela deben de ser pagados rápidamente. La participación en actividades de culminación puede ser retenida al igual a reportes de calificación y libros del año hasta que todas las cuentas sean pagadas.

Noche de Regreso a la Escuela

Este evento es programado para el primer mes de escuela para que los padres y maestros se reúnan y hablen sobre las expectativas y requerimientos para cada clase. Los padres visitan las clases de sus hijo/a. Estas visitas son cortas, si requiere una visita más larga puede hacer una cita a través de la oficina de conserjería.

Normas contra el Grafiti

Se espera de los alumnos que mantengan un plantel limpio. Cualquier alumno encontrado culpable de causar grafiti, será responsable por sus propias acciones. Alumnos que hagan grafiti serán suspendidos del plantel por un día y harán servicio comunitario dentro del plantel (incluye pero no se limita a limpiar en el plantel, limpiar los escritorios y pintar sobre las áreas del grafiti). Los padres tendrán conferencia con la oficina de decano y una citación se le puede dar por el oficial de policía. Los padres pueden ser responsables y tener que limpiar el grafiti y pagar el costo de los daños.

Padres en el plantel

Animamos a los padres a que visiten nuestro plantel. **Todos los visitantes deben de registrarse en la oficina principal y usar un pase de visitante.** Una presencia positiva de un padre hace una afirmación positiva a nuestros alumnos que nos importan ellos y su ambiente escolar. Los padres no podrán estar en el plantel mientras los alumnos estén en su hora de desayuno, almuerzo o entre periodos. No permite sacar a alumnos de la escuela durante el desayuno, almuerzo o después de las 2:30 p.m.

Pases

No se le permite salir a los alumnos del salón de clase durante los primeros diez minutos y los últimos diez minutos de clase. Todos los alumnos fuera del salón de clase deben de tener un pase apropiado. Los alumnos deben de usar su agenda cuando quieran ir hacer un mandado propio. Los alumnos deben de usar el pase del salón de clase cuando hagan un mandado para el maestro/a. Si el alumno es referido a la oficina de la enfermería, consejero, o decano él/ella debe de tener un pase de la oficina. El alumno será regresado a clase si no tiene el pase apropiado.

Patinetas / Patines / patines en línea / Scooters

Animamos a los estudiantes no traer patinetas, patines de ruedas, patines o “scooters” a la escuela. Los estudiantes que traen estos artículos deben guardarlos en un área designada de la escuela. Deben ser almacenados antes de que empiecen las clases. Estos artículos no se pueden recoger hasta después de que termine la escuela. Si los estudiantes no cumplen con esta regla, estos artículos serán confiscados y devueltos solamente a los padres / tutores. La escuela y los maestros no serán responsables de robo, pérdida o daño de cualquiera de estos elementos. **Patinetas, patines de ruedas, patines en línea y scooters no pueden ser montados en la escuela en cualquier momento.**

Plantel Cerrado

Alumnos que entren en el plantel en la mañana deben de permanecer en plantel por el resto del día. Permiso de dejar el plantel deben de ser obtenidos por sus padres/guardianes en la oficina de asistencia con una identificación apropiada con foto y debe de estar enlistado en el sistema o tarjeta de emergencia. Los alumnos que dejen el plantel sin permiso serán considerados con falta sin excusa “truant” y servirán las consecuencias.

Póliza de cero tolerancias

Alcohol, tabaco y drogas – El Distrito Unificado de Los Ángeles y la Escuela Intermedia Gage no toleran el uso, posesión, o la venta de drogas, alcohol o tabaco por un alumno/a en el plantel o en actividades patrocinadas por la escuela. Alumnos violando la póliza deberán de asistir al programa “IMPACT”, intervención directa, expulsión o arresto en base de caso a caso para mantener la escuela libre de drogas, alcohol, tabaco y violencia.

Portones

En la mañana, todos los portones principales (Miles, Gage) se cierran a las **7:30 a.m.** Todo aquel estudiante que llegue a la escuela después de las **7:30 a.m.** tendrá que entrar por la oficina principal. En la tarde, todos los portones se cierran 15 minutos después del timbre de salida, excepto para el porton de la oficina de Entrenadores sobre Gage. Ave. Para la seguridad de los alumnos, no se permite que los alumnos y padres entren por el estacionamiento de carros del personal docente.

Procedimiento y comportamiento en la oficina

Cuando los alumnos vengán a la oficina, deben de hablar con una de las secretarias inmediatamente para dejarles saber la razón por la que se encuentran ahí. Los alumnos no deben de traer amigo/as con ellos. Deben ser cortés y respetuosos hacia los miembros de las oficinas.

Propiedad personal

Los siguientes artículos que no son permitidos en la escuela: cantidades grandes de dinero, pistolas de agua o globos, yo-yo's, artículos usados para apostar, latas de aerosol, borrador líquido (white out), marcadores permanente (Sharpies) chicle y semillas con cáscara, juguetes, pelota de fútbol, animales de peluche. También se prohíben otros artículos que causen interrupción durante el proceso de enseñanza.

Estos artículos no son permitidos en el plantel, serán confiscados y el padre/tutor necesitará recogerlos en la oficina principal. Artículos que no son confiscados se les regresarán al alumno. El plantel y/o los maestros no serán responsables por el robo, la pérdida o por el daño causado a los objetos personales del alumno.

Recaudación de fondos

Toda la recaudación de fondos o ventas en la escuela deben ser aprobados con anticipación de acuerdo con las regulaciones de financiamiento cuerpo alumnos.

Reglas de tránsito

Se les recomienda a todos los alumnos que sigan las reglas de tránsito alrededor de la escuela. Al no seguir las reglas de tránsito los alumnos pueden recibir una infracción por parte del Departamento de Policía de Huntington Park.

Reunión Informativa para Padres (Open House)/Noche de Regreso a la Escuela

La Noche de Regreso a la Escuela se lleva a cabo en el semestre de otoño. La reunión informativa para padres (Open House) se lleva a cabo en el semestre de primavera. Estos eventos son dedicados a exhibir los trabajos de los alumnos. Conferencias de padres no son conducidas en estos eventos. Los padres pueden hacer una cita con algún maestro en la oficina de conserjería.

Servicios de salud

Nuestra enfermera o secretaria de la oficina de salud provee los primeros auxilios a través del día. En caso de una herida seria, se ponen en contacto con los padres para una referencia con su doctor familiar. Los padres deben de notificar a la oficina de salud cuando existen problemas de salud y cuando el alumno/a este bajo algún medicamento especial. Una nota del doctor es requerida.

Spirit Day

Todos los miercoles los estudiantes pueden usar las camisas “Gage Spirit Shirts” aprobados (como academias, clubes, dirección o cualquier otra vestimenta aprobada). Los estudiantes deben usar pantalones uniformes estándar

Tarea

Las tareas sirven para reforzar el aprendizaje del salón y es una parte importante entre la casa y la escuela. **Un promedio de 60 a 90 minutos de tarea diaria son asignados.** Los padres deben de apoyar los hábitos de estudio de su hijo/a, creando un espacio y tiempo en silencio para que su hijo/a haga la tarea. Se espera que los alumnos que entreguen toda tarea y proyectos especiales a tiempo.

Tarjeta de identificación estudiantil

Se les asignara una tarjeta de identificación a todos los alumnos de la escuela Gage. Debe de traer consigo en todo momento y estar dispuestos a demostrar su tarjeta de identificación cuando sea necesario. Si se les pierde o es robada pueden obtener un reemplazo en la tienda estudiantil por una cuota de \$3-5. Esta tarjeta debe de ser presentada para sacar libros de la librería, y para entrar a la escuela si asisten a clases de intercesión. Todos los alumnos deben de enseñar su identificación para comprar boletos o asistir eventos especiales.

Teléfonos

Los teléfonos de las oficinas son para el uso de negocio escolar y pueden ser usados por los alumnos **solamente con el permiso de un maestro o personal de las oficinas.** Si el alumno/a se siente mal, él/ella debe de ir a la enfermería y no llamar a casa de su celular o teléfono del salón. El alumno no puede usar el teléfono del salón de clase sin la supervisión del maestro/a.

Teléfonos Celulares

Los teléfonos celulares deben estar apagados de 7:23 a.m. – Despues de Escuela. Los teléfonos celulares no deben ser visibles durante el día escolar. Los celulares que estén a la vista o que se escuchen durante las horas de clases, serán confiscados y sujetos a disciplina progresiva. Los padres/tutores deben de recoger el teléfono en la oficina principal **sólo los martes entre 1:13 – 4:00 pm o Viernes entre 2:43 – 4:00 pm en la oficina principal (por favor traer una identificación con foto).** Los teléfonos celulares no se pueden utilizar para escuchar música, tomar fotos, ver la hora o tomar video. La escuela no se hace responsable por el robo, pérdida o daño de los teléfonos celulares. Una conferencia con los padres puede solicitar

Visitantes

Para poder proporcionar seguridad a nuestros alumnos y personal, se requiere que los visitantes observen las siguientes reglas:

- Visitantes, incluyendo pacientes de la clínica “Healthy Start” **no podrán** estar en el plantel mientras los alumnos estén en su hora de desayuno, almuerzo o entre periodos
- **Todos** los visitantes **deben** de registrarse en la recepción localizada en la entrada de la escuela: 1) los padres podrán firmar por niños menores de siete u ocho años, y 2) los padres deberán escribir los nombres de los bebes y niños menores que los acompañen
- Los visitantes **no podrán** pasar a los salones sin autorización **previa** de un administrador
- Mientras los visitantes permanezcan en el plantel, deberán ir directamente a su destino y hacer ningún contacto con ningún alumno
- No podrán sacar a alumnos de la escuela durante el desayuno, almuerzo o después de las 2:30 p.m.

Alumnos visitantes no son permitidos en el plantel ni en eventos patrocinados por la escuela. Ninguno menor de 18 años es permitido sin un adulto o tutor.

Aprobado por el Comité SDMC, en marzo 2017



STUDENT
INTERNSHIPS

SPECIALIZED
ELECTIVES

ANNUAL
ACADEMY TRIPS
AND COMMUNITY
SERVICE SHOWCASES

KNOWLEDGE AND SUCCESS
THROUGH EDUCATION AND
SERVICE!!

MATERIALS FOR SUCCESS:

**SCHOOL ID CARD, SCHOOL AGENDA, 2-INCH BINDER WITH
8 DIVIDERS, BLUE AND BLACK PENS, #2 PENCILS, LINED
PAPER, FLASHDRIVE**

HHSA

HEALTH AND HUMAN SERVICES ACADEMY

*-Exposing students to real world
experiences to prepare them for future
careers in education, medicine and law.*

*-Learning the importance of creating
healthy communities.*

*-Using inquiry and investigative skills to
propose solutions to social issues in our
communities and become better decision
makers for ourselves, our families and
communities.*

VAPATA

Network Partners:
Getty Center, Apple,
Disney, & The Music
Center, Los Angeles.

VISUAL AND PERFORMING ARTS AND TECHNOLOGY ACADEMY

We are infusing our rigorous Academic Core Curriculum with the Arts - Visual and Performing, along with Technology and Media classes for personal success and the development of 21st century skills in all our classes and students.

- ~Community Service Projects
- ~Project-Based Learning
- ~Student Art & Music Performances
- ~ Computers...
- ~Interdisciplinary Events
- ~Dance/Drama classes
- ~Digital Photography
- ~ Field Trips and more!



Suggested supplies for students' success:

2" Binder/Notebook
Blue, black, red pens
Lined notebook paper

Backpack/Book Bag
#2 Pencil /erasers
8 Dividers

(Teachers may request other supplies for success)

Art classes require a sketch book or UNLINED paper.

*VAPATA follows ALL school-wide policies as outlined in this Agenda.

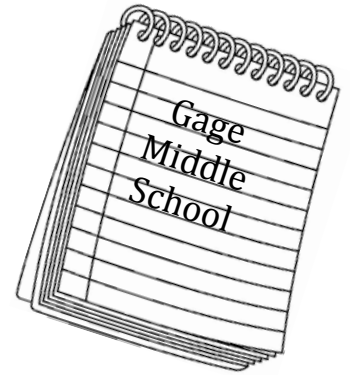




LITERACY, LANGUAGE, & LEADERSHIP ACADEMY

L-TECH

INSPIRING LEADERS THROUGH ACADEMIC ACHIEVEMENT



L-TECH students learn, lead and inspire as they achieve academic success through participation in meaningful projects at Gage Middle School and in the community.

STUDENTS will:

- ✓ Gain organizational skills
- ✓ Behave with civility and respect
- ✓ Explore literature
- ✓ Make connections across discipline
- ✓ Improve reading, writing, listening, speaking and other communication skills
- ✓ Increase academic and personal success by developing leadership skills

Materials
Student ID Card ~ Lined Paper
Black/Blue/Red Pen ~ #2 Pencils
Pencil Case ~ Agenda Book
7 Dividers ~ 2" Binder



Math, Science & Technology

Magnet

Our Mission:

The mission of Gage Middle School Math, Science and Technology Magnet is to provide each student a diverse education in a safe, supportive and innovative environment that promotes self-discipline, motivation, and excellence in learning. The Math, Science and Technology Magnet team joins the parents and community to assist the students in developing skills to become independent and self-sufficient adults who will succeed and contribute responsibly in a global community.

Grade Level
Competitions

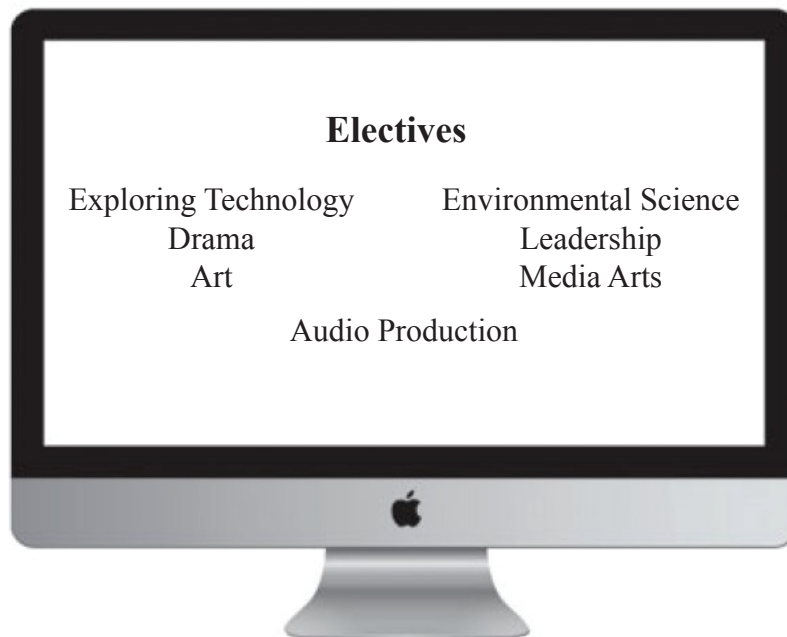
Winter Family
Social

Magnet Forum

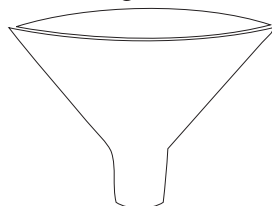
Family Fun Day

Dances

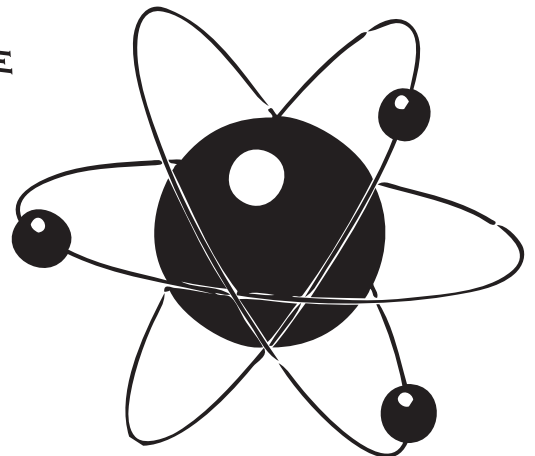
Field Trips



GOING FROM GOOD TO GREAT!
MATH IS A...LANGUAGE



MST





Writing

Writing is:

- ★ A learning tool
- ★ A personal and public communication tool
- ★ A record of thinking

Students who **write**:

- ★ Consider audience and purpose
- ★ Engage in various writing processes to address specific situations
- ★ Support their thinking
- ★ Demonstrate understanding

The **AVID** curriculum supports **writing** through the use of:

- ★ Cornell note-taking
- ★ Learning logs
- ★ Quickwrites and reflections
- ★ Process writing
- ★ Peer evaluation
- ★ Authentic writing

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

2.8: The Cornell Way

10 Steps of the CORNELL WAY

I. NOTE-TAKING:

Reading or hearing information for the first time while jotting down and organizing key points to be used later as a learning tool

C	Create Format	Step 1: CREATE Cornell notes format and complete heading
O	Organize Notes	Step 2: ORGANIZE notes on right side

II. NOTE-MAKING:

Within 24 hours of having taken the notes, revise these notes, generate questions and use collaboration to create meaning.

R	Review and Revise	Step 3: REVIEW AND REVISE notes
N	Note Key Ideas	Step 4: NOTE key ideas to create questions
E	Exchange Ideas	Step 5: EXCHANGE ideas by collaborating

III. NOTE-INTERACTING:

Interact with notes taken by creating a synthesized summary. Use Cornell notes as a learning tool to increase content class achievement.

L	Link Learning	Step 6: LINK learning to create a synthesized summary
L	Learning Tool	Step 7: Use completed Cornell notes as a LEARNING tool

IV. NOTE-REFLECTING:

Use written feedback to address areas of challenge by setting focus goals to improve future notes. The Cornell Note Reflective Log Handout provides the opportunity to reflect on the notes and the learning.

W	Written Feedback	Step 8: Provide WRITTEN feedback
A	Address	Step 9: ADDRESS written feedback
Y	Your Reflection	Step 10: Reflect on YOUR learning

Cornell Note-Taking Checklist

Name of Note-taker: _____ Evaluator: _____ Use a ✓ mark in the YES/NO column.

- 1 Name: o Yes o No
- 2 Class: o Yes o No
- 3 Period: o Yes o No
- 4 Topic: o Yes o No
- 5 Date: o Yes o No
- 6 Heading in ink: o Yes o No
- 7 Handwriting is legible: o Yes o No
- 8 Sufficient space between main ideas: o Yes o No
- 9 Cornell style notepaper: o Yes o No
- 10 Indentation to show the relationship between ideas: o Yes o No
- 11 Abbreviations or symbols used when possible: o Yes o No
- 12 Student records only main ideas, key words, and phrases: o Yes o No
- 13 Recall/question column (on left) has sufficient questions or clues to recall all information on the right: o Yes o No
- 14 Highlighting, lettering, or numbering have been used to make many ideas stand out: o Yes o No
- 15 Summary is completed for each page of notes: o Yes o No

Grading Scale: Count the number of checkmarks in the “yes” column to calculate grade.

Your Grade	
Yes Total	Grade
+ A 15–13	
✓+ B 12–10	
✓ C 9–7	
✓– D 6–4	
– F 3–0	

Adapted from Kate Kinsella, San Francisco University 3/98

Name: _____ Quarter: _____ Period: _____

Cornell Notes Rubric

	5	4	3	2	1
Page Set-up	• Name, date, class, and topic are clearly written in the correct place.	• All parts but one (name, date, class, topic) are clearly written in the correct place.	• Some parts (name, date, class, topic) are written in the correct place.	• Heading is missing two parts (name, date, class, topic).	• Heading is missing three or more parts (name, date, class, topic) and/or may not be written in correct place.
Legibility	• Notes are neat and completely legible.	• Notes are completely legible.	• Notes are mostly legible.	• Notes are mostly illegible.	• Notes are illegible.
Notes	• Selective and accurate paraphrasing is used. • Logical abbreviations are used. • Notes have been edited. • Key words have been highlighted and/or underlined. • Revisions/additions are made in a different color.	• Selective and accurate paraphrasing is used. • Logical abbreviations are used. • Some key words have been highlighted or underlined. • Partial revisions/additions are made in a different color.	• Notes may/may not be accurate; information not always paraphrased. • Some words are abbreviated. • No use of highlighting or underlining. • No revisions have been made.	• Notes are incomplete. • No use of abbreviations.	• Notes do not reflect Cornell Note format.
Questions	• Questions check for understanding and directly reflect notes. (See Bloom's Level 1 and 2 or Costa's Level 1.) • Questions also include Bloom's Levels 3–6 or Costa's Level 2 and 3, as appropriate.	• Questions check for understanding and directly reflect notes. (See Bloom's Level 1 and 2 or Costa's Level 1.) • Most questions are lower-level.	• Questions are basic and may reflect notes. (See Bloom's Level 1 and 2 or Costa's Level 1.) • Most questions are lower-level.	• Questions are limited and do not accurately reflect notes.	• Questions are missing.
Summary	• Notes indicate learning by effectively identifying all main ideas.	• Notes indicate learning by effectively identifying some main ideas.	• Summary restates notes, indicates some learning.	• Summary restates notes and does not indicate learning.	• No summary included.

Claims – Evidence – Reasoning (C-E-R) Writing Graphic Organizer

Remember: The purpose of this Graphic Organizer is to help make connections between the claim, the evidence of that claim, and the reason that the evidence supports that claim. The order that you use it doesn't matter (questions first, claim first, evidence first, or reason first).

Question		
Claim		
Evidence		
Transition Words		Source
Reason:		
Evidence		
Transition Words		Source
Reason:		
Evidence		
Transition Words		Source
Reason:		
Conclusion		
Transition Words		

Expository Problem Solving Paragraph

When asked to _____ ,
(Restate the problem using your DO and WHAT chart)
 the given information to consider (is/are) _____ .
(evidence and facts **I KNOW** to address the problem)
 Other valuable information needed (is/are) _____ .
 The problem is addressed by _____ .
(1st step)
 _____ ,
 (Transitional Phrase) (2nd step)
 _____ ,
 (Transitional Phrase) (3rd step)
 _____ ,
 (Transitional Phrase) (another step)
 _____ ,
 (Transitional Phrase) (another step)
 _____ ,
 (Transitional Phrase) (another step)
 _____ , the solution(s) to the problem (is/are) _____ .
 (Transitional Phrase)

Transitional Phrases

Additionally	Again	Also	And	As well as
Besides	Equally important	Finally	For	For example
For instance	Further	Furthermore	In addition	In fact
In the same way	Indeed	Moreover	More than	Next
Second	Similarly	Still	Too	Yet
First	Therefore	As a result	In conclusion	Third

Old Bloom's Action Verbs <http://teaching.uncc.edu/sites/teaching.uncc.edu/files/media/files/image/resources/pedagogy/diagramforwriting.gif>
 New Bloom's Action Verbs http://3.bp.blogspot.com/tSLFvsYwe2n_zYgsDzFzWSt5qCFX1yRmSQxTr9_PCipAIV6PrBYW-fccerkIf7eJ7dx6-_1Q9ZGy66FjN-fU7EXRvo1AKnSEGSC39I9dvDUz81Rn3mhQIRIOxRA
 Transitional Phrases http://paperfreeclass.files.wordpress.com/2013/12/transitional_words_and_phrases.pdf

Problem Solving Rubric

category/Score	4	3	2	1
Understanding of Mathematical Concept(s)	All steps and calculations in solving the problem are mathematically correct	Most steps in solving the problem are correct with minor careless calculation errors	Some steps in solving the problem are correct with few calculation errors and little evidence of content understanding	Most or all steps in solving the problem are incorrect with many calculation errors and no evidence of content understanding
Purpose/Organization	Your sentences (ideas) are smoothly LINKED to one another with smooth, meaningful transitions.	Your sentences (ideas) are mostly smoothly linked to each other with smooth, meaningful transitions.	Your sentences (ideas) don't follow each other logically. Need better transitions between sentences.	Few or no transitions. your ideas are hard to follow and no logical order.
Evidence/Elaboration	The response clearly and effectively elaborates ideas, using academic language: * comprehensive evidence/facts from source is used * academic vocabulary is clearly appropriate for the purpose	The response adequately elaborates ideas, uses a mix of precise academic language and more general language: * adequate evidence from source is integrated * academic vocabulary is generally appropriate for the purpose	The response elaborates ideas unevenly, using simplistic language: * some evidence from source may be weakly integrated, imprecise, or repetitive * academic vocabulary is uneven or somewhat ineffective appropriate for the purpose	The response is vague, lacks clarity, or is confusing: * evidence from the source material is minimal or irrelevant * academic vocabulary is limited or ineffective for the purpose
Conventions			The response demonstrates an adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling	The response demonstrates a partial or limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

3-Part Source Integration: *Templates*

After reading a text, use either template to help frame your academic response. Refer to the “3-Part Source Integration” for additional support and sample responses.

Template 1

Sample: *Nelson Mandela, in his autobiography, explains that there were many White, Indian, and Colored people involved in the anti-apartheid struggle. It is important for us to consider this point because often we think that apartheid was only opposed by Black people.*

_____, in _____ ,
(author's name: first and last) (source information)
_____, that _____
(verb: present tense)

It is important to consider _____

Template 2

Sample: *In the article “The Threat of Terrorism Is Being Reduced,” John Ashcroft, the U.S. attorney general... claims that “terrorism is relatively inexpensive to conduct, and devilishly difficult to counter” (27). This is a valuable point. America is spending billions of dollars and using its military might to fight an elusive enemy.*

In the _____ , _____
(type of source) (title of source)
_____, _____
(author's name: first and last) (information about the author)
_____ that _____
(verb: present tense)

This is a valuable point because _____

3-Part Source Integration: *Chart*

Develop two citations for each part of the chart, using the samples provided by your teacher as models.

Title and author of source: _____

	Citation 1	Citation 2
Part 1: Introduce the source, the author's name, and comments about the author.		
Part 2: Provide a paraphrase or direct quotation. (Begin with a verb and end with a parenthetical citation).		
Part 3: Comment on why this part of the text is important, relevant to the prompt, or significant in some other way.		

Using the chart above, transfer one of your 3-part in-text citations onto the lines below.



Inquiry

Inquiry is:

- ★ Uncovering one's understanding
- ★ Asking critical questions
- ★ Engaging in thinking, learning and discussion

Students who **inquire**:

- ★ Analyze and synthesize materials or ideas
- ★ Clarify their own thinking
- ★ Probe others' thinking
- ★ Work through ambiguity

The **AVID** curriculum supports **inquiry** through the use of:

- ★ Skilled questioning techniques
- ★ Costa's Levels of Thinking
- ★ Socratic Seminars
- ★ Tutorials
- ★ Investigations
- ★ Questions that guide research

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning:

English

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • Locate in the story where ... • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did ...? • What is ...? • Who was/were ...? • Illustrate the part of the story that ... • Make a map of ... • What is the origin of the word _____? • What events led to ...?	• What would happen to you if ...? • Would you have done the same thing as ...? • What occurs when ...? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What is the main idea of the story (event)? • What information supports your explanation? • What was the message in this piece (event)? • Give me an example of ... • Describe in your own words what _____ means. • What does _____ suggest about _____'s character? • What lines of the poem express the poet's feelings about _____? • What is the author trying to prove? • What evidence does he/she present?	• Design a _____ to show ... • Predict what will happen to _____ as _____ is changed. • Write a new ending to the story (event) ... • Describe the events that might occur if ... • Add something new on your own that was not in the story ... • Pretend you are ... • What would the world be like if ...? • Pretend you are a character in the story. Rewrite the episode from your point of view. • What do you think will happen to _____? Why? • What is most compelling to you in this _____? Why? • Could this story have really happened? Why or why not? • If you were there, would you ...? • How would you solve this problem in your life?

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning:

Science

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • What formula would you use in this problem? • What does _____ mean? • What is the formula for ...? • List the ... • Name the ... • Where did ...? • What is ...? • When did ...? • Describe in your own words what _____ means. • What science concepts does this problem connect to? • Draw a diagram of ... • Illustrate how _____ works.	• What additional information is needed to solve this problem? • Can you see other relationships that will help you find this information? • How can you put your data in graphic form? • How would you change your procedures to get better results? • What method would you use to ...? • Compare and contrast _____ to _____. • Which errors most affected your results? • What were some sources of variability? • How do your conclusions support your hypothesis? • What prior research/formulas support your conclusions? • How else could you account for ...? • Explain the concept of ... • Give me an example of ...	• Design a lab to show ... • Predict what will happen to _____ as _____ is changed. • Using a science principle, how can we find ... • Describe the events that might occur if ... • Design a scenario for ... • Pretend you are ... • What would the world be like if ...? • What would happen to _____ if _____ (variable) were increased/decreased? • How would repeated trials affect your data? • What significance is this experiment to the subject you're learning? • What type of evidence is most compelling to you? • Do you feel _____ experiment is ethical? • Are your results biased?

Content Specific Questions: Math

Altered by AVID Site Team
Gage Middle School: 11/24/09

Level 1	Level 2	Level 3
What information is given? What are you being asked to find? What formula would you use in this problem? What does _____ mean? What is the formula for...? List the... Name the... Where did...? What is...? When did...? Explain the concept of... Give me an example of... Describe in your own words what _____ means. Draw a diagram of...	What additional information will be needed to solve this problem? Evaluate/Solve _____. What patterns do you see in _____? How can you put your data in graphic form? Compare and contrast _____ to _____. Write an equation that represents _____. What was important about...? What prior research/formulas support your conclusions? How else could you account for...? Which property is demonstrated by...? Is this similar to another problem you have seen? Which of the following ...is never true? Based on the two scenarios, when will they both be equal?	How can you modify this equation so that it is never/always true? Predict what will happen to _____ as _____ is changed. Solve with two different methods and evaluate which is better? Design a scenario for... Pretend you are... What would the world be like if...? Using the graph, predict... What would happen to _____ if _____ were increased/decreased? Suggest a new rule or formula for solving problems like this one. What type of evidence is the most compelling? Derive the equation for _____. Write an equivalent equation for _____. Justify that your answer is reasonable.

3.13: Inquiry in Tutorial

Costa's Levels of Thinking and Questioning:

Social Studies

LEVEL 1	LEVEL 2	LEVEL 3
• What information is provided? • What are you being asked to find? • When did the event take place? • Point to the ... • List the ... • Name the ... • Where did...? • What is...? • Who was/were...? • Make a map of...	• What would happen to you if...? • Can you see other relationships that will help you find this information? • Would you have done the same thing as...? • What occurs when...? • If you were there, would you...? • How would you solve this problem in your life? • Compare and contrast _____ to _____. • What other ways could _____ be interpreted? • What things would you have used to...? • What is the main idea in this piece (event)? • What information supports your explanation? • What was the message in this event? • Explain the concept of... • Give me an example of...	• Design a _____ to show... • Predict what will happen to _____ as _____ is changed. • What would it be like to live...? • Write a new ending to the event. • Describe the events that might occur if... • Pretend you are... • What would the world be like if...? • How can you tell if your analysis is reasonable? • What do you think will happen to _____? Why? • What significance is this event in the global perspective? • What is most compelling to you in this...? Why? • Do you feel _____ is ethical? Why or why not?

CCSSM Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them

- ✎ Explain the meaning of a problem
- ✎ Describe possible approaches to a solution
- ✎ Consider similar problems to gain insights
- ✎ Use concrete objects or illustrations to think about and solve problems
- ✎ Monitor and evaluate their progress and change strategy if needed
- ✎ Check their answers using a different method



2. Reason abstractly and quantitatively

- ✎ Explain the relationship between quantities in problem situations
- ✎ Represent situations using symbols (e.g., writing expressions or equations)
- ✎ Create representations that fit the problem
- ✎ Use flexibly the different properties of operations and objects



3. Construct viable arguments and critique the reasoning of others

- ✎ Understand and use assumptions, definitions, and previous results to explain or justify solutions
- ✎ Make conjectures by building a logical set of statements
- ✎ Analyze situations and use counterexamples
- ✎ Justify conclusions in a way that is understandable to teachers and peers
- ✎ Compare two possible arguments for strengths and weaknesses



4. Model with mathematics

- ✎ Apply mathematics to solve problems in everyday life
- ✎ Make assumptions and approximations to simplify a problem
- ✎ Identify important quantities and use tools to map their relationships
- ✎ Reflect on the reasonableness of their answer based on the context of the problem



CCSSM Standards for Mathematical Practice

5. Use appropriate tools strategically

- ✎ Consider a variety of tools and choose the appropriate tool (e.g., manipulative, ruler, technology) to support their problem solving
- ✎ Use estimation to detect possible errors
- ✎ Use technology to help visualize, explore, and compare information



6. Attend to precision

- ✎ Communicate precisely using clear definitions and appropriate mathematics language
- ✎ State the meanings of symbols
- ✎ Specify appropriate units of measure and labels of axes
- ✎ Use a degree of precision appropriate for the problem context



7. Look for and make use of structure

- ✎ Explain mathematical patterns or structures
- ✎ Shift perspective and see things as single objects or as composed of several objects
- ✎ Explain why and when properties of operations are true in a context



8. Look for and express regularity in repeated reasoning

- ✎ Notice if calculations are repeated and use information to solve problems
- ✎ Use and justify the use of general methods or shortcuts
- ✎ Self-assess to see whether a strategy makes sense as they work, checking for reasonableness prior to getting the answer



Van de Walle, Karp, & Bay-Williams (2013). *Elementary and Middle School Mathematics: Teaching Developmentally – Professional Development Edition*.

PROBLEM SOLVING

Restate Problem

What am I solving for?

- ✓ *Do I Understand the problem*
- ✓ *State the problem in my own words*
- ✓ *What questions do I need to answer*

What is given?

- ✓ *Identify each thing that is given*
- ✓ *Label each piece of information*
- ✓ *Organize the information*

What do I know?

- ✓ *Identify what I know from the information given*
- ✓ *Determine how mathematical concepts are related to the information provided*



Model/Graph

How do I put the information together?

- ✓ *Select method to illustrate / solve the problem*
- ✓ *Did I label everything correctly*

Show Work

How do I put the information together?

- ✓ *Select a method to solve the problem*
- ✓ *Show and/or explain my process for solving the problem*
- ✓ *Are all my calculations correct*

Solution

What is the answer? / How do I know I am right?

- ✓ *State the answer in a complete sentence*
- ✓ *Make sure I answered all parts of the problem*
- ✓ *Check my solution(s)*

Reflection

What have I learned?

- ✓ *Explain what I learned*
- ✓ *What do I need help with*

Ask Yourself

SOLUCIÓN DE PROBLEMAS

Reformular el problema

¿Qué estoy resolviendo?

- ✓ ¿Entiendo el problema?
- ✓ Formular el problema con mis propias palabras
- ✓ ¿Qué preguntas qué tengo que contestar?

Que es dado?

- ✓ Identificar cada cosa que se le da
- ✓ Marque cada elemento de información
- ✓ Organizar la información



¿Qué sé yo?

- ✓ Identificar lo que sé por la información proporcionada
- ✓ Determinar cómo los conceptos matemáticos están relacionados con la información proporcionada

Modelo/Gráfico

¿Cómo puedo poner la información en conjunto?

- ✓ Elija un método para ilustrar / resolver el problema
- ✓ ¿He clasificado todo correctamente?

Mostrar el Trabajo

¿Cómo puedo poner la información en conjunto?

- ✓ Seleccionar un método para resolver el problema
- ✓ Mostrar y/o explicar su proceso para resolver el problema
- ✓ ¿Están todos mis cálculos correctos?

Solución

Cual es la respuesta? / ¿Cómo sé si estoy en lo cierto?

- ✓ Indique la respuesta en una oración completa
- ✓ Asegúrese de que respondí a todas partes del problema
- ✓ Comprobar mi solución

Reflejo

¿Qué he aprendido?

- ✓ Explicar lo que aprendí
- ✓ ¿Con qué necesito ayuda?

Gage Middle School Tutorial Request Form (TRF)

Name: _____

Period: _____

Date: _____

Pre- Work Inquiry (Before the Tutorial)

Subject:

Standard/Essential Question/Main Topic:

1

Initial/Original Question:

Source: HW CW T/Q Page #: _____ Problem #: _____
CN Date: _____ Subject: _____

_____/1

2

Key academic vocabulary: What words do we need to know in order to answer this question? Give the definition of at least two:

1.

2.

_____/1

3

Explain what you already KNOW about your question:

1.

2.

_____/1

4

SHOW: Critical Thinking about Initial Question

(What else do you know about your question? Show it below until you get stuck.)

_____/2

5

TELL: Identify General Process and Steps

(What steps or methods did you use to show what you knew?)

_____/2

6

Question from Point of Confusion: If you are not confused anymore, what higher-level question can you now make about this topic?

_____/2

Name _____ Date _____ Period _____

MATH Error Analysis TRF

Initial/Original Question: **DO** (circle) and **WHAT** (underline)

SHOW: STATEMENT
(how you solved the problem)

TELL: REASON
(steps you took to solve the problem)

What is Your Point of Confusion? (**What I need to find out...**)

Name _____ Date _____ Period _____

MATH Error Analysis TRF

Initial/Original Question: **DO** (circle) and **WHAT** (underline)

SHOW: STATEMENT
(how you solved the problem)

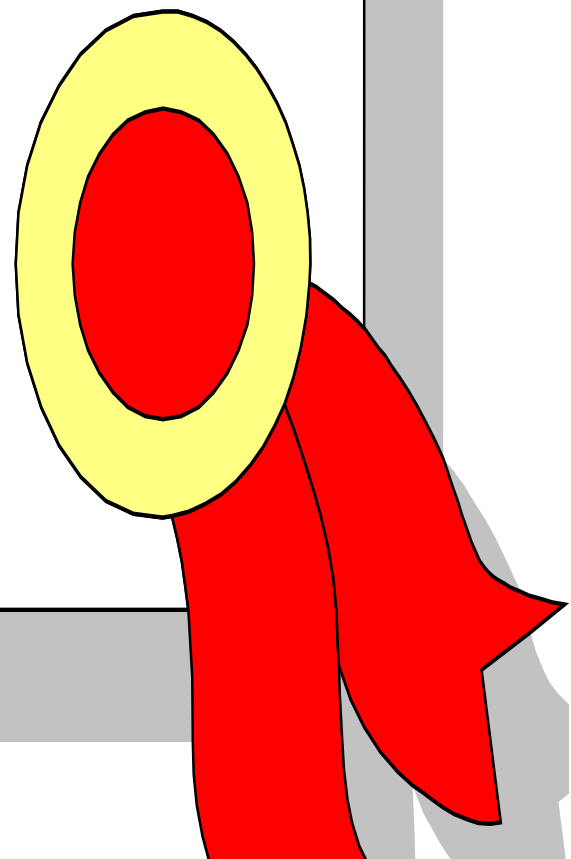
TELL: REASON
(steps you took to solve the problem)

What is Your Point of Confusion? (**What I need to find out...**)

Philosophical Chairs

Rules of Engagement

1. Be sure you understand the central statement or topic before the discussion begins. Decide which section you will sit in.
2. Listen carefully when others speak and seek to understand their arguments even if you don't agree.
3. Wait for the mediator to recognize you before you speak; only one person speaks at a time.
4. You must first summarize briefly the previous speaker's argument before you make your response.
5. If you have spoken for your side, you must wait until three other people on your side speak before you speak again.
6. Be sure that when you speak, you address the ideas, not the person stating them.
7. Keep an open mind and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.
8. Support the mediator by maintaining order and helping the discussion to progress.



Philosophical Chairs

Name: _____

Date: _____

Per.: _____

Central Statement: _____

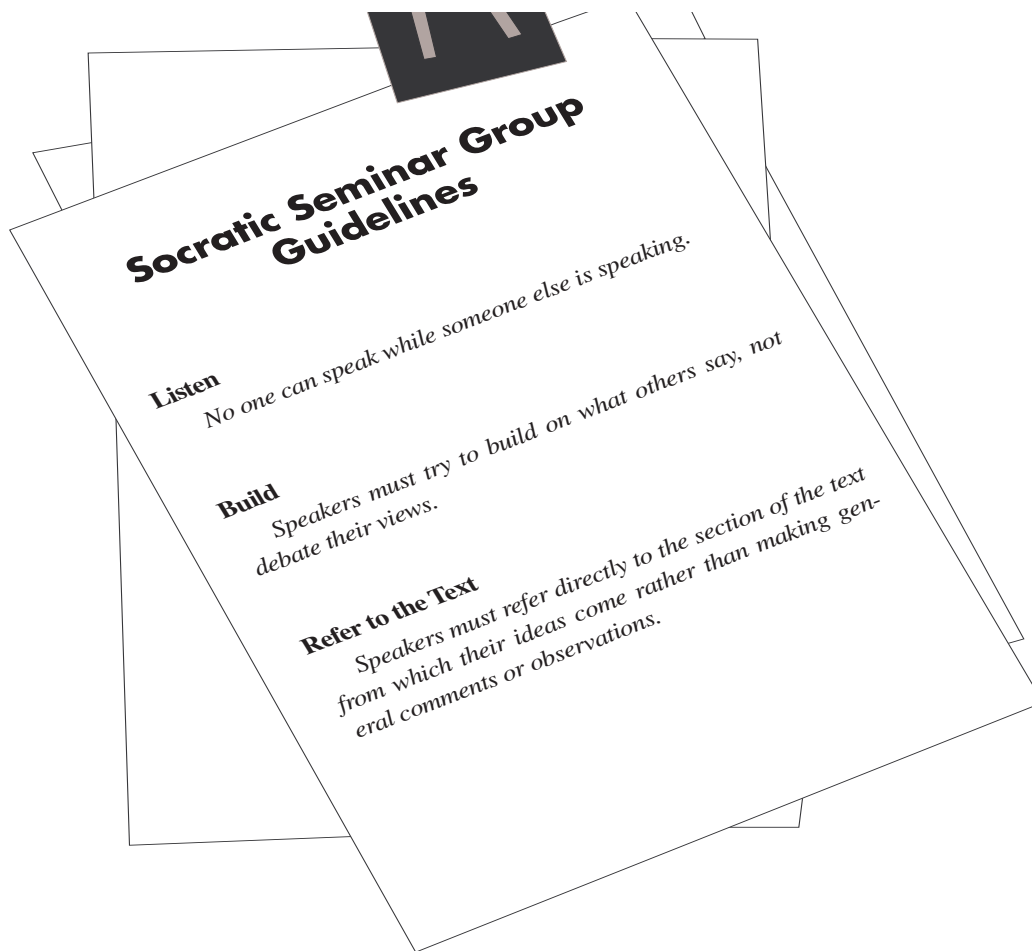
FOR (Pro)	AGAINST (Con)
1. In paragraph ____, _____ argues that _____ _____	1. In paragraph ____, the author says that _____ _____
2. Paragraph ____ says that _____ _____ _____ this proves that _____	2. In paragraph ____ we read that _____ _____ this shows _____
3. In paragraph ____, _____ points out that _____ _____	3. _____ _____ _____ _____
4. _____ _____ _____ _____	4. _____ _____ _____ _____
5. _____ _____ _____ _____	5. _____ _____ _____ _____

Dialogue versus Debate

Crucial to successful Socratic Seminars is an understanding of the difference between dialogue and debate. Both the leader and the participants must be able to make this distinction. More importantly, students must understand why we value the dialogue that we seek through Socratic Seminars. The purpose of the seminar is to expand our ideas and deepen our thinking, not to come to a particular conclusion or any conclusion at all. Use the table below to lead a discussion of the difference between these two concepts.

Dialogue is...	Debate is...
collaborative	oppositional
about understanding	about proving others wrong
listening for deeper meaning	listening for flaws
re-evaluating assumptions	defending assumptions
keeping an open mind	close-minded
about temporarily suspending beliefs	about defending beliefs
searching for strength or validity in all ideas	searching for weaknesses in ideas
about respecting all participants	about belittling or demeaning others
exploring different possibilities	having one right answer
open-ended	demands a conclusion





Socratic Seminar Observation Checklist

Your Name: _____ Partner's Name: _____

Directions: Each time your partner does one of the following put a check in the box.

Speaks in the discussion

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Makes eye contact with other speakers or as she/he speaks

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Refers to the text

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Asks a new or follow-up question

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Responds to another speaker

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Paraphrases and adds to another speaker's ideas

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Encourages another participant to speak

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Interrupts another speaker

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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Engages in side conversation

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Dominates the conversation

☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

AFTER the discussion: What is the most interesting thing your partner said?

--

AFTER the discussion: What would you like to have said in the discussion?

--

Academic Language Scripts

Requesting Assistance

- Could you please help me?
- I'm having trouble with this. Would you mind helping me?
- Could you please show me how to do this. . . , write this. . . , draw this. . . , pronounce this. . . , solve this?

Interrupting

- Excuse me, but... (I don't understand.)
- Sorry for interrupting, but. . . (I missed what you said.)
- May I interrupt for a moment?
- May I add something here?

Asking for Clarification

- Could you repeat that?
- Could you give me an example of that?
- I have a question about that: . . . ?
- Could you please explain what _____ means?
- Would you mind repeating that?
- I'm not sure I understood that. Could you please give us another example?
- So, do you mean. . . ?

Probing for Higher Level Thinking

- What examples do you have of . . . ?
- Where in the text can we find...?
- I understand . . . , but I wonder about. . . .
- How does this idea connect to . . . ?
- If _____ is true, then . . . ?
- What would happen if . . . ?
- Do you agree or disagree with his/her statement? Why?
- What is another way to look at it?
- How are _____ and _____ similar?
- Why is _____ important?
- How do you know that? Can you give an example?
- Is there another way to look at this?

Expressing an Opinion

- I think/believe/predict/imagine that . . .
- In my opinion . . .
- It seems to me that . . .
- Not everyone will agree with me, but . . .

Building on What Others Say

- I agree with what _____ said because
- You bring up an interesting point, and I also think
- That's an interesting idea. I wonder . . . ? I think. . . . Do you think . . . ?
- I thought about that also, and I'm wondering why . . . ?
- I hadn't thought of that before. You make me wonder if . . . ? Do you think . . . ?
- _____ said that. . . . I agree and also think. . . .
- Based on the ideas from _____, _____, and _____, it seems like we all think that. . . ."
- That's an excellent point, and I would add. . .

Soliciting a Response

- Do you agree?
- _____ (name), what do you think?
- Can someone else ask a question or offer an opinion?
- _____ (name), what did you understand from that answer?

Disagreeing

- I don't really agree with you because . . .
- I see it another way. I think . . .
- My idea is slightly different from yours. I believe that . . . I think that . . .
- I have a different answer than you . . .

Offering a Suggestion

- Maybe you/we could . . .
- Here's something you/we might try.
- What if you/we . . . ?

Classroom Reporting

- _____ explained to me that . . .
- _____ pointed out that . . .
- _____ mentioned that . . .
- _____ shared with me that . . .
- _____ brought to my attention that . . .
- _____ pointed out something (interesting, intriguing, surprising).



Collaboration

Collaboration is:

- ★ Teamwork with shared responsibility
- ★ Sharing of ideas, information and opinions
- ★ Formal and informal discussion

Students who **collaborate** :

- ★ Work together toward a common goal
- ★ Develop positive interdependence
- ★ Work in focused study groups
- ★ Support the learning of others through inquiry

The AVID curriculum supports **collaboration** through the use of:

- ★ Socratic Seminars
- ★ Tutorials
- ★ Philosophical Chairs
- ★ Group activities and projects
- ★ Peer editing groups
- ★ Service learning projects

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

P R O J E C T T E A M C O N T R A C T	
Project Name:	
Team Members:	

Our Agreement

- We all promise to listen to each other’s ideas with respect.
- We all promise to do our work as best as we can.
- We all promise to do our work on time.
- We all promise to ask for help if we need it.
- We all promise to _____

If someone on our team breaks one or more of our rules, the team may have a meeting and ask the person to follow our agreement. If the person still breaks the rules, we will ask our teacher to help find a solution.

Date: _____

Team Member Signatures:

_____	_____
_____	_____
_____	_____

PROJECT MANAGEMENT LOG: TEAM TASKS

Project Name:

Team Members:

Task	Who Is Responsible	Due Date	Status	Done
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐
				☐

Constructive Conversation Skills Poster

Create



Prompt starters:

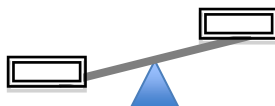
What is your idea?
How can we combine these ideas?
What do we need to do?
What are other points of view?
What do you think about...?
Why...How...I wonder...

Response starters:

One idea could be ...
My hypothesis is...
That reminds me of...
I noticed the pattern of...
I think it depends on...

Goal: Students independently build up ideas (knowledge, agreement, solution) using these skills.

Negotiate



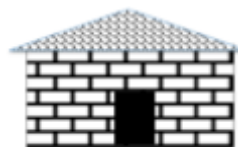
Prompt starters:

What is your opinion?
Where do you disagree?
How might we take the best from both ideas?
How can we decide which is the more ___ idea?
How does evidence for your argument compare to mine?
How do the two ideas similar and different?
Which has the strongest evidence?

Response starters:

I see it a different way,
On the other hand, ...
A point of disagreement that I have is...
Even though it seems that ...,
That is a valid point, but...
I think the negatives of... outweigh the positives of ...

BUILD IDEA



Fortify



Prompt starters:

Can you give an example from the text?
Where does it say that?
What are examples from other texts?
What is a real world example?
Are there any cases of that in real life?
Can you give an example from your life?
What is the strongest support for...?

Response starters:

For example,
In the text it said that...
Remember in the other story we read that...
An example from my life is
One case that illustrates this is...
Strong supporting evidence is

Clarify



Prompt starters:

Can you elaborate on the...?
What does that mean?
What do you mean by...?
Can you clarify the part about...?
Say more about...
Why.. How... What... When...
How is that important?
How does it support your point that...
I understand the part about..., but I want to know...
Can you be more specific?
Is what I just said clear?
Does that make sense?
Do you know what I mean?
What do you think?
I'm not sure if I was clear.

Response starters:

I think it means...
In other words,
More specifically, it is ... because...
An analogy might be...
It is important because...
Let me see if I heard you right...
To paraphrase what you just said, you...
In other words, you are saying that...
What I understood was...
It sounds like you think that...
It all boils down to...
A different way to say it..

© Zwiars, O'Hara, & Pritchard (2014)
Common Core Standards in diverse classrooms:
Essential practices for developing academic language and disciplinary literacy.
Stenhouse Publishers | ALDNetwork.org

COLLABORATION RUBRIC for PBL
(for grades 6-12; CCSS ELA aligned)

<i>Individual Performance</i>	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Takes Responsibility for Oneself	▶ is not prepared, informed, and ready to work with the team ▶ does not use technology tools as agreed upon by the team to communicate and manage project tasks ▶ does not do project tasks ▶ does not complete tasks on time ▶ does not use feedback from others to improve work	▶ is usually prepared, informed, and ready to work with the team ▶ uses technology tools as agreed upon by the team to communicate and manage project tasks, but not consistently ▶ does some project tasks, but needs to be reminded ▶ completes most tasks on time ▶ sometimes uses feedback from others to improve work	▶ is prepared and ready to work; is well informed on the project topic and cites evidence to probe and reflect on ideas with the team (CC 6-12.SL.1a) ▶ consistently uses technology tools as agreed upon by the team to communicate and manage project tasks ▶ does tasks without having to be reminded ▶ completes tasks on time ▶ uses feedback from others to improve work	
Helps the Team	▶ does not help the team solve problems; may cause problems ▶ does not ask probing questions, express ideas, or elaborate in response to questions in discussions ▶ does not give useful feedback to others ▶ does not offer to help others if they need it	▶ cooperates with the team but may not actively help it solve problems ▶ sometimes expresses ideas clearly, asks probing questions, and elaborates in response to questions in discussions ▶ gives feedback to others, but it may not always be useful ▶ sometimes offers to help others if they need it	▶ helps the team solve problems and manage conflicts ▶ makes discussions effective by clearly expressing ideas, asking probing questions, making sure everyone is heard, responding thoughtfully to new information and perspectives (CC 6-12.SL.1c) ▶ gives useful feedback (specific, feasible, supportive) to others so they can improve their work ▶ offers to help others do their work if needed	
Respects Others	▶ is impolite or unkind to teammates (may interrupt, ignore ideas, hurt feelings) ▶ does not acknowledge or respect other perspectives	▶ is usually polite and kind to teammates ▶ usually acknowledges and respects other perspectives and disagrees diplomatically	▶ is polite and kind to teammates ▶ acknowledges and respects other perspectives; disagrees diplomatically	

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Collaboration Rubric / Grades 6-12 / Page 2

<i>Team Performance</i>	Below Standard	Approaching Standard	At Standard	Above Standard ✓
Makes and Follows Agreements	▶ does not discuss how the team will work together ▶ does not follow rules for collegial discussions, decision-making and conflict resolution ▶ does not discuss how well agreements are being followed ▶ allows breakdowns in team work to happen; needs teacher to intervene	▶ discusses how the team will work together, but not in detail; may just "go through the motions" when creating an agreement ▶ usually follows rules for collegial discussions, decision-making, and conflict resolution ▶ discusses how well agreements are being followed, but not in depth; may ignore subtle issues ▶ notices when norms are not being followed but asks the teacher for help to resolve issues	▶ makes detailed agreements about how the team will work together, including the use of technology tools ▶ follows rules for collegial discussions (CC 6-12.SL.1b), decision-making, and conflict resolution ▶ honestly and accurately discusses how well agreements are being followed ▶ takes appropriate action when norms are not being followed; attempts to resolve issues without asking the teacher for help	
Organizes Work	▶ does project work without creating a task list ▶ does not set a schedule and track progress toward goals and deadlines ▶ does not assign roles or share leadership; one person may do too much, or all members may do random tasks ▶ wastes time and does not run meetings well; materials, drafts, notes are not organized (may be misplaced or inaccessible)	▶ creates a task list that divides project work among the team, but it may not be in detail or followed closely ▶ sets a schedule for doing tasks but does not follow it closely ▶ assigns roles but does not follow them, or selects only one "leader" who makes most decisions ▶ usually uses time and runs meetings well, but may occasionally waste time; keeps materials, drafts, notes, but not always organized	▶ creates a detailed task list that divides project work reasonably among the team (CC 6-12.SL.1b) ▶ sets a schedule and tracks progress toward goals and deadlines (CC 6-12.SL.1b) ▶ assigns roles if and as needed, based on team members' strengths (CC 6-12.SL.1b) ▶ uses time and runs meetings efficiently; keeps materials, drafts, notes organized	
Works as a Whole Team	▶ does not recognize or use special talents of team members ▶ does project tasks separately and does not put them together; it is a collection of individual work	▶ makes some attempt to use special talents of team members ▶ does most project tasks separately and puts them together at the end	▶ recognizes and uses special talents of each team member ▶ develops ideas and creates products with involvement of all team members; tasks done separately are brought to the team for critique and revision	

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P R E S E N T A T I O N R U B R I C

(for secondary and upper elementary grades)

	Below Standard	Approaching Standard	At Standard	Above Standard
Eye Contact & Physical Presence	▶ does not look at audience; reads notes or slides ▶ holds things in hands nervously or keeps hands in pockets ▶ posture does not show confidence; (fidgets, slouches) ▶ clothes are not appropriate for the occasion	▶ makes some eye contact, or scans the room quickly, but reads notes or slides most of the time ▶ uses a few gestures but they do not look natural, or keeps hands too still to look natural ▶ posture shows some confidence, with only a little fidgeting or nervous movement ▶ some attempt to wear appropriate clothing for the occasion	▶ keeps eye contact with audience most of the time; only reads notes or slides sometimes ▶ uses hands naturally, making some gestures ▶ confident posture ▶ clothes are appropriate for the occasion	<i>In addition to At Standard criteria:</i> ✦ keeps eye contact all the time, slowly scanning all of the audience; does not read notes or slides ✦ uses gestures smoothly, naturally to emphasize or illustrate points ✦ moves with purpose
Speaking	▶ mumbles or goes too fast or slow ▶ speaks too softly to be heard ▶ frequently uses “filler” words (“uh, um, so, and, like”) ▶ pronounces several words incorrectly ▶ speaks in a style that is not appropriate for the occasion	▶ speaks clearly some of the time; sometimes too fast or slow ▶ speaks loudly enough for some of the audience to hear, but may speak in a monotone ▶ occasionally uses filler words ▶ pronounces a few words incorrectly ▶ speaks in a style that is appropriate for the occasion, most of the time	▶ speaks clearly; not too fast or slow ▶ speaks loudly enough for everyone to hear; changes tone to maintain interest ▶ rarely uses filler words ▶ pronounces words correctly ▶ speaks in a style that is appropriate for the occasion	<i>In addition to At Standard criteria:</i> ✦ adds variety to speaking style (lower or higher volume, change of pace, use of character voices) ✦ uses pauses for dramatic effect or to let ideas sink in
Organization	▶ does not meet requirements for what should be included in the presentation ▶ selects too much or too little information or the wrong kind of information ▶ gets ideas mixed up ▶ time is not used well; the whole presentation, or several parts of it, are too short or too long ▶ does not have an introduction and/or conclusion	▶ meets most requirements for what should be included in the presentation ▶ sometimes selects too much or too little information, or the wrong kind, about some topics ▶ some ideas are connected, but not all ▶ some parts feel too short or too long; too much or too little time is spent on one topic, slide, or idea ▶ has an introduction and conclusion, but they are not clear or interesting	▶ meets all requirements for what should be included in the presentation ▶ selects the right amount and kind of information to present ▶ states main idea & moves from one idea to the next clearly, in an order that makes sense ▶ time is well spent; no part feels too short or too long ▶ has a clear and interesting introduction and conclusion	<i>In addition to At Standard criteria:</i> ✦ has a memorable introduction and conclusion ✦ connects introduction and conclusion (returns to a story, theme, or metaphor) ✦ effectively uses humor, stories, or metaphors
Audio/Visual Aids	▶ does not use aids (pictures, drawings, objects, posters, maps, recordings, slides, other electronic media, etc.)	▶ uses aids but they do not add much to, and may distract from, the presentation ▶ aids are hard to read or hear, or are messy (writing or graphics are not neat or sound is not clear) ▶ aids are not ready to use and are not smoothly brought into the presentation	▶ aids add to the presentation ▶ aids are easy to see and/or hear, and are neat ▶ aids are ready to use and included smoothly into the presentation	<i>In addition to At Standard criteria:</i> ✦ aids are especially creative and/or powerful ✦ shows skill in creating aids and/or using technology ✦ smoothly handles problems with aids and technological glitches, if they occur
Response to Audience Questions	▶ does not address the audience’s questions; says little or goes off the topic	▶ may answer some of the audience’s questions, but not clearly and/or completely ▶ may try to answer a challenging question by faking it	▶ answers audience’s questions clearly and completely ▶ when asked a question he or she does not know the answer to, says “I don’t know” or explains how the answer could be found	<i>In addition to At Standard criteria:</i> ✦ answers questions in a way that adds details, examples, or new points to the presentation ✦ smoothly handles questions that are unclear, off the topic, distracting, or challenging



Organization

Organization is:

- ★ Managing materials and practicing methodical study habits
- ★ Planning and prioritizing school, work and social tasks
- ★ Engaging in mental preparation and goal-setting
- ★ Strategically and intentionally taking responsibility for one's own learning

Students who **organize** :

- ★ Develop and use processes, procedures and tools to study effectively
- ★ Manage their time through prioritizing and goal-setting
- ★ Are prepared for courses, participate during instruction and interact with instructors
- ★ Self-direct, self-evaluate, self-monitor and self-advocate

The AVID curriculum supports **organization** through the use of:

- ★ Binders and organizational tools
- ★ Calendars, planners and agendas
- ★ Graphic organizers
- ★ A focused note-taking system
- ★ Tutorials and study groups
- ★ Project planning and SMART goals

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

PARENT/GUARDIAN SUGGESTED BINDER ORGANIZATION CHECK

Parent/Guardian, please review the following list once a week and offer your student suggestions for improvement. <i>Padres/Guardianes, por favor revise la siguiente lista cada semana y ofrézcale sugerencias a su estudiante para mejorar</i>				
	Week 1		Week 2	
	YES	NO	YES	NO
Organized classwork, notes, and homework in class dividers. <i>Trabajo de clase, notas y tareas están organizadas en los divisores de clases.</i>				
Has written and reviewed notes from all classes. How many pages? Tomó apuntes y las revisó en todas las clases ¿Cuántas páginas?	How many?		How many?	
Keeps a neat and organized binder without loose papers. <i>Mantiene una carpeta ordenada y organizada sin papeles sueltos</i>				
Maintained all needed supplies / Mantiene todos los suministros necesarios				
Recorded and checked off assignments, homework, projects, and tests in school agenda each day / A grabado y verificado las asignaciones , tareas , proyectos y pruebas en la agenda escolar cada día				
Have I signed my student's agenda / ¿He firmado la agenda de mi estudiante?				
Suggestions for Binder Organization Improvement: Sugerencias para mejorar su organización:				



Grade/GPA Analysis



Student's Name: _____ Academy Teacher's Name: _____ Grade: _____

Record your current academic grades and citizenship marks below. Be sure to indicate the date.

Date	Math: _____	English	Science	History	P.E.	Elective #1 _____	Elective #2 _____

Now, calculate your G.P.A.

	How many I have:		Grade Points Earned
A		x4	=
B		x3	=
C		x2	=
D		x1	=
F		x0	=
Total Grade Points:			

Divide the total grade points by the number of classes you have grades for.

TGP = Total Grade Point

NC = Number of Classes

My GPA is _____

Did you receive a C or higher in all academic classes? **Y** **N**

1. Based on your current grades, which subject(s) should you focus on improving in?

2. My academic goals for the next month:

3. My strategies to achieve my academic goals (studying, time management, homework, specific class, note taking, calendar, etc.) are: _____

4. How can your teachers, classmates, and parents help you achieve your goals for the next month?

Parents/Guardians: How will you continue to support and encourage your child to maintain, or improve their grades? (Reminder: D's, F's, and U's are not acceptable grade marks.) Su hijo(a) ha escrito las estrategias que va a utilizar para cumplir con sus metas, como continuara usted apoyandolo(a) y motivandolo (a) para que mantenga o mejore su calificacion?

Please sign acknowledging your child's current grades. Por favor firme confirmando que ha recibido las calificaciones recientes de su hijo(a). Thank you for your support. Gracias por su apoyo.

Parent Name/Nombre del padre/madre/tutor: _____

Parent Signature/Firma del padre/madre/tutor: _____

Language Classification: _____

RECLASSIFICATION CRITERIA

SRI Basic or Above

6th Grade

730-924

7TH Grade

770-969

8th Grade

790-1009

My SRI Score: _____

My SRI Score: _____

**Pass the SRI:
Basic, Proficient or
Advanced**

**Pass ELD 3,4 or
LTEL/English
with grade of A,
B, or C.**

**Pass CELDT with an overall score
of 4 or 5 with scores of 3 or higher
in all skill areas:
Listening-Speaking, Reading, and
Writing.**

CELDT

Reading: _____

Writing: _____

Listening: _____

Speaking: _____

Overall: _____

**I have
Reclassified!**

RFEP: Reclassified
as Fluent English
Proficient

CELDT: California
English Language
Development Test

SRI: Scholastic
Reading Inventory
LTEL: Long Term
English Learner

Report Card Summary-Fall 2017

Period	Class	Progress Report #1	<u>If my grade is a D or F, I will improve my grade by:</u>	Progress Report #2	<u>If my grade is a D or F, I will improve my grade by:</u>	Progress Report #3	<u>If my grade is a D or F, I will improve my grade by:</u>	Final Grade
Academy								
1								
2								
3								
4								
5								
6								

Report Card Summary-Spring 2018

Period	Class	Progress Report #1	<u>If my grade is a D or F, I will improve my grade by:</u>	Progress Report #2	<u>If my grade is a D or F, I will improve my grade by:</u>	Progress Report #3	<u>If my grade is a D or F, I will improve my grade by:</u>	Final Grade
Academy								
1								
2								
3								
4								
5								
6								

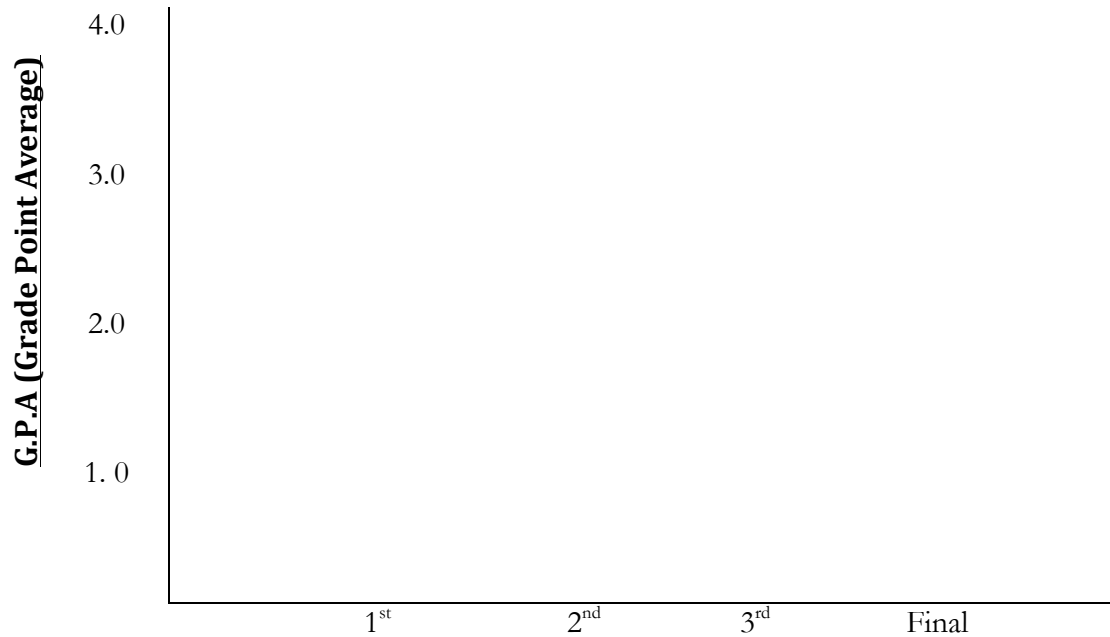


Grade Point Average (G.P.A.) Tracker



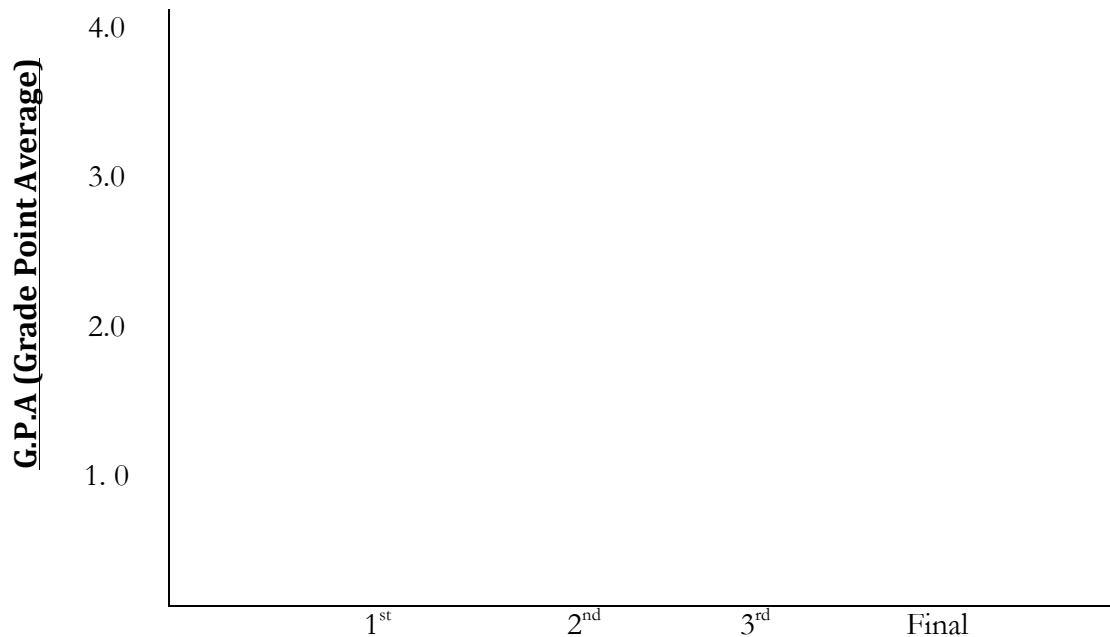
2017-2018 School Year

The G.P.A. I would like to receive is _____ because _____.



First Semester Report Cards

Based on your first semester report cards, how do you feel about your G.P.A. and what will be your goals for next semester? _____



Second Semester Report Cards

Based on all your report cards this year, how do you feel about your G.P.A.? _____



A-G Requirements

For The CSU & UC systems



Subjects To Meet Admission Requirements	Required Number of Years
<u>A. History / Social Science</u> 1 year of World History, Cultures and Geography; and 1 year of U.S. History or one-half year of U.S. History and one-half year of Civics or American Government	2 Years Required <i>3 Years Recommended</i>
<u>B. English / Composition and Literature</u> 4 years of college-preparatory English that include frequent and regular writing and reading of classic and modern literature.	4 Years Required
<u>C. Mathematics</u> 3 years of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two-and three-dimensional geometry. (Advanced classes like Math Analysis and AP Calculus recommended)	3 Years Required <i>4 Years Recommended</i>
<u>D. Laboratory Science</u> 2 years of laboratory science providing fundamental knowledge in two of these three core disciplines: biology, chemistry and physics. Advanced laboratory science classes that have biology, chemistry or physics as prerequisites and offer substantial additional material may be used to fulfill this requirement.	2 Years Required <i>3-4 Years Recommended</i>
<u>E. Language Other Than English</u> 2 years of the same language other than English. Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. Courses in languages other than English taken in the seventh and eighth grades may be used to fulfill part of this requirement.	2 Years Required <i>(Same Language)</i>
<u>F. Visual Arts and Performing Arts</u> A single year long approved arts course from a single VPA discipline: theater, music, photography, drawing, and performing or visual arts.	1 Year Required
<u>G. College Preparatory Electives</u> 1 year/ 2 semesters, in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language).	1 Year Required



DIFFERENT TYPES OF CALIFORNIA COLLEGES/UNIVERSITIES

	Community Colleges	California State University (CSU)	University of California (UC)	Private Colleges and Universities
Number Statewide	108	23	10	more than 75
Local schools in each system	Harbor, El Camino, East Los Angeles (ELAC), Compton, Long Beach, LA Trade Tech, LA Southwest, West LA, Cerritos, Rio Hondo etc.	CSU Dominguez Hills, Los Angeles, Long Beach, Fullerton, Northridge, Cal Poly Pomona, etc.	UCLA, UCI, UCSB, UCSC, UCR, UCB, UCSD, UCD, UCSF, UCM	USC, Pepperdine, La Verne, Loyola-Marymount, Claremont, Redlands, Occidental, etc.
Nature of Programs and Curriculum	Two-year schools - Career and job entry majors - Transfer Classes AA degrees Vocational certificates - Concurrent enrollment (for high school students)	Four-year schools with graduate programs - Various majors, depends on campus - Pre-professional training BA and BS degrees Master's degrees Teaching credentials	Four-year schools with graduate and professional programs - Various majors, depends on campus/Research Institution - Pre-professional training BA and BS degrees Doctorates and professional degrees (i.e. law, medicine, dentistry)	Four-year schools with graduate and professional programs - Various majors, depends on campus BA and BS degrees Doctorates and professional degrees (i.e. law, medicine, dentistry)
Average Costs: Fees and/or Tuition (does not include room and board)	About \$3,000 per year	About \$5,000 per year	About \$12,000 per year	About \$28,000-50,000 per year
Financial Aid Available:	- Government grants and loans - Work-study - Public and Private Scholarships	- Government grants and loans - Work-study - Public and Private Scholarships	- Government grants and loans - Work-study - Public and Private Scholarships	- Government grants and loans - Work-study - Public and Private Scholarships
Entrance Requirements for Freshmen - Courses and GPA - Test	<u>No course or GPA requirements;</u> must be 18 years old or a high school graduate Placement Tests	High School Diploma. <u>At least 2.0 GPA and a "C" or higher in A-G subjects courses.</u> SAT: Reasoning or ACT	High School Diploma. <u>At least 3.0 GPA and a "C" or higher in A-G subjects.</u> SAT: Reasoning or ACT w/writing and two (2) SAT: Subject Exams in two different subject areas***	High School Diploma. GPA and high school course <u>requirements vary by school.</u> SAT: Reasoning or ACT w/writing Some require SAT: Subject Tests as well Check catalogs/websites for specific requirements.

TIME LOG

Week of:

Name:

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
4:00-4:30							
4:30-5:00							
5:00-5:30							
5:30-6:00							
6:00-6:30							
6:30-7:00							
7:00-7:30							
7:30-8:00							
8:00-8:30							
8:30-9:00							
9:00 AM							

My Partner's questions about my time log.

My response to my partner's questions.

**What is given?
(facts, evidence)**

**What do I Know?
(prior knowledge, connections)**

What is the Problem asking me to do?

Do (verb)

What (noun)

**How do I address all parts of
the problem?
(write steps based on what
is given and known)**

**Marking the Text
CUBS - Circle the DO, Underline the
WHAT, Box FACTS, Side notes**

**SHOW WORK
(Mathematically)**

SOLUTION: (complete sentence)

Name _____

Date _____

15 x 15 Times Table Chart (Partial)

X	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1				4											
2											22				
3					15										
4						24							52		
5															
6									54						
7										70					
8		16													120
9												108			
10			30												
11															
12								96							
13														182	
14	14					84	98								
15															



Reading

Reading is:

- ★ Strategically gaining meaning, understanding and knowledge from print and other media
- ★ Purpose-driven
- ★ Interactive

Students who **read**:

- ★ Understand text structures
- ★ Apply prior knowledge and make connections to other text, self and world
- ★ Make predictions and ask questions
- ★ Create visual images as they read

The AVID curriculum supports **reading** through the use of:

- ★ Deep reading strategies
- ★ Note-taking
- ★ Graphic organizers
- ★ Vocabulary building
- ★ Summarizing
- ★ Reciprocal teaching

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

Before and After Reflection¹

Use the first half of this template to guide a “before reading” reflection. Once you have completed the reading, use the second half to talk about how your beliefs or opinions have changed or stayed the same.

Before reading _____, I should reflect on how I feel
(title of text)

about _____.

I believe that _____

_____.

I have come to believe this because _____

_____.

Although _____

_____, I feel that _____

_____.

After reading the text, my view of _____

has (or has not) changed for the following reasons: first, _____

_____;

and second, _____

_____ that _____

(author)

(verb)

_____.

This affirms (challenges) my belief that _____

_____.

The most significant question this text raises for me is _____

_____. Overall, this text taught me _____

¹“Before and After Reflection” can be found in Bean, Chappell, and Gillam’s *Reading Rhetorically*. Their “reading against the grain” activity has been adapted for this pre and post reading exercise.”

Purposes for Rereading

Clarifying Information	Go back to a section of the text that you didn't understand and work to clarify what has been said. • What is the author saying? • What do you understand? • What don't you understand? • How does this section connect with surrounding information?
Connecting Visual Information to Surrounding Text	Go back to the text and analyze how the visual information connects to the surrounding text. • What new information did you learn from reading the visuals? • What purpose do they serve?
Summarizing Information	Go back to the text and summarize information that is relevant to your reading task. • What are the key points, terms, claims, and/or ideas? • What is the purpose of this section? • What is the author doing in this section?
Categorizing and/or Organizing Information	Go back to the text and determine how the information is being presented. • How are ideas being compared? • How are the ideas organized? (Chronologically? Categorically?) • What is the best way to organize the essential information?
Pausing to Connect Ideas Within the Text	Go back and evaluate the information you marked. • How does this idea relate to other ideas in the text? • What is the author attempting to communicate by using these terms? • Based on my markings, what do I understand?
Charting the Text	Go back to the text and determine what the author is doing (as opposed to saying) in each paragraph. • How does the author construct the paragraph or section? • What is the author doing?
Visualizing Ideas Presented in the Text	Go back to sections of the text where complex ideas are being discussed and draw the ideas in the margins or in your notes in order to help you visualize such ideas.

Marking the Text: *Non-fiction (Argument)*

This Strategy has three distinct marks:

1. Number the paragraphs.

① Before you read, take a moment and number the paragraphs in the section you are planning to read. Start with the number one and continue numbering sequentially until you reach the end of the text or reading assignment. Write the number near the paragraph indention and circle the number; write it small enough so that you have room to write in the margin.

② As with page numbers, paragraph numbers will act as a reference so you can easily refer to specific sections of the text.

2. Circle key terms, cited authors, and other essential words or numbers.

In order to identify a **key term**, consider if the word or phrase is...

- | | |
|--|-------------------------------------|
| • repeated | • used in an original or unique way |
| • defined by the author | • a central concept or idea |
| • used to explain or represent an idea | • relevant to one's reading purpose |

3. Underline the author's claims and other information relevant to the reading purpose.

A **claim** is an **arguable statement or assertion made by the author**. Data, facts, or other backing should support an author's assertion.¹ Consider the following statements:

- A claim may appear anywhere in the text (beginning, middle, or end).
- A claim may not appear explicitly in the argument, so the reader must infer it from the evidence presented in the text.
- Often, an author will make several claims throughout his or her argument.
- An author may signal his or her claim, letting you know that this is his or her position.

Ultimately, what you underline and circle will depend on your reading purpose. In addition to marking key terms and claims, you might be asked to mark other essential information such as the author's evidence, descriptions, stylistic elements, or language in the text that provides some insight into the author's values and beliefs.

Charting the Text Table: *Analyzing the Micro-Structure*

Use the table below or recreate this table to help organize your charting statements. Even though charting is most effective when done in the margins of texts, a table can be useful when distinguishing between what an author is *saying* and what an author is *doing*. It is also a good idea to use this table to chart texts that cannot be marked.

 (s)	What is the author <i>saying</i> in the text? <i>Here are some questions you should ask:</i> What is this section about? What is the content? What did I learn from this?	What is the author <i>doing</i> in the text? <i>Here are some examples of what authors do:</i> Giving an example Interpreting data Sharing an anecdote Summarizing information Reflecting on a process

Charting Verbs List

While charting, use this verbs list to help you accurately select a verb that best explains what an author is doing in a paragraph. Use the spaces next to the verbs to write brief definitions or synonyms to help you select the most appropriate verb.

High-Frequency Charting Verbs	
Analyzing: _____	Extending: _____
Arguing: _____	Explaining: _____
Asserting: _____	Interpreting: _____
Comparing: _____	Illustrating: _____
Contrasting: _____	Introducing: _____
Connecting: _____	Listing: _____
Defining: _____	Offering: _____
Debating: _____	Proving: _____
Clarifying: _____	Stating: _____
Concluding: _____	Suggesting: _____
Discussing: _____	Summarizing: _____
Developing: _____	Questioning: _____
Medium-Frequency Charting Verbs	
Acknowledging: _____	Generalizing: _____
Challenging: _____	Incorporating: _____
Compiling: _____	Justifying: _____
Differentiating: _____	Predicting: _____
Distinguishing: _____	Qualifying: _____
Establishing: _____	Substantiating: _____
Use this space to add charting verbs that are not listed above.	

Understanding Words in Prompts

The following words are commonly used in academic directions such as prompts and in other academic writing. Use this page to help you interpret them.

Analyze	Examine carefully to determine why. Separate or distinguish the elements of anything complex. Break the idea into parts, and explain the various parts.
Assess	Examine critically, and estimate the merit, significance, or value.
Compare/Contrast	Point out how things are similar and how they are different.
Criticize/Critique	Give your judgment or opinion; show something's good or bad points. Give evidence to justify opinion.
Define	Give the meaning of something with enough detail to show that you really understand it.
Describe	Explain or write about; put in words a picture or an account. Tell how something looks, how something happened. Include how, where, who, and why.
Diagram	Make a drawing or outline of something, and label its parts.
Discuss	Give reasons with details. Explore from different perspectives. Look at the pro's and con's.
Effect	Whatever is produced by a cause; something made to happen by a person or thing; result.
Enumerate	Count off or list examples, reasons, causes, or effects—one by one.
Evaluate	Give your opinion of the value of a subject; discuss its good and bad points, its strengths and weaknesses.
Explain	Make clear or interpret the reasons why something exists or is happening.
Identify	List and explain.
Illustrate	Make the point or idea clear by giving examples.
Interpret	Give the meaning of; use examples and personal comments to make clear.
Justify	Prove by giving reasons.
List	List without details.
Outline	Make an organized listing of the important points of a subject.
Prove	Show that something is true by giving evidence and reasons.
Relate	Show the connections between things or how one thing causes another.
Respond	State your overall reaction (response) to the content, and then support your response with specific reasons and examples, referring back to the reading.
Solve	Come up with a solution based on given facts and your knowledge.
State	Give the main points in brief, clear form.
Summarize	Organize and bring together the main points, keeping out personal opinions.
Support	Back up the statements with facts and proof.
Synthesize	Pull together "parts" to make a "whole"—this requires looking for common attributes among the parts in order to link them together.

Writing in the Margins: *Six Strategies at a Glance*

This table provides six strategies that help readers understand texts. While making connections, clarifying information, or doing other work defined on this page, write down your thoughts in the margins of the text, on sticky notes, or in your Cornell notes.

Visualize Visualize what the author is saying and draw an illustration in the margin. Visualizing what authors say will help you clarify complex concepts and ideas. When visualizing, ask: • What does this look like? • How can I draw this concept/idea? • What visual and/or symbol best represents this idea?	Summarize Briefly summarize paragraphs or sections of a text. Summarizing is a good way to keep track of essential information while gaining control of lengthier passages. Summaries will: • state what the paragraph is about • describe what the author is doing • account for key terms and/or ideas
Clarify Clarify complex ideas presented in the text. Readers clarify ideas through a process of analysis, synthesis, and evaluation. Pausing to clarify ideas will increase your understanding of the ideas in the text. In order to clarify information, you might: • define key terms • reread sections of the text • analyze or connect ideas in the text • paraphrase or summarize ideas	Connect Make connections within the reading to your own life and to the world. Making connections will improve your comprehension of the text. While reading, you might ask: • How does this relate to me? • How does this idea relate to other ideas in the text? • How does this relate to the world?
Respond Respond to ideas in the text as you read. Your responses can be personal or analytical in nature. Thoughtful responses will increase engagement and comprehension. Readers will often respond to: • interesting ideas • emotional arguments • provocative statements • author's claims • facts, data, and other support	Question Question both the ideas in the text and your own understanding of the text. Asking good questions while reading will help you become a more critical reader. While reading, you might ask: • What is the author saying here? • What is the author doing? • What do I understand so far? • What is the purpose of this section? • What do I agree/disagree with?

Rereading: Connecting Visual Information to the Surrounding Text

Read a text provided by the teacher and fill in this handout.

Title of Text: _____

Author: _____

Other Publication Information: _____

Draw or describe a visual/ image that is in the text.

What information is provided to help you understand the visual? Where did you find the information?

How does the visual connect to what is being discussed in the text? What is its purpose?

30-Second Expert

To complete this activity, take a few minutes to fill in the left column, “What do I know about this topic?” Once you have written all that you know about the topic, follow the steps below.

Step 1: Stand and find a partner. Stay standing.

Step 2: One person shares his or her thoughts while the other listens. You have 30 seconds to share. Begin by saying, “I am an expert on this topic because I know...”

Step 3: The listener will summarize what he or she has heard. Begin your summary with “According to” (insert name) and summarize what you heard. After your summary, ask, “Did I get that right?”

Step 4: Reverse rolls. Speaker becomes listener and listener now speaks.

Step 5: Be sure to thank your partner when you are finished.

Step 6: Record any new knowledge in the right column.

Topic or prompt: _____

Partner's name: _____

What do I know about this topic?	What new knowledge or understanding have I gained from listening to my partner?

