SALINA WILDCATS

# Salina Intermediate Middle School

## 2015-2016

PREMIER™
School Specialty.

# 2015-16 Dearborn Public Schools Calendar

| | | |
|---|---|---|
| September 8, 2015 | First Day All Students | 1/2 Day AM |
| June 16, 2016 | Last Day All Students | 1/2 Day AM |

**August**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

**September**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

**October**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

**November**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |

**December**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**January 2016**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

**February**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | | | | | |

**March**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

**April**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

**May**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

**June**

| S | M | T | W | T | F | S |
|---|---|---|---|---|---|---|
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

More information at:
http://dearbornschools.org/district/district-calendar

*Calendar is accurate as of May 2015. Although changes are not expected, it is not uncommon for the calendar to be modified to accommodate Duty or Professional Development Days.*

*Graduation dates will most likely be June 17 and 18 but have not been finalized.*

Elementary-**1/2 Day- AM/Teacher Duty Day- PM**
Secondary- **Full Day Students & Teachers**

No School- **Vacation**

No School- **Conference Release Day**

All Teachers- **Professional Development Day**
No Students

All Students- **1/2 Day- AM**
All Teachers- **1/2 Day Duty Day- PM**

Elementary- **Full Day Students & Teachers**
Secondary -**1/2 Day- AM/Teacher Duty Day- PM**

Late Arrival Day - **All Grades**

All Students- **1/2 Day- AM**
All Teachers- **1/2 Day- Professional Development- PM**

***Updated May 2015***

# My Learning Plan

Name_____

2015-2016

## Language Arts

### My Language Arts Grades

| 1st Marking | 2nd Marking | 3rd Marking | 4th Marking | 5th Marking | 6th Marking |
|---|---|---|---|---|---|
| | | | | | |

### My NWEA Reading Results

| Fall | Winter | Spring | My Target |
|---|---|---|---|
| | | | |

### My NWEA Language Results

| Fall | Winter | Spring | My Target |
|---|---|---|---|
| | | | |

### My Language Arts/Reading Interests

### My Reading Goal

### My Reading Plan

- 
- 
- 

### My Writing Goal

### My Writing Plan

- 
- 
- 

**PLEASE NOTE:** The front cover is sensitive to extreme heat. Do not leave in direct sunlight!

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CPSIA: Premier Agendas Inc, Bellingham, WA, PY2015-16

# Math

## My Math Grades

| 1st Marking | 2nd Marking | 3rd Marking | 4th Marking | 5th Marking | 6th Marking |
|---|---|---|---|---|---|
| | | | | | |

## My NWEA Math Results

| Fall | Winter | Spring | My Target |
|---|---|---|---|
| | | | |

## My Math Interests

## My Math Goal

My Math strategies to reach my goal:

- 
- 
- 

# Personal Growth

## My Grades in Science, Social Studies, and Elective Classes

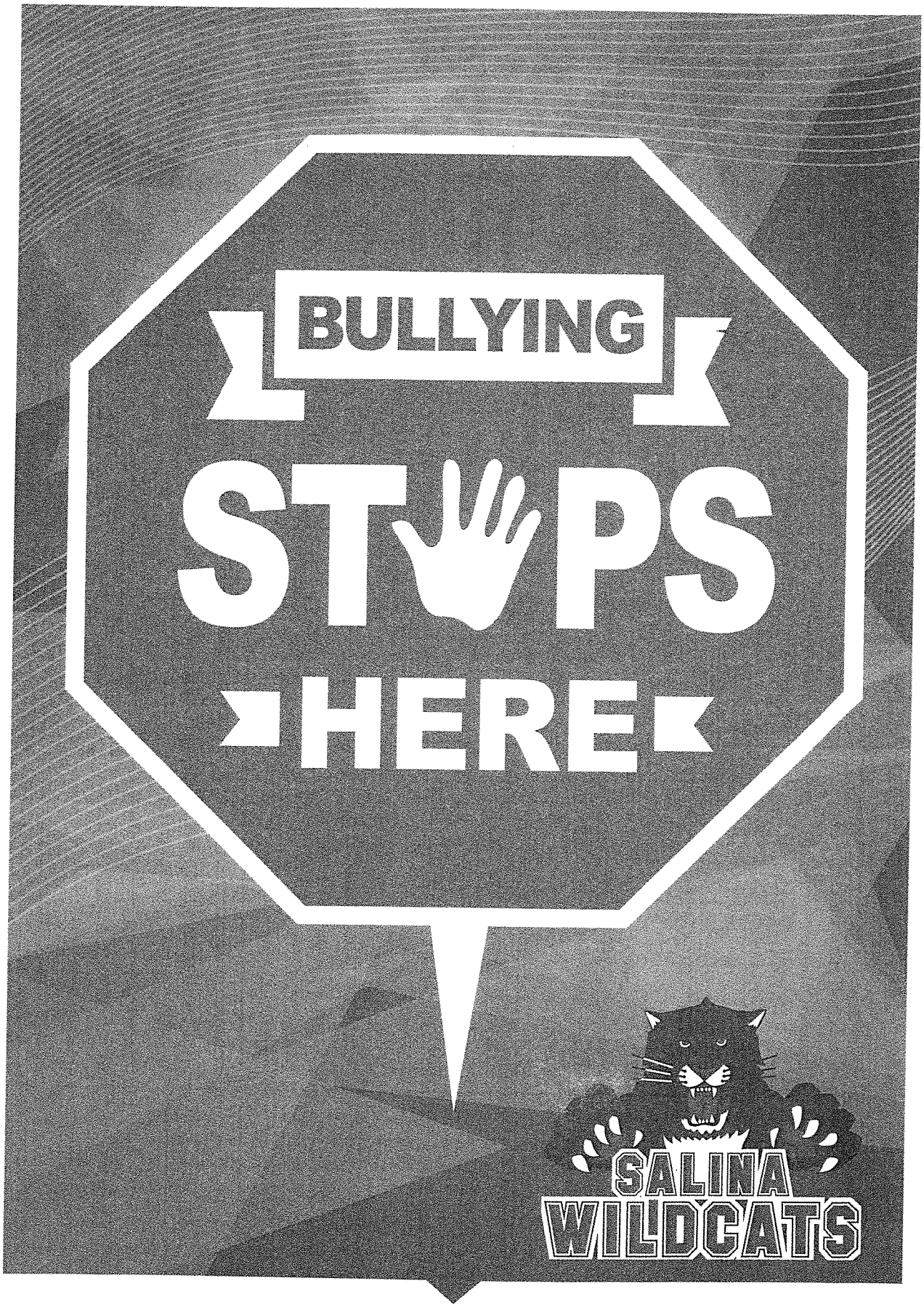
| | 1st Marking | 2nd Marking | 3rd Marking | 4th Marking | 5th Marking | 6th Marking |
|---|---|---|---|---|---|---|
| Science | | | | | | |
| Social Studies | | | | | | |

## My Personal Interests

## My Personal Growth Goal

My Personal Growth strategies to meet my goals:

- 
- 
- 




A pledge for Salina Intermediate School

| | Cafeteria | Bathrooms | Assemblies/Spectator Events/ Outside Activities |
|---|---|---|---|
| **Be Respectful** | *Use good manners<br>*Speak quietly<br>* Follow staff directions | *Respect other's privacy<br>*Speak quietly<br>*Respect school property | *Be quiet and ready to listen<br>*Respond appropriately<br>*Follow all staff directions<br>* Use only use supportive and positive language<br>* Refrain from negative responses during assemblies or sporting events. |
| **Be Responsible** | *Bring your lunch I.D. and/or money<br>*Arrive on time for lunch<br>*Stay out of hallways and go directly to the cafeteria at lunch time within 5 minutes of class dismissal<br>*Stay at your assigned table<br>*Clean up after yourself.<br>*Keep all food in the cafeteria<br>*Raise your hand and wait for permission to leave | *Clean up after yourself<br>*Dispose of litter properly<br>*Report problems to a staff member | *Be attentive<br>*Bring only what is appropriate for the event and leave with your belongings<br>*Use appropriate entrances and exits at appropriate times<br>*Sit in designated areas every other seat |
| **Be Safe** | *Enter and exit single file<br>*Stay In line and keep enough space between you and others<br>*Remain seated until dismissed or purchasing a snack at the designated time<br>*Keep hands, feet, and objects to yourself | *Wash hands thoroughly with soap<br>*Keep hands, feet, objects to self | *Keep hands, feet, and objects to yourself<br>*Students must wait for and follow dismissal instructions<br>*Enter and exit orderly in line single file |

# Middle School PBIS Quick Reference Guide/Contract

All students will demonstrate expectations of being:
**SAFE, RESPONSIBLE AND RESPECTFUL.**

**** Positive Reinforcement System:**

- Students may earn raffle tickets for demonstrating positive behavior. Teachers need to turn in all raffle tickets by 2:00 pm on Fridays.
- Students who end the card marking period with blue focus cards will be eligible to participate in a school wide celebrations including field trips and other fun activities.
- Eligible Middle School students who are eligible will be rewarded with three BIG trips. The trips will take place throughout the year as follows:

  1. Winter – Ice Skating (Dearborn Ice Arena)
  2. Spring– Roller Skating
  3. June– Cedar Point
- Students may earn a movie pass to use on Fridays.
- Teachers are expected to make a positive phone call home for students who demonstrate good behavior.
- Teachers will also use their own classroom incentive plan to reward positive behavior.

**** Discipline Procedures:**

- Focus cards will be incorporated into students' planners. The focus cards will be used daily to track students are on the hierarchy of consequences.
- All teachers are responsible for tracking students' advancement on the hierarchy (moving the student from blue to yellow to red as needed). The students must have their student planners (focus cards) with them at all times.
- All students will begin each new card marking period with a blue card.

**HIERARCHY OF CONSEQUENCES FOR MINOR INFRACTIONS**
(Non-compliance, disruption, out of seat, off task, teasing, talking back, pushing, etc.)

***All major infractions may result in suspensions, expulsions or ineligibility of school wide incentives.**

**Full Focus Card (BLUE):** Student will serve 4 hours of Friday school or 4 hours of detention. Student will not be eligible to participate or attend any afterschool activities (including afterschool sports).

**Second Full Focus Card (YELLOW):** Student will serve 4 hours of Friday school **and** 4 hours of detention. Parents will be requested to meet with administration. Student will also be banned from attending all after school activities for the remainder of the semester or a minimum of two weeks.

Rev. 9/12

**Third Full Focus Card (RED):** Student will serve 4 hours of Friday school, 4 hours of detention and will serve a 2 day out-of-school suspension. Student will also be ineligible to attend any after school activities for a minimum of 3 months.

**Lost Planners:** Students who lose their planners are required to purchase another one for $10.00. Students will also earn an automatic 5 infractions on their card.

**CONSEQUENCES FOR MAJOR INFRACTIONS** (fighting, physical aggression, abusive language, threat, harassment/bullying, throwing items) Teacher completes an office referral form and student is sent to the office immediately.

Student signature:_____

Parent signature: _____

Rev. 9/12

# الدليل المختصر للسلوك الإيجابي للمرحلة الإعدادية

نتوقع من جميع الطلاب أن
**السلامة, المسؤولية والأحترام**

**** تعزيز السلوك الإيجابي:**

* يمكن للطلاب أن يبحوا أوراق اليانصيب عندما يسلكون سلوك الإيجابي. سوف يقوم المعلمون بتحويل جميع أوراق اليانصيب قبل الساعةُ الثانية ظهراً كُل جمعة.
* بعد إنتهاء الفصل الدراسي الطلبة المؤهلة بالبطاقة الزرقاء سوف تشترك في إحتفالات المدرسة بما في ذلك الرحلات الميدانية وغيرها من الأنشطة الممتعة.
* بالإيضافة إلى ذلك, سوف يكافأ طلاب الإعدادية الذين هم المؤهلون في ثلاث رحلات **كبيرة**. سوف تتم الرحلات على مدارالعام على النحو التالي:

1. الشتاء - التزحلق على الثلج (ديربورن ساحة الثلج)
2. الربيع - التزلج
3. يونيو\حزيران- سيدر بوينت

* سوف يحصل الطلبة بتذكرة لإستخدامها لمشاهدة الفيلم في أيام الجمعة.
* ومن المتوقع من المعلمين أن تعمل مكالمة إيجابية هاتفية للبيت للطلاب الذين تثبت حسن السلوك.
* والمدرسون في الفصول الدراسية الخاصة سوف يوضفون خطة مكافأة السلوك الإيجابية.

**** إنضباط الإجراءات:**

* بطاقات التركيز ستكون في كُتب مخطط الطلاب. وسوف يستخدموا بطاقات التركيز يومية لتتبع الطلبة على التسلسل الهرمي للعواقب.
* معلم الصف هما المسؤولين لإتباع أين طالب التسلسل الهرمي (وتغيير الطالب من البطاقة الزرقاء إلى الصفراء إلى الحمراء حسب سلوكهم). يجب على الطلاب أن يحمل كُتب المخطط و (بطاقات التركيز) معهم في جميع الأوقات.
* يبدئ جميع الطلاب بالبطاقة الزرقاء الجديدة كل ما يبدأ فصل الدراسي.

**عواقب التسلسل الهرمي للمخالفات البسيطة**
(عدم الإمتثال, المقاطعة, عدم البقاء في المقاعد, عدم البقاء في المهمة, التندر, مراددت الحديث, دفع الأخرين, وغيرها.)

**عندما تمتلئ بطاقة التركيز (الزرقاء):** سوف يتوقف الطالب أربع ساعات يوم الجمعة بعد المدرسة أو أربع ساعات في الأيام التالية من المدرسة. لا يكون الطالب مؤهلاً للمشاركة أو حضور أي أنشطة بعد المدرسة (وحتى الرياضية بعد المدرسة).

**عندما تميلئ بطاقةُ التركيز الثانية (الصفراء):** سوف يتوقف الطالب أربع ساعات يوم الجمعة بعد المدرسة أو أربع ساعات في الأيام التالية من المدرسة. سوف نطلب من أولياء الأمورللإجتماع مع الإدارة. وكما الطالب نمنعه من حضور جميع الأنشطة بعد المدرسة للفترة الباقية من فصل الدراسي أو على الأقل أسبوعين.

**عندما تمتلئ بطاقةُ التركيز الثالثة (الحمراء):** سوف يتوقف الطلب أربع ساعات يوم الجمعة بعد المدرسة أو أربع ساعات من في الأيام التالية من المدرسة وسوف يخدم يومين خارج المدرسة. سوف يكون الطالب غير مؤهل أيضاً لحضور أي أنشطة بعد المدرسة لمدة لا تقل عن ثلاثةَ أشهر.

**كُتب المخطط المفقودة:** نطلب من الطلاب الذين يفقدون كُتب المخطط شراء واحد آخر بخمسة دولار. وايضاً سيكسب الطالب بخمس مخالفات على البطاقة.

**عواقب المخالفات الكبرى**
(الإعتداء البدني, اللغة البذيئة, التهديد, المضايقة\البلطجة, ورمي المواد) سوف يكتب المعلم على إستمارة المكتب ويتم إرسال الطالب الذي أرتكب المخالفات الكبرى فوراً إلى مكتب المدرسة.

DEARBORN SCHOOLS

# رزنامة 16 -2015

| | |
|---|---|
| **2 &3 سبتمبر/أيلول** | يوم مهمات للمعلمين-إجازة للطلاب |
| **4 سبتمبر/ أيلول** | إجازة |
| **7 سبتمبر/ أيلول** | إجازة |
| **8 سبتمبر/أيلول** | **أول يوم في المدرسة- نصف دوام لجميع الطلاب** |
| **22-24 سبتمبر/أيلول** | إجازة |
| **3 نوفمبر/ تشرين الثاني** | يوم تطوير مهني- إجازة للطلاب |
| **6 نوفمبر/ تشرين الثاني** | نصف دوام للمرحلة الابتدائية/ دوام كامل للمعلمين<br>دوام كامل للمرحلة المتوسطة والثانوية |
| **18 نوفمبر/ تشرين الثاني** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **25 نوفمبر/ تشرين الثاني** | إجازة- يوم إطلاق المؤتمر |
| **26&27 نوفمبر/ تشرين الثاني** | إجازة -عطلة عيد الشكر |
| **16 ديسمبر/ كانون الأول** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **21 ديسمبر/ كانون الأول** | إجازة- بداية عطلة الشتاء |
| **4 يناير/ كانون الثاني** | تفتح المدرسة أبوابها |
| **18 يناير/ كانون الثاني** | إجازة- ذكرى مارتن لوثر كنج |
| **20 يناير/ كانون الثاني** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **29 يناير/ كانون الثاني** | نصف دوام لجميع الطلاب /دوام كامل للمعلمين |
| **1 فبراير/ شباط** | دوام كامل لطلاب المرحلة الابتدائية<br>نصف دوام لطلاب المرحلة المتوسطة<br>والثانوية/ دوام كامل للمعلمين |
| **10 فبراير/ شباط** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **12 فبراير/شباط** | عطلة نصف السنة |
| **15 فبراير/ شباط** | عطلة نصف السنة |
| **16مارس/ آذار** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **25 مارس/ آذار** | إجازة- عطلة الربيع |
| **4 أبريل/ نيسان** | نهاية عطلة الربيع- تفتح المدرسة أبوابها |
| **20 أبريل/ نيسان** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **18 مايو/ أيار** | ساعة تأخير عن الدوام المعتاد لجميع الطلاب |
| **27 مايو/ أيار** | إجازة- يوم إطلاق المؤتمر |
| **30 مايو/ أيار** | إجازة- عطلة ذكرى الشهداء |
| 16 يونيو/ حزيران | **آخر يوم للطلاب- نصف دوام**<br>يوم كامل للمدرسين |

REF: Arabic Calendar 2015-2016

# Cornell Note Checklist

1. Name ..... ☐ Yes ☐ No
2. Class ..... ☐ Yes ☐ No
3. Period ..... ☐ Yes ☐ No
4. Date ..... ☐ Yes ☐ No
5. Topic/Objective ..... ☐ Yes ☐ No
6. Essential Question ..... ☐ Yes ☐ No
7. Written in ink ..... ☐ Yes ☐ No
8. Handwriting legible ..... ☐ Yes ☐ No
9. Sufficient space between main ideas ..... ☐ Yes ☐ No
10. Cornell-style notepaper ..... ☐ Yes ☐ No
11. Indentation to show relationships between ideas ..... ☐ Yes ☐ No
12. Abbreviations or symbols used when possible ..... ☐ Yes ☐ No
13. Notes in right column edited with bulleting, numbering, underlining, and/or other methods ..... ☐ Yes ☐ No
14. Questions in left column reflect different levels of thinking ..... ☐ Yes ☐ No
15. Left-column questions can be answered by the right-column notes ..... ☐ Yes ☐ No
16. Summary complete and written in complete sentences ..... ☐ Yes ☐ No

Comments and suggestions:

Mullen, M., Valdez, S., Boldway, S., Carter, M., Compton, R., & Golden Gutiérrez, S. (2012). *The Write Path English Language Arts: Exploring Texts with Strategic Reading*. San Diego, CA: AVID Press.

Name: _____

Evaluator: _____

Date: _____

# Cornell Note-Taking Checklist

**Step 8: Use written feedback provided by a peer, tutor, or teacher to improve the quality of notes, questions, and summaries.**

***Directions:*** Use a check mark in the appropriate column based on the Cornell notes collected.

| Step | Indicators | Yes (2 pts. ea.) | Inconsistent/ Incomplete (1 pt. ea.) | No (0 pts. ea.) |
|---|---|---|---|---|
| Step 1: Create Format | • Heading in ink: Name/Class/Topic/Period/Date | ☐ | ☐ | ☐ |
| | • Standard/Objective/Essential Question recorded. | ☐ | ☐ | ☐ |
| Step 2: Organize Notes | • Only main ideas, key words, and phrases recorded. | ☐ | ☐ | ☐ |
| | • Sufficient space/indentation is used to show relationships among main ideas. | ☐ | ☐ | ☐ |
| | • Abbreviations/symbols used appropriately. | ☐ | ☐ | ☐ |
| | • Bullets are used to create lists and organize notes. | ☐ | ☐ | ☐ |
| | • Paraphrasing of notes is evident. | ☐ | ☐ | ☐ |
| Step 3: Revise Notes | • Notes are numbered to indicate a new concept, main idea, or topic. | ☐ | ☐ | ☐ |
| | • Vocabulary/key terms are circled, and main ideas are highlighted or underlined in pencil. | ☐ | ☐ | ☐ |
| | • Missing/paraphrased information is added in red. | ☐ | ☐ | ☐ |
| Step 4: Note Key Ideas | • Questions on left are developed to reflect main ideas in notes on the right side. | ☐ | ☐ | ☐ |
| | • Questions on left are mostly higher-level (Bloom's Level 3-6 or Costa's Levels 2 and 3). | ☐ | ☐ | ☐ |
| Step 5: Exchange Ideas | • Evidence that information has been added from peer or teacher discussion, tutorials, or book. | ☐ | ☐ | ☐ |
| Step 6: Link Learning | • Summary reflects the questions/notes. | ☐ | ☐ | ☐ |
| | • Summary addresses all aspects of the essential question and is based on the standard/objective of the lesson. | ☐ | ☐ | ☐ |
| Step 7: Learning Tool | • Information to be used on a test, essay, tutorial, etc., is noted using an asterisk. | ☐ | ☐ | ☐ |
| Total: | | | | |

**Grading Scale:**
Count the number of check marks in the "yes" and "inconsistent/incomplete" columns to calculate grade.

Yes ..... _____ x 2 points = _____
Inconsistent/Incomplete.. _____ x 1 point = _____
No..... _____ x 0 points = _____
**TOTAL**..... _____

**A:** 30-27 **B:** 26-24 **C:** 23-21 **D:** 20-18 **F:** 17-0

**Your Grade:** Total _____ Grade _____

Solomon, B., Bugno, T., Kelly, M., Risi, R., Serret-Lopez, C., & Sundly, J. (2011). *The Student Success Path.* San Diego, CA: AVID Press.

# Cornell Note-Taking Revision Checklist

***Directions:*** Review and revise notes taken in the right column using the suggestions below. Check off each revision strategy as you use it.

| Completed | Symbol | Revision |
|---|---|---|
| ☐ | 1, 2, 3...<br>A, B, C... | 1. Number the notes each time a new concept or main idea is introduced. Use bullets to show details or sub-points of a main idea. |
| ☐ | Key Word | 2. Circle vocabulary/key terms in pencil. |
| ☐ | Main Idea | 3. Underline main ideas in pencil. |
| ☐ | 1879<br>born ^ & lived... | 4. Fill in gaps of missing information and/or reword or paraphrase in red pen. |
| ☐ | ~~Unimportant~~ | 5. Delete/cross out unimportant information by drawing a line through it with a red pen. |
| ☐ | ? | 6. Identify points of confusion to clarify by asking a partner or teacher. |
| ☐ | * | 7. Identify information to be used on a test, essay, for discussion, etc. |
| ☐ | Visual/Symbol | 8. Create a visual/symbol to represent important information to be remembered. |

Mullen, M., Valdez, S., Boldway, S., Carter, M., Compton, R., & Golden Gutiérrez, S. (2012). *The Write Path English Language Arts: Exploring Texts with Strategic Reading*. San Diego, CA: AVID Press.

| Cornell Notes | Topic/Objective: | Name: |
|---|---|---|
| AVID Decades of College Dreams | | Class/Period: |
| | | Date: |

Essential Question:

| Questions: | Notes: |
|---|---|

Summary:

# Academic Language Scripts for Socratic Seminar

## Clarifying

- Could you repeat that?
- Could you give us 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?
- Would you mind going over the instructions for us again?
- So, do you mean . . . ?
- What did you mean when you said ...?
- Are you sure that ...?
- I think what _____ is trying to say is...
- Let me see if I understand you. Do you mean _____ or _____?
- Thank you for your comment. Can you cite for us where in the text you found your information?

## 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?

## 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..."

# Calculating My GPA

Name: _____ Date: _____

**Step 1:** Fill in your grades below.

| Class | Grade |
|---|---|
| English | _____ |
| Math | _____ |
| History | _____ |
| Science | _____ |
| AVID | _____ |
| Physical Education | _____ |
| Other: _____ | _____ |

**Step 2:** Count how many of each grade you have.

| Letter Grade | My Total |
|---|---|
| A | _____ |
| B | _____ |
| C | _____ |
| D | _____ |
| F | _____ |

**Step 3:** Multiply each grade that you received by the value listed.

| | My Total | | Grade Points Earned |
|---|---|---|---|
| A | _____ | x 4 | = _____ |
| B | _____ | x 3 | = _____ |
| C | _____ | x 2 | = _____ |
| D | _____ | x 1 | = _____ |
| F | _____ | x 0 | = _____ |

**Step 4:** Add up the total grade points earned.

_____
Total Grade Points

**Step 5:** Add one for every honors course in which you earned a C- or higher.

_____
Total Weighted GPA

**Step 6:** Divide the total grade points by the number of classes for which you have grades.

**TGP = Total Grade Points**

**NC = Number of Classes**

**Step 7:** My GPA is _____.

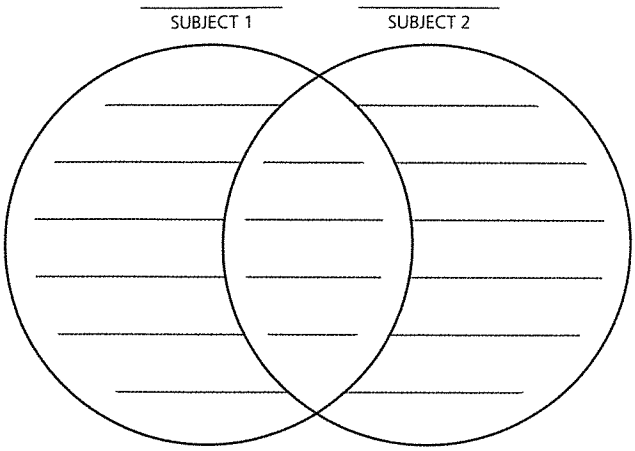
Caine, N., Risi, R., Schiro, P., & Serret-Lopez, C. (2005). *AVID College and Careers.* San Diego, CA: AVID Press.

# Graphic Organizers

Use these models to help you create your own graphic organizers on separate pieces of paper.

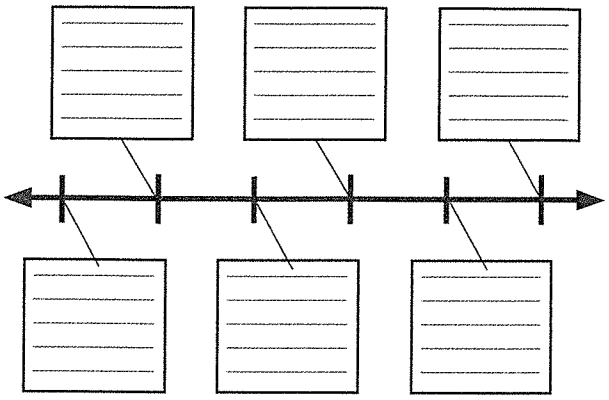
## Venn Diagram

List details of your subject in the circles. Put shared details in the center section.



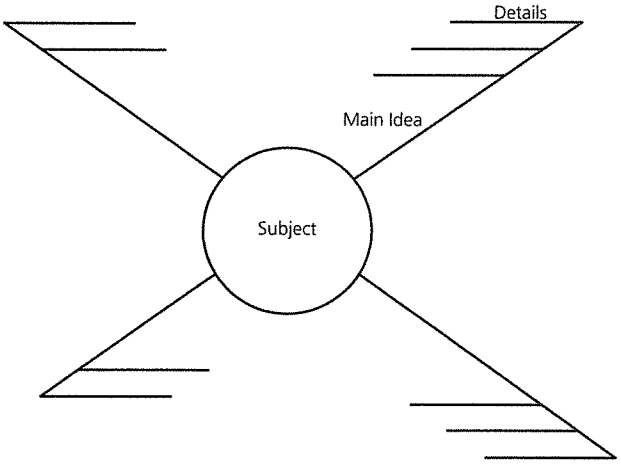

## Timeline

Write dates for each event on the timeline. Add details in appropriate boxes.



## Spider Map

Break down your subject into main ideas and their details.




## K•W•L Chart

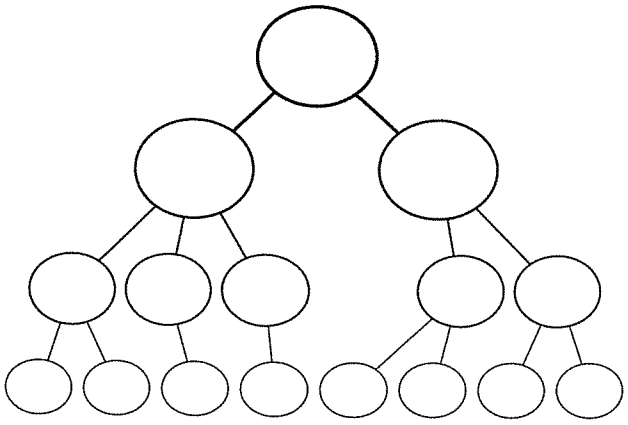
Fill in the first two columns to help organize your thoughts. Fill in the third after completing your research.

**Subject**

| What I Know | What I Want to Know | What I Learned |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

## Network Tree

Often used to show causation, hierarchies or flowcharts. Write your subject in the top bubble and work your way through the chain of events/relationships.



## T-Chart

Use the T-Chart to explore two different sides of a subject or to compare two different ideas.

**Subject**

| | |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

# Study and Writing Strategies

## Want to do well in school?

*Listen carefully.* *Express yourself clearly.* *And do it correctly.*

## HOW?

## Read this ...

***There are some common features which apply to all writing. Pay attention to these items as you begin your writing task:***

### Listening

- Listen actively: ears tuned in, open eyes, and open mind.
- Ignore distractions. Concentrate!
- Ask for more information or an explanation if you need it.
- Notice key phrases like, "This is important," or "This will be on the test!"
- Search for main ideas. Write them down.

### Note taking

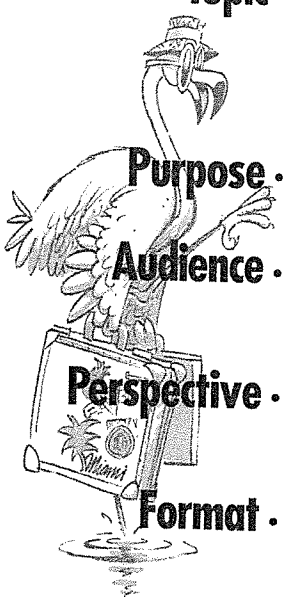
- Keep notes neat. They'll be easier to study from.
- Listen 80% of the time; write 20% of the time.
- Use your own words, not your teachers'. You'll learn more.
- Write in shorthand. Use abbreviations.
- Make summaries, outlines, diagrams or maps of your subject.

### Memory

- Review what you've learned often.
- Summarize important chapters in your texts.
- Read books or articles related to your studies.
- Apply what you've learned: if you learn a new math formula, try a few examples.
- Read out loud to help yourself remember.
- Use memory aids like acronyms for memorizing facts (for example, HOMES for the Great Lakes).

## Writing

### Write on!



**Topic** • Choose a topic that is well defined. For example, write on "Migration Patterns of Pink Flamingos" rather than "Tropical Birds." If your topic involves discussing an idea, make sure to support it with sound arguments.

**Purpose** • Having a definite purpose for your writing (to entertain, to inform, to instruct) will give it more focus.

**Audience** • The type of words you choose will be determined by your audience: your teacher, your six-year-old brother or sister, your newspaper.

**Perspective** • Adopt a point of view (he/she or I). Looking at a topic from another perspective may increase your understanding and provide variety to your writing.

**Format** • There are different requirements for writing a letter, a journal, an essay, a review, or a research paper. Find out what they are once you have made your choice.

### Preparing written work:

- Select a topic that can be clearly stated in one or two sentences.
- Set a definite purpose and make a draft outline with the major topics in proper order.
- Make sure that each paragraph is logical and deals with only one main topic.
- Vary your choice of words as well as the length of your sentences.
- Don't plagiarize! Give the source of quotes or ideas in the text, in a footnote, or in a bibliography. Ask your teacher for guidelines.
- Write on! Keep the writing moving to make it more lively and spontaneous. You can make corrections later.
- Provide a satisfying conclusion unless you deliberately want your reader to be left in suspense.
- Edit your work when you have finished writing. Correct all errors and make a neat copy for publication.

# 2015-16
# Open House & Conferences

DEARBORN SCHOOLS

## ELEMENTARY

| | Marking Period | Ending Date | Instructional Days |
|---|---|---|---|
| 1 | 9 weeks | November 6 | 40 |
| 2 | 10 weeks* | January 29 | 46 |
| 3 | 7 weeks* | March 18 | 33 |
| 4 | 12 weeks* | June 16 | 56 |
| Total | 38 weeks | | 175 |

* Includes Thanksgiving, Winter, Mid-Winter, and Spring Breaks

### Elementary Parent Teacher Conferences

| | |
|---|---|
| Thursday | November 12, 2015 |
| Wednesday | November 18, 2015 |
| Thursday | November 19, 2015 |
| Wednesday | March 23, 2016 |

*Elementary report cards will be distributed at Parent Teacher Conferences in November*

### Elementary Open House

**All Elementary Schools**
**Thursday, September 17, 2015**

Except
Lowrey,
McCollough/Unis
&
Salina Intermediate
**Wednesday, September 16, 2015**

## SECONDARY

| | Marking Period | Ending Date | Instructional Days |
|---|---|---|---|
| 1 | 6 weeks | October 16 | 26 |
| 2 | 7 weeks | December 4 | 31 |
| 3 | 6 weeks | January 29 | 29 |
| 4 | 6 weeks | March 11 | 28 |
| 5 | 6 weeks | April 29 | 29 |
| 6 | 7 weeks | June 16 | 32 |
| Total | 38 Weeks | | 175 |

### Secondary Parent Teacher Conferences

| Middle School | High School |
|---|---|
| Monday<br>October 26, 2015 | Tuesday<br>October 27, 2015 |
| Wednesday<br>October 28, 2015 | Thursday<br>October 29, 2015 |
| Tuesday<br>March 15, 2016 | Wednesday<br>March 16, 2016 |

### Secondary Open House

High Schools
**Tuesday, September 15, 2015**
Middle Schools
**Wednesday, September 16, 2015**
(Includes all grades at- Lowrey K-8, McCollough/Unis K-8, and Salina Intermediate 4-8)

### Michael Berry Career Center

ACE and S.T.E.M. - Wednesday, September 16, 2015
Dearborn Center for Math, Science & Technology—Monday, September 14, 2015
Magnet—Monday, September 14, 2015
Early College—Tuesday, September 22, 2015
Howe Special Ed—Thursday, September 17, 2015

Version 3– June 18, 2015