Valley Community School
Merced
2020-21
Independent Study
Guide and Workbook
for Students

1850 Wardrobe, Merced, CA 95341
(209) 381-4524
# TABLE OF CONTENTS

**INDEPENDENT STUDY STAFF** ........................................................................................................ PAGEx 2  
**SCHOOL CALENDAR** .................................................................................................................. PAGex 3  
**DRESS CODE** .............................................................................................................................. PAGex 4  
**SCHOOL EXPECTATIONS** ............................................................................................................ PAGex 5  
**SCHOOL WIDE LEARNER OUTCOMES** ...................................................................................... PAGex 6  
**GRADUATION REQUIREMENTS** .................................................................................................. PAGex 7  
**GENERAL INFORMATION REGARDING THE INDEPENDENT STUDY PROGRAM** ................ PAGex 8  

**ASSIGNMENTS NEEDING TO BE COMPLETED**  
INFORMATION REGARDING THE SCHOOL .................................................................................. PAGEx 13  
WHO AM I? ........................................................................................................................................ PAGEx 14  
TELL US ABOUT YOURSELF .......................................................................................................... PAGEx 15  
MATH PRETEST .................................................................................................................................. PAGEx 16  
WHAT KIND OF LEARNER ARE YOU? SENSORY MODALITY INVENTORY .................................. PAGEx 17  
LEARNING STYLES ....................................................................................................................... PAGEx 19  
LEFT/RIGHT BRAIN SELF-ASSESSMENT ...................................................................................... PAGEx 20  
VALUES ASSESSMENT .................................................................................................................... PAGEx 22  
IDENTIFYING YOUR WORK VALUES. ............................................................................................. PAGEx 23  
WHAT ARE MY LEARNING STRENGTHS? HOWARD GARDNER’S MULTIPLE INTELLIGENCES... PAGEx 24  
SCHOOL WIDE LEARNER OUTCOMES ASSIGNMENT .................................................................. PAGEx 27
MERCED VALLEY COMMUNITY SCHOOL STAFF

Principal
Mr. Derrek Dean  ddean@mcoe.org  209-325-8337

Independent Study Teaching Staff
Mr. Brad Eagleton  beagleton@mcoe.org  209-733-0154
Ms. Shadelle Hernandez  shernandez@mcoe.org  209-382-8202
Ms. Patricia Pulido  ppulido@mcoe.org  209-326-1876

Office Staff
Mrs. Kathy Silva  ksilva@mcoe.org  408-508-4675

Instructional Assistant
Ms. Crystal Vilchis  cvilchis@mcoe.org  209-417-5126

School Counselor
Mr. Robert Pierce  rpierce@mcoe.org  209-733-0781

Office Hours:  7:00 AM – 3:30 PM
Valley Community School Merced
DRESS CODE EXPECTATIONS

Valley Community School expects all students to dress appropriately for school in clothing which contributes to a safe and positive learning environment. Included in these expectations are all things worn (for example, socks, belts, hats, shoes, jewelry, hair accessories, etc.)

If students do not meet dress code expectations, they will be asked to change their article of clothing and use one of the school’s articles of clothing when available.

1. **RED** articles of clothing or accessories are not permitted. This includes shades of red, such as, burgundy or maroon.

2. **BLUE** articles of clothing or accessories are not permitted. This includes shades of blue, such as, navy blue or baby blue. (Jean fabric is acceptable.)

3. Professional sports team-related clothing and accessories are not permitted. Local high schools may only be worn if the school colors are within school dress code.

4. Obscene language, drugs, alcohol, weapons, or sexual gestures are not permitted on any article of clothing or accessories.

5. Any attire advocating, advertising, or denoting gang affiliation or activity (such as, area codes, Nor-Cal, So-Cal), shall not be permitted. This includes, but not limited to, belts with initials or numbers on the buckles, red or blue shoelaces, and bandanas.

6. Strapless or spaghetti strapped tops are not permitted. Straps should be a minimum of 1” wide. Tops should not be see-through, expose a person’s bra or stomach and/or reveal inappropriate cleavage.

7. Skirts, dresses, and shorts must be no shorter than the length of the student’s fingertips when fully extended along the sides of the student’s body. (When wearing a skirt or dress, please be aware of the wind in Los Banos and refrain from wearing when too windy.)

8. Pants should be at waist level. If a student wears shorts under his/her pants, the shorts must be dress code appropriate.

9. For safety reasons, soled footwear is required at all times. Slippers are not appropriate footwear for school. When participating in PE, students should wear the proper footwear.

10. Covering inappropriate clothing items with tape, marker, etc., is not permitted.

11. Hats and beanies that meet dress code expectations are permitted.

12. The prohibition of any article of clothing/accessories or appearance likely to cause a substantial disruption to the educational process, students’ health and safety, or campus order is a final decision of the school administration.
SCHOOL PRIDE

- Have pride in OUR campus. Take care of school property and clean up after yourself.
- Show courtesy to every person on campus.
- Always use appropriate language (spoken or written) and gestures.
- Follow school dress code.
- Public displays of affection should be limited to holding hands or brief hugs.

SAFETY

- Keep our school environment safe by not threatening/bullying, cyber-bullying, or fighting. Possession or use of any item (weapon) that may cause bodily harm will lead to serious consequences.
- We are a closed campus. Visitors/guests must check in at main office.
- Students may not be under the influence of drugs or alcohol and not possess alcohol, tobacco, or any types of drugs or drug paraphernalia.
- No open containers upon entering campus. No glass items allowed.

CLASSROOM BEHAVIOR

- Be prepared to actively participate and learn in class; give your best effort.
- Be on time to class and stay in assigned class until dismissed. Vests or passes are required when out of class.
- In order to maintain a positive environment conducive to learning, please no disruptive or distractive behaviors in class.
- Electronic devices may be used at the teacher’s discretion in the support of academic learning and standards (see below).

ELECTRONIC DEVICES

Students will be allowed to use cell phones and other electronic communication devices on campus during the school day. The exception will be during instructional time. Appropriate use of such devices during instructional time will be at the discretion of, and authorized by, the classroom instructor. If a student is disrupting the classroom environment with his/her electronic device, the consequences are as follows:

1. First offense: Student will be given a warning. If student does not comply with the warning, student must turn in all electronic devices for the remainder of that period.
2. Second offense: Student must turn in all electronic devices to the office for the remainder of the day.
3. Third offense: The student must turn in all electronic devices to the office for the remainder of the day. A parent/guardian must pick the device(s) up.

If a student refuses to turn in his/her electronic device(s), this will be considered an act of defiance; appropriate discipline will apply.

NO PLUG-IN ELECTRONIC CHARGERS ARE ALLOWED
### SCHOOL WIDE LEARNER OUTCOMES (SLOs)

1. **Students will be Responsible and Socially Productive people who**
   - Demonstrate teamwork while practicing effective leadership
   - Accept responsibility for learning and actions
   - Demonstrate citizenship and respect for others
   - Are prepared to learn by arriving on time and staying on task

2. **Students will be Independent Problem Solvers who**
   - Think critically
   - Demonstrate effective decision-making skills
   - Manage conflict in positive ways
   - Set realistic goals

3. **Students will be Knowledgeable, Informed People who**
   - Apply prior knowledge to recognize and solve challenges
   - Articulate ideas, opinions, and information accurately
   - Use technology responsibly as a tool for academic success
   - Achieve yearly progress toward graduation
   - Are college and career ready
HIGH SCHOOL GRADUATION REQUIREMENTS

Students must earn credits in the required subject areas listed below in order to graduate with a diploma. Students may only earn a maximum of 45 credits in a given semester (equivalent to 22.5 per quarter). No student may earn more than 45 credits in a given semester without written permission from the Director of Student Programs. Students are not allowed to work ahead of their current class standing. For example: a 10th grade student may not work on 11th grade credits. Early graduation is possible only in the 12th grade year.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Credits Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. History</td>
<td>10</td>
</tr>
<tr>
<td>World History</td>
<td>10</td>
</tr>
<tr>
<td>American Government</td>
<td>5</td>
</tr>
<tr>
<td>Economics</td>
<td>5</td>
</tr>
<tr>
<td>Math (other than Algebra)</td>
<td>10</td>
</tr>
<tr>
<td>P.E.</td>
<td>20</td>
</tr>
<tr>
<td>Life Science</td>
<td>10</td>
</tr>
<tr>
<td>Physical Science</td>
<td>10</td>
</tr>
<tr>
<td>Art/Drama/Foreign Language</td>
<td>10</td>
</tr>
<tr>
<td>Algebra</td>
<td>10</td>
</tr>
<tr>
<td>English I</td>
<td>10</td>
</tr>
<tr>
<td>English II</td>
<td>10</td>
</tr>
<tr>
<td>English III</td>
<td>10</td>
</tr>
<tr>
<td>Elective</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL Credits Required</strong></td>
<td><strong>180</strong></td>
</tr>
</tbody>
</table>

STUDENTS WHO DO NOT COMPLETE THE ABOVE REQUIREMENTS WILL NOT RECEIVE A DIPLOMA. Special Education students should refer to their Individualized Education Plan (IEP).

High School Commencement Ceremony
To be eligible to participate in the commencement ceremony, students must meet all of the graduation requirements. Students enrolled after April 15th will not be eligible to participate in the ceremony.

MIDDLE SCHOOL PROMOTION
To be promoted to the next grade level, students must pass each core academic class with a grade of D or higher. Transfer grades will be averaged to determine quarter and semester grades.

If a student is identified as performing below the minimum standard for promotion, the student shall be retained in his/her current grade level unless the student’s regular classroom teacher determines, in writing, that the retention is not the appropriate intervention for the student’s academic deficiencies. (Education Code 48070.5)
GENERAL INFORMATION

WHAT IS THE PURPOSE OF INDEPENDENT STUDY?
The primary purpose of Independent Study is to offer a means of individualizing the educational plan for students whose needs may be best met through study outside of the regular classroom setting.

WHAT IS THE GOAL OF INDEPENDENT STUDY?
The main goal at Valley Community School is for a student to better his/her opportunity for a successful career and meet his/her educational goals.

HOW DO I LEARN IN INDEPENDENT STUDY?
A student enrolled in Valley Community School Independent Study program does not attend daily classes, but does all of their schoolwork at home. The student may meet with a teacher on a one-to-one basis, or in a small group at prearranged times. The teacher assigns the student schoolwork that is to be completed by the student on his/her own time. The teacher at each meeting evaluates the completed work. This is very similar to a correspondence course, except the teacher and student meet in person on an appointment basis rather than communicating through the mail. The student is expected to complete a minimum of 5 hours of schoolwork each school day. This will average 30 hours per week. If a student wishes to make up missed classes or enters late in the semester, they will have to work more than 30 hours per week in order to stay on track and meet graduation requirements.

HOW WILL I BE ABLE TO Do THE WORK ON MY OWN?
As provided by the teacher, students are given specific assignments to achieve educational goals. Students are to do their own schoolwork! Students read the assigned work, answer all of the questions as assigned by their teacher, and study sufficiently to pass assignments, quizzes and tests. When the student comes in for his/her weekly meeting, the teacher will review any unanswered questions. If a student becomes confused between appointments, he/she can telephone the teacher at school for assistance and clarification.

The teacher can provide instruction and encouragement, but the student must be self-disciplined and motivated to do the work on his/her own time, not during the assigned meeting time.

Students may have to come to school at additional times to complete tests, grade completed schoolwork, work on school computers when needed, or participate in state mandated testing. Allow 2-5 additional hours per week.

WHO IS ELIGIBLE TO APPLY FOR ADMISSION TO INDEPENDENT STUDY?
1. Those who must care for their children at home.
2. Those with a signed doctor’s recommendation stating that they have special long-term medical problems.
3. Those who are at least 16 years old and are working to assist their family income (employment verification of hours required).
4. Request by a probation officer, or officer of the court.

HOW AM I REFERRED TO INDEPENDENT STUDY?
1. Students may be referred by probation officers.
2. Judges may recommend placement.
3. School districts where a student attends may refer a student through the screening committee with parental approval.

INDEPENDENT STUDY MYTHS
There are a lot of myths about Independent Study. Some of the most common are:
1. Only one hour per week is required;
2. Work is very easy;
3. It's just a drop-off program;
4. Students can meet with their teacher anytime they wish;
5. There is plenty of free time at home;
6. There is little or no homework;
7. There is little or no testing.

**CHEATING / PLAGIARISM**

No work will be accepted if not done in the student's own handwriting. Whether on test or homework, an "F" grade will be given on the first offense along with a parent contact and a referral to the Principal for disciplinary action.

Working together on assignments is acceptable, so long as the work turned in is in the student's own handwriting and bears no resemblance to another student's paper. Students who give their work to other students, or give answers to others during tests, are also considered in violation and will receive an "F" grade. For any student whose work is suspect, the teacher will ask the student to explain the assignment orally. If the student cannot do this satisfactorily, they will be asked to repeat the assignment or test.

Any repetition of cheating will result in an immediate referral to the Principal for discipline and/or suspension.

**GRAFFITI**

Writing graffiti on homework or school property of any kind is not acceptable. No graffiti writing on clothes, school related materials, or personal property is allowed. This includes homework, binders, books, backpacks, etc.

**GUESTS**

Students should not bring guests with them to their Independent Study appointments. Family members and friends who do accompany students will need to wait in the school office if space is available. The only exception to this rule are parents who are always encouraged to attend their child's appointment.

**LOST BOOKS AND MATERIALS:**

Students will be held responsible for any lost or damaged school property. **THIS INCLUDES WRITING IN BOOKS. IF A STUDENT DAMAGES OR LOSES A BOOK, HE/SHE MUST PAY THE FULL REPLACEMENT PRICE.** It is the student's responsibility to return all Independent Study textbooks to their teacher. If these materials are not returned upon the student's withdrawal from the program, they will be held liable for the cost of the books and diploma or transcript may be withheld.

**PERSONAL PROPERTY**

Safeguard and protect your personal belongings ...**the school is not responsible for the loss of personal belongings.**

**STUDENT SCHOOL HOURS AT HOME**

When students are not at school meeting with their teacher, they are required to be at home, or at an approved work site. Students not at home or at work, between the hours of 8:00 a.m. to 2:00 p.m. on regularly scheduled school days, may be considered truant. Students are not to be on any other school campus during school hours.

**TELEPHONE**

Students are allowed to use school office phone for the purpose of calling for transportation.
TRANSPORTATION
The Independent Study student is responsible for his/her own transportation to scheduled weekly appointment. The school will, when possible, provide information regarding public transportation alternatives available to parents and students.

TURNING IN HOMEWORK AND BOOKS
Because of accountability, it is the policy of Independent Study personnel not to take homework or textbooks from a student. A secretary will take textbooks of past students who have an obligation to Valley Community School, but will never take homework of current students. Homework and textbooks are collected only by the assigned teacher of record.

EXTRACURRICULAR ACTIVITIES
Independent Study students are eligible to participate in all extracurricular activities (ie; sports, field trips) offered to regular Valley Community School students, as long as they have maintained a record of good behavior, attendance and meet the criteria for the activity (if applicable).

WHAT SUBJECTS ARE OFFERED?
All of the courses required for graduation are part of the curriculum.

HOW MANY CREDITS CAN I EARN?
Credits are earned based upon the amount of assigned work that is completed and passed by the student, as judged by the teachers of record. The max amount of credits that can be earned in a semester is 45.

FREQUENCY OF APPOINTMENTS
The student will meet weekly with the teacher. Appointments are for the same time each school week. It is the responsibility of the parent(s) to ensure the student attends these appointments. Students may be required to attend more often, or for longer periods of time, as the situation warrants. Taking tests and correcting schoolwork will require the student to come to Independent Study at other times during the school week. Parents will be notified if a student fails to attend the regularly scheduled weekly meeting. All appointments will be at Valley Community School. Independent Study teachers do not go to students’ homes.

WHAT DOES THE STUDENT ASSIGNMENT AND WORK RECORD MEAN??
Information on the Student Assignment and Work Record indicates how much work and exactly what the student is expected to accomplish during that assignment period. The finalized version indicates how much work the student completed and the academic quality of that assignment. The hours students are assigned are equivalent of the amount of schoolwork the student would have been assigned and should have completed in a traditional classroom. A semester has approximately 90 days from start to finish. If a student were to attend class each day, the student would attend each class for 90 hours per semester. Students do not attend regular classes; instead they earn hours and grades by completing the equivalent amount of schoolwork at home and passing assessment measures.

STATE MANDATED TESTING
Students in Independent Study are required to take all state-mandated tests on the assigned dates (See Student Handbook for testing information). Failure to attend testing can result in you being dropped from Independent Study and returned to the Valley Community School Day Program.

ATTENDANCE POLICY:
As a matter of law, there are no excused absences when you are enrolled in Independent Study. Therefore illness, probation appointments, doctors’ appointments and work are not acceptable reasons to miss an appointment. Students should schedule all other appointments and activities around their weekly appointment time. If you miss an appointment it will be
counted as an unexcused absence. After two unexcused absences, you may be dropped from Independent Study. It is the parents’ responsibility that their children be enrolled and attending school. (See attendance information in Student Handbook)

**VALLEY COMMUNITY SCHOOL INDEPENDENT STUDY DROP PROCEDURE**

There are no excused absences when a student is enrolled in Independent Study. Students should schedule all other appointments and activities around their weekly appointment time. If an appointment is missed, it will be counted as an unexcused absence.

1. First Missed Appointment
   - Warning Letter Sent Home (Generated by the Teacher)
   - Student and parent/guardian must meet with the principal

2. Second Missed Appointment
   - Student is dropped from Independent Study and referred to the daily program. Students that pose a possible safety issue for the daily program may be referred to one of the other Valley Community School sites.
   - A referral back to the District of Residence may be made by the principal if no other options are available.

Any student who is dropped from Independent Study once in a semester will be required to meet with the principal to determine the best option for the student's education. A parent/guardian will be required to attend this meeting.

**WORK PERMITS**

Any student who is under 18 years of age and who plans to obtain a job while enrolled in Independent Study must have a work permit from Valley Community School. Work permit applications may be obtained from the school counselor. **Students who are failing in school, who are truant, who are not attending or not completing minimum schoolwork will have their permits revoked by the school.**

**INCOMPLETE ASSIGNMENTS**

**THE STUDENT SHOULD SPEND AT LEAST FIVE HOURS EACH DAY WORKING ON HOMEWORK. ALL HOMEWORK MUST BE COMPLETED BEFORE HIS/HER INSTRUCTIONAL APPOINTMENT.**

If a student comes to their appointment without all of their assignments completed, they may be required to stay beyond the normal appointment time to complete their homework.

Only assignments which are at least 70% correct are considered to be complete. Therefore, if a student fails to get 70% of his/her assignment correct, the student will be required to redo that particular assignment and may have to take an additional test or quiz in order for the teacher to assess the student’s knowledge of the content.

**STUDENTS TRANSFERRING TO ANOTHER SCHOOL**

Students wishing to transfer from Independent Study to another school or program will be evaluated based upon their academic performance and attendance. The teacher and school counselor will consult with the student and their parents/guardians, and provide all information necessary to begin the process.

**MIDDLE SCHOOL GRADES**

Students enrolled in middle school Independent Study program will be given letter grades instead of credits. The percentage breakdown is as follows:

- 90 - 100% ~ A
- 80 - 89% ~ B
- 70 - 79% ~ C
- 60 - 69% ~ D
- 0 - 59% ~ F
ACHIEVING ACADEMIC SUCCESS WHILE ENROLLED IN INDEPENDENT STUDY

• Work at a time of day when you know you are alert.
• Make sure you have everything that you need before you begin.
• Write down things that are on your mind before you study. Put this list aside, but add it to anything that distracts you as you are studying. Take care of the list later.
• Study at the same time each day. Creating a study schedule can help you insure that you are devoting enough time to studying each subject.
• Study in an area away from distractions such as a library, study lounge, or an empty classroom.
• Work with another person nearby (someone whose work habits you admire and who will not distract you) to encourage yourself to concentrate more fully.
• Set goals for your sessions that are realistic (number of problems to solve, pages to read, etc.) When you have met one of your study goals, reward yourself with a short break.
• Break-up the content of study by alternating between subjects, incorporating a variety of interesting topics, and removing boredom.
• Make studying an active process. Engaging in a variety of different types of studying (such as reading, writing, taking notes, memorizing, making review sheets, making note cards, creating outlines, etc.) can help keep you interested and on task.
• Recognize how what you are studying is relevant to your life. Draw connections between new information and things you already know.
• Try to stop work at a natural breaking point or after some sort of accomplishment, which will make returning to work easier. Write notes to quickly jog your memory when you begin to study again.
• Be sure to get enough sleep, eat well, and regularly exercise. Your mind will be more alert and you will be less likely to fall asleep or daydream.

PLEDGE OF SUCCESS

Today is a new day, a new beginning.
It has been given to me as a gift.
I can either use it or throw it away.
What I do today will affect me tomorrow.
I cannot blame anyone but myself if I do not succeed.
I promise to use this day to the fullest by giving my best, realizing it can never come back again.
This is my life and I CHOOSE to make it a success.
REMOVE THE FOLLOWING PAGES AND RETURN TO YOUR INDEPENDENT STUDY TEACHER FOR CREDIT

All of the questions in this section must be answered for the student to receive credit for the workbook section.

NAME: _______________________________ DATE ____________

This section tests the student’s familiarity with the Independent Study program based upon the information provided in this guide/workbook.

1) Is the school responsible for transporting students to and from their Independent Study appointments? YES / NO (circle one)

2) What is the school telephone number? ________________________________

3) Who is your teacher? ______________________________________

4) How many credits of English are required for graduation? ______

5) What day is the last day of school? ______

6) How many hours a day should a student spend on homework? _____

7) What is the purpose of Independent Study? ________________________________

8) Do Independent Study teachers go to the students’ homes? YES / NO (circle one)

9) Which (2) colors of clothing are forbidden at Valley Community School? _____

10) How many total credits are needed to graduate from Valley? ____________

11) How many excused absences are you allowed in (1) semester? ____________

12) Are you allowed to write in your textbooks? YES / NO (circle one)

13) List three of the rules at Valley Community School

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
14) Are I/S students eligible to participate in the Valley Community School graduation ceremony? YES / NO (circle one)

15) List 2 reasons why a student is eligible to enroll in Independent Study.
   1. ____________________________________________
   2. ____________________________________________

16) Are Independent Study students allowed to participate in extracurricular activities at Valley Community School? YES / NO (circle one)

17) What are the 2 main factors which determine whether or not a student’s work permit is revoked?
   1. ____________________________________________
   2. ____________________________________________

18) How many guests is a student allowed to bring to weekly appointment? _______

### WHO AM I?

<table>
<thead>
<tr>
<th>What I Want To Be When I Grow Up</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Person I Most Admire</td>
<td></td>
</tr>
<tr>
<td>Number of Siblings (state brothers or sisters)</td>
<td></td>
</tr>
<tr>
<td>Month of Birth</td>
<td></td>
</tr>
<tr>
<td>Place of Birth</td>
<td></td>
</tr>
<tr>
<td>Favorite TV Show</td>
<td></td>
</tr>
<tr>
<td>Favorite Actor/Actress</td>
<td></td>
</tr>
<tr>
<td>Favorite Comedian</td>
<td></td>
</tr>
<tr>
<td>Favorite Singer</td>
<td></td>
</tr>
<tr>
<td>Favorite Song</td>
<td></td>
</tr>
<tr>
<td>Favorite Sport</td>
<td></td>
</tr>
<tr>
<td>Favorite Food</td>
<td></td>
</tr>
<tr>
<td>Favorite Book/Magazine</td>
<td></td>
</tr>
</tbody>
</table>
TELL US ABOUT YOURSELF AND WHY YOU ENROLLED AT OUR SCHOOL

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
MATH PRETEST

Solve the following problems. Please show your work. No calculators please.

1. 2.75+.003+.158 = a. 4.36  b. 2.911  c. 0.436  d. 2.938
2. 7/20 is equal to a. 0.035  b. 0.35  c. 0.858  d. 3.5
3. 7.86 x 4.6 = a. 36.5156  b. 351.56  c. 36.216  d. 36.156

<table>
<thead>
<tr>
<th>The number of employees of Company K who were involved in Accidents</th>
<th>Plant X</th>
<th>Plant Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mechanics</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td>Power Machine Operators</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

4. The table above shows the results of an industrial health survey of 10,000 people employed at Company K for more than 5 years. If 2,500 employees were surveyed in each of the four categories, which group of employees had the highest accident rate?

5. Which of the following is the least?
   a. 0.105  c. 0.015
   b. 0.501  d. 0.15

6. Which of the following is closest to 27.8 x 9.6?
   a. 280  c. 2,800
   b. 300  d. 3,000

7. Which of the following is closest to √10.5
   a. 3  c. 5
   b. 4  d. 8

8. A soccer team played 160 games and won 65 percent of them. How many games did they win?
   a. 94  b. 104  c. 114  d. 124

9. Three people who work fulltime are to work together on a project, but their total time on the project is to be equivalent to that of only one person working fulltime. If one of the people is budgeted for ½ of his time to the project and a second person for 1/3 of her time, what part of the third worker’s time should be budgeted to this project?
   a. 1/3  b. 1/4  c. 1/6  d. 1/8

10. 32 is 40% of what number?
    a. 12.8  b. 128  c. 80  d. 800

11. Which of the following is a way to write 20 percent of n except:
    a. 0.20n  b. 20n  c. 1n  d. 2.0n

12. 3 \frac{1}{3} - 2 \frac{2}{5} = a. 1 \frac{1}{2}  b. 1/5  c. 14/15  d. 1 \frac{1}{5}

ALGEBRA QUESTIONS

1. If a number is divided by 4, then 3 is subtracted the result is 0. What is the answer?
   a. 12  b. 4  c. 3  d. 2

2. \sqrt{2} \cdot \sqrt{15} =? a. 17  b. 30  c. \sqrt{30}  d. \sqrt{17}

3. What is the answer to the equation 2x^2 + 3xy – 4y^2 when x =2 and y=4?
   a. -80  b. 80  c. -32  d. 32

16
WHAT KIND OF LEARNER ARE YOU?
This section contains a series of assessment exercises designed to give the teacher information regarding the student's personality and learning styles.

Three Different Learning Styles

Visual Learners
- Take numerous detailed notes
- Tend to sit in the front
- Are usually neat and clean
- Often close their eyes to visualize or remember something
- Find something to watch if they are bored
- Like to see what they are learning
- Benefit from illustrations and presentations that use color
- Are attracted to written or spoken language rich in imagery
- Prefer stimuli to be isolated from auditory and kinesthetic distraction
- Find passive surroundings ideal

Auditory Learners
- Sit where they can hear but needn’t pay attention to what is happening; in front
- May not coordinate colors or clothes, but can explain why they are wearing what they are wearing and why
- Hum or talk to themselves or others when bored
- Acquire knowledge by reading aloud
- Remember, by verbalizing lessons to themselves (if they don’t they have difficulty reading maps or diagrams or handling conceptual assignments like mathematics).

Kinesthetic Learners
- Need to be active and take frequent breaks
- Speak with their hands and with gestures
- Remember what was done, but have difficulty recalling what was said or seen
- Find reasons to tinker or move when bored
- Rely on what they can directly experience or perform
- Activities such as cooking, construction, engineering and art help them perceive and learn
- Enjoy field trips and tasks that involve manipulating materials
- Sit near the door or someplace else where they can easily get up and move around
- Are uncomfortable in classrooms where they lack opportunities for hands-on experience
- Communicate by touching and appreciate physically expressed encouragement, such as a pat on the back
SENSORY MODALITY PREFERENCE INVENTORY

Take the inventory. Read each statement and select the appropriate number response as it applies to you.

<table>
<thead>
<tr>
<th>OFTEN (3)</th>
<th>SOMETIMES (2)</th>
<th>SELDOM/NEVER (1)</th>
</tr>
</thead>
</table>

**VISUAL MODALITY**

- I remember information better if I write it down.
- Looking at the person helps keep me focused.
- I need a quiet place to get my work done.
- When I take a test, I can see the textbook page in my head.
- I need to write down directions, not just take them verbally.
- Music or background noise distracts my attention from the task at hand.
- I don't always get the meaning of a joke.
- I doodle and draw pictures on the margins of my notebook pages.
- I have trouble following lectures.
- I react very strongly to colors.

- **TOTAL**

**AUDITORY MODALITY**

- My papers and notebooks always seem messy.
- When I read, I need to use my index finger to track my place on the line.
- I do not follow written directions well.
- If I hear something, I will remember it.
- Writing has always been difficult for me.
- I often misread words from the text, (i.e. “them” for “then”).
- I would rather listen and learn than read and learn.
- I'm not very good at interpreting an individual's body language.
- Pages with small print or poor quality copies are difficult for me to read.
- My eyes tire quickly, even though my vision check-up is always fine.

- **TOTAL**

**KINESTHETIC/TACTILE MODALITY**

- I start a project before reading the directions.
- I hate to sit at a desk for long periods of time.
- I prefer first to see something done and then do it myself.
- I use the trial and error approach to problem-solving.
- I like to read my textbook while riding an exercise bike.
- I take frequent study breaks.
- I have a difficult time giving step-by-step instructions.
- I enjoy sports and do well at several different types of sports.
- I use my hands when describing things.
- I have to rewrite or type my class notes to reinforce the material.

- **TOTAL**
LEARNING STYLES

This chart helps you determine your learning style; read the word in the left column and then answer the questions in the successive three columns to see how you respond to each situation. Your answers may fall into all three columns, but one column will likely contain the most answers. The dominant column indicates your primary learning style.

Circle your best choice on each line.

<table>
<thead>
<tr>
<th>WHEN YOU...</th>
<th>VISUAL</th>
<th>AUDITORY</th>
<th>KINESTHETIC &amp; TACTILE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPELL</td>
<td>Do you try to see the word?</td>
<td>Do you sound out the word or use a phonetic approach?</td>
<td>Do you write the word down to find if it feels right?</td>
</tr>
<tr>
<td>TALK</td>
<td>Do you sparingly but dislike listening for too long? Do you favor words such as see, picture and imagine?</td>
<td>Do you enjoy listening but are impatient to talk? Do you use words such as hear, tune, and think?</td>
<td>Do you gesture and use expressive movements? Do you use words such as feel, touch, and hold?</td>
</tr>
<tr>
<td>CONCENTRATE</td>
<td>Do you become distracted by untidiness or movement?</td>
<td>Do you become distracted by sounds or noises?</td>
<td>Do you become distracted by activity around you?</td>
</tr>
<tr>
<td>MEET SOMEONE AGAIN</td>
<td>Do you forget names but remember faces or remember where you met?</td>
<td>Do you forget faces but remember names or remember what you talked about</td>
<td>Do you remember best what you did together?</td>
</tr>
<tr>
<td>CONTACT PEOPLE ON BUSINESS</td>
<td>Do you prefer direct, face-to-face, personal meetings?</td>
<td>Do you prefer the telephone?</td>
<td>Do you talk with them while walking or participating in an activity?</td>
</tr>
<tr>
<td>READ</td>
<td>Do you like descriptive scenes or pause to imagine the actions?</td>
<td>Do you enjoy dialog and conversation or hear the characters talk?</td>
<td>Do you prefer action stories or are not a keen reader?</td>
</tr>
<tr>
<td>DO SOMETHING NEW AT WORK</td>
<td>Do you like to see demonstrations, diagrams, slides, or posters</td>
<td>Do you prefer verbal instructions or talking about it with someone else?</td>
<td>Do you prefer to jump right in and try it?</td>
</tr>
<tr>
<td>PUT SOMETHING TOGETHER</td>
<td>Do you look at the directions and the picture?</td>
<td></td>
<td>Do you ignore the directions and figure it out as you go along?</td>
</tr>
<tr>
<td>NEED HELP WITH A COMPUTER APPLICATION</td>
<td>Do you seek out pictures and diagrams?</td>
<td>Do you call the help desk, ask a neighbor, or growl at the computer?</td>
<td>Do you keep trying to do it or try it on another computer?</td>
</tr>
</tbody>
</table>
LEFT/RIGHT BRAIN SELF-ASSESSMENT

Read the following left and right brain characteristic and CIRCLE the most appropriate answers. The scoring table at the end of the list will help you determine your “dominance”. You may find that you are fairly balanced between two hemispheres.

1. I have no trouble making decisions about the correct thing to do
2. I see problems or pictures as a whole rather than in parts or details.
3. I follow written directions best and prefer to write and talk.
4. I often think of many things at once rather than thinking through one idea at a time.
5. I’m usually aware of the time.
6. When I’m introduced to someone for the first time, I pay particular attention to the person’s face. I forget the person’s name, but I remember his or her face.
7. I attack most problem-solving activities analytically and logically.
8. When comparing things, I usually look for ways they are alike rather than ways they are different.
9. I’d rather take a true/false, multiple choice or matching test than an essay test.
10. Most often, I use my imagination and I think in an abstract manner.
11. If I have a problem, I break it down into smaller, more manageable parts in order to arrive at a solution.
12. I seem to learn best if I can observe a demonstration or read the directions.
13. Generally, I like to be in control of a situation and I do not like to take too many risks.
14. I like assignments that are open-ended rather than more structured assignments.
15. I learn best by seeing and hearing.
16. I learn best by touching or doing.
18. If I try to remember information, I generally picture it in my mind.
19. Although I sometimes get upset, I am a rational person.
20. I don’t mind trying anything once; I take risks when necessary.
21. Sometimes I talk to myself in order to think or learn something.
22. I can let my feelings “go.” I am considered to be somewhat emotional.
23. I solve problems on an intellectual basis rather than an intuitive one.
24. People have told me that I’m creative.
25. I prefer to think of one thing at a time.
26. I like to act in a spontaneous manner.
27. I prefer to plan things and know what’s going to happen ahead of time.
28. I can easily remember melodies and tunes.
29. I am usually in control of my feelings.
30. I do well in geometry and geography.
31. I usually can recall information I need quickly and easily.
32. I enjoy reading and writing poetry; it comes to me naturally.
33. I can really concentrate when I want to.
34. When I work in a group, I can “feel” the moods of others.
35. I understand mathematical concepts.
36. When solving problems or taking tests, I rely on one idea leading to another in order to come to a conclusion.
37. I can learn new vocabulary words easily.
38. When I plan a party, I “hang loose” rather than plan all of the details.
39. I usually can learn easily from any teacher.
40. In class, I’m generally aware of what everyone is doing.
41. I notice and remember details.
42. I can easily see the whole picture when only a few puzzle pieces are in place.
43. I don’t mind practicing something repeatedly in order to master it.
44. I communicate best with someone “in person” rather than on the phone.
45. I can remember jokes and punch lines.
46. I have trouble concentrating when I know I should.
47. I can write directions in a clear logical manner.
48. I sometimes rely on my intuition when making decisions.
49. I basically have a day-to-day routine.
50. I sometimes can remember things according to where I “saw” them on the page.

SCORING
Count the totals and write them below:

even numbers circled = RIGHT BRAIN ABILITY
odd numbers circled = LEFT BRAIN ABILITY

RIGHT BRAIN AND LEFT BRAIN CHARACTERISTICS

<table>
<thead>
<tr>
<th>Left Hemisphere Style</th>
<th>Right Hemisphere Style</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rational</strong></td>
<td><strong>Intuitive</strong></td>
</tr>
<tr>
<td>• Responds to verbal instructions</td>
<td>• Responds to demonstrated instructions</td>
</tr>
<tr>
<td>• Problem solves by logically and sequentially looking at the parts of things</td>
<td>• Problem solves with hunches, looking or patterns and configurations</td>
</tr>
<tr>
<td>• Looks at differences</td>
<td>• Looks at similarities</td>
</tr>
<tr>
<td>• Is planned and structured</td>
<td>• Is fluid and spontaneous</td>
</tr>
<tr>
<td>• Prefers established, certain information</td>
<td>• Prefers elusive, uncertain information</td>
</tr>
<tr>
<td>• Prefers talking and writing</td>
<td>• Prefers drawing and manipulating objects</td>
</tr>
<tr>
<td>• Prefers multiple choice tests</td>
<td>• Prefers open ended questions</td>
</tr>
<tr>
<td>• Controls feelings</td>
<td>• Free with feelings</td>
</tr>
<tr>
<td>• Prefers ranked authority structures</td>
<td>• Prefers collegial authority structures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sequential</th>
<th>Simultaneous</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Is a splitter: distinction important</td>
<td>• Is a lumper: connectedness important</td>
</tr>
<tr>
<td>• Is logical, sees cause and effect</td>
<td>• Is analogic, sees correspondences, resemblances</td>
</tr>
</tbody>
</table>

| Draws on previously accumulated, organized information | Draws on unbounded qualitative patterns that are not organized into sequences, but that cluster around images |
VALUES ASSESSMENT
Rate each value using the scale below. Consider what the words mean to you; don’t worry about formal definitions. Think about whether each value feels important to YOU. Make your decisions quickly, and be discriminating in your choice of what is “very important.”

1 = Very important
3 = Importance varies
2 = Somewhat important
4 = Little or no importance

__ Acquiring    __ Effectiveness    __ Individuality    __ Structure
__ Autonomy    __ Excellence    __ Intimacy    __ Success
__ Beauty    __ Excitement    __ Knowledge    __ Surroundings
__ Belonging    __ Exploring    __ Leading    __ Time Freedom
__ Challenge    __ Fairness    __ Mastery    __ Tranquility
__ Challenge    __ Family    __ Potential    __ Trust
__ Competition    __ Friendship    __ Power    __ Understanding
__ Contributing    __ Gentleness    __ Quiet    __ Uniqueness
__ Control    __ Growth    __ Risk    __ Variety
__ Cooperation    __ Health    __ Security    __ Wealth
__ Creativity    __ Helping    __ Sharing    __ Well-being
__ Curiosity    __ Honesty    __ Spirituality    __ Winning
__ Duty    __ Humor    __ Stability    __ Wisdom
__ Economy    __ Independence    __ Strength   

Of the values that you rated as “very important”, choose the 10 that are most important to you. Write them in the grid below, and then jot down a few words or phrases that explain what the words meant to you. In the column to the right, rank each value from 1 to 10 (with 1 being the highest). The ranking will provide you with a list of your important work values, which you can use to evaluate potential careers.

<table>
<thead>
<tr>
<th>VALUE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IDENTIFYING YOUR WORK VALUES

When you think about your ideal career, what job values are important to you? Are you interested in a career that offers prestige, excitement and travel? Or are you more interested in stability, sharing expertise and being a leader? If you have a clear understanding of your personal values while you pursue a career, you're more likely to find the right fit.

Here’s an exercise to help you identify your job values. Read each of the following words and rate them from 1-5. Five (5) is most important and one (1) is least important. When finished, take the words you rated with a 5 and list them together. These core values give you an understanding of which job values are MOST important to you. You can use this information as a guideline when researching companies, or asking questions to help you with your career decisions.

VALUE | RATING (1-5)
--- | ---
Recognition: Notice received for achievements, work tasks, academic achievements, community service, etc. |  
Prestige: Being viewed by others with honor. |  
Security: Being assured of job stability. |  
Stability: Unchanging, predictable. |  
Intellectual Challenge: Conquering challenges through use of mental capacity. |  
Physical Challenge: Conquering challenges through the use of physical capacity. |  
Self-managed Time: Being able to allocate personal time for such things as relationships and leisure. |  
Independence: Being able to perform daily functions unsupervised. |  
Lifestyle Balance: Having all aspects of one’s life be equal or in proportion (spirit, mind, and body, etc.) |  
Flexibility: Enjoy change, can adapt easily. |  
Service to Others: Contributing to the will-being of others. |  
Creativity: The ability to make something that has not previously existed; being able to identify new approaches. |  
Leadership: The capacity to guide others. |  
Variety: Being free from routine. |  
Excitement: To go beyond the comfort level of others. |  
Risk: Willingness to forego security to achieve a desired goal. |  
Expertise: Having the ability to do activities, or have knowledge beyond that of others. |  
Honesty: Telling the truth and expecting the same behavior from others. |  
Personal Growth: Continual self-exploration in all areas of your life. |  
WHAT ARE MY LEARNING STRENGTHS

Research shows that all human beings have at least eight different types of intelligence. Depending on your background and age, some intelligences are more developed than others. This activity will help you find out what your strengths are. Knowing this, you can work to strengthen the other intelligences that you do not use often.

Read each sentence in the squares below. If it describes you put an X on the line in front of the sentence. Add up all your X's from each of the eight squares and put the totals on the line in front of the intelligence headings in the total scores box.

<table>
<thead>
<tr>
<th>VERBAL /LINGUISTIC INTELLIGENCE</th>
<th>LOGICAL/MATHEMATICAL INTELLIGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ I enjoy telling stories and jokes</td>
<td>____ I really enjoy my math class</td>
</tr>
<tr>
<td>____ I have a good memory for trivia</td>
<td>____ I like logical math puzzles or brain teasers</td>
</tr>
<tr>
<td>____ I enjoy word games (i.e. Scrabble &amp; puzzles)</td>
<td>____ I find solving math problems to be fun</td>
</tr>
<tr>
<td>____ I read books just for fun</td>
<td>____ If I have to memorize something I tend to place events in a logical order</td>
</tr>
<tr>
<td>____ I am a good speller (most of the time)</td>
<td>____ I like to find out how things work</td>
</tr>
<tr>
<td>____ In an argument I tend to use put-downs or sarcasm</td>
<td>____ I enjoy computer and any math games</td>
</tr>
<tr>
<td>____ I like talking and writing about my ideas</td>
<td>____ I love playing chess, checkers or Monopoly</td>
</tr>
<tr>
<td>____ If I have to memorize something I create a rhyme or saying to help me remember</td>
<td>____ In an argument I try to find a fair and logical solution</td>
</tr>
<tr>
<td>____ If something breaks and won’t work, I read the instruction book first</td>
<td>____ If something breaks and won’t work, I look at the pieces and try to figure out how it works</td>
</tr>
<tr>
<td>____ For a group presentation I prefer to do the writing and library research</td>
<td>____ For a group presentation I prefer to create the charts and graphs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VISUAL/SPATIAL INTELLIGENCE</th>
<th>BODILY/KINESTHETIC INTELLIGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ I prefer a map to written directions</td>
<td>____ My favorite class is gym since I like sports</td>
</tr>
<tr>
<td>____ I daydream a lot</td>
<td>____ I enjoy activities such as woodworking, sewing, and building models</td>
</tr>
<tr>
<td>____ I enjoy hobbies such as photography</td>
<td>____ When looking at things, I like touching them</td>
</tr>
<tr>
<td>____ I like to draw and create</td>
<td>____ I have trouble sitting still for any length of time</td>
</tr>
<tr>
<td>____ If I have to memorize something I draw a diagram to help me remember</td>
<td>____ I use a lot of body movements when talking</td>
</tr>
<tr>
<td>____ I like to doodle on paper whenever I can</td>
<td>____ If I have to memorize something, I write it out a number of times until I know it</td>
</tr>
<tr>
<td>____ In a magazine I prefer looking at the pictures rather than reading the text</td>
<td>____ I tend to tap my fingers or play with my pencil during class</td>
</tr>
<tr>
<td>____ In an argument I try to keep my distance, keep silent or visualize some solution</td>
<td>____ I tend to play with the pieces to try to fit them together</td>
</tr>
<tr>
<td>____ If something breaks and won’t work I tend to study the diagram of how it works</td>
<td>____ For a group presentation I prefer to move the props around, hold things up or build a model</td>
</tr>
<tr>
<td>____ For a group presentation I prefer to draw all the pictures</td>
<td></td>
</tr>
<tr>
<td>MUSICAL/RHYTHMIC INTELLIGENCE</td>
<td>INTERPERSONAL INTELLIGENCE</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>I enjoy listening to CD’s and the radio</td>
<td>I get along well with others</td>
</tr>
<tr>
<td>I tend to hum to myself when working</td>
<td>I like to belong to clubs and organizations</td>
</tr>
<tr>
<td>I like to sing</td>
<td>I have several very close friends</td>
</tr>
<tr>
<td>I play a musical instrument quite well</td>
<td>I like helping teach other students</td>
</tr>
<tr>
<td>I like to have music playing when doing homework or studying</td>
<td>I like working with others in groups</td>
</tr>
<tr>
<td>If I have to memorize something I try to create a rhyme about the event</td>
<td>Friends ask my advice because I seem to be a natural leader</td>
</tr>
<tr>
<td>In an argument I tend to shout or punch or move in some sort of rhythm</td>
<td>If I have to memorize something I ask someone to quiz me to see if I know it</td>
</tr>
<tr>
<td>I can remember the melodies of many songs</td>
<td>In an argument I tend to ask a friend or some person in authority for help</td>
</tr>
<tr>
<td>If something breaks and won’t work I tend to tap my fingers to a beat while I figure it out</td>
<td>If something won’t work I try to find someone who can help me</td>
</tr>
<tr>
<td>For a group presentation I prefer to put new words to a popular tune or use music</td>
<td>For a group presentation I like to help organize the group’s efforts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTRAPERSONAL INTELLIGENCE</th>
<th>NATURALIST INTELLIGENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to work alone without anyone bothering me</td>
<td>I am keenly aware of my surroundings and what goes on around me</td>
</tr>
<tr>
<td>I like to keep a diary</td>
<td>I love to go walking in the woods and looking at the trees and flowers</td>
</tr>
<tr>
<td>I like myself (most of the time)</td>
<td>I enjoy gardening</td>
</tr>
<tr>
<td>I don’t like crowds</td>
<td>I like to collect things (e.g., rocks, sports cards, stamps, etc.)</td>
</tr>
<tr>
<td>I know what I am good at and what I am weak at</td>
<td>As an adult, I think I would like to get away from the city and enjoy nature</td>
</tr>
<tr>
<td>I find that I am strong willed, independent and don’t follow the crowd</td>
<td>If I have to memorize something, I tend to organize it into categories</td>
</tr>
<tr>
<td>If I have to memorize something I tend to close my eyes and feel the situation</td>
<td>I enjoy learning the names of living things in our environment, such as flowers and trees</td>
</tr>
<tr>
<td>In an argument I will usually walk away until I calm down</td>
<td>In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly</td>
</tr>
<tr>
<td>If something breaks and won’t work I wonder if it’s worth fixing up</td>
<td>If something breaks down, I look around me to try and see what I can find to fix the problem</td>
</tr>
<tr>
<td>For a group presentation I like to contribute something that is uniquely mine, often based on how I feel</td>
<td>For a group presentation I prefer to organize and classify the information into categories so it makes sense</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TOTAL SCORE</th>
<th>VERBAL/LINGUISTIC</th>
<th>LOGICAL/MATHEMATICAL</th>
<th>VISUAL/SPATIAL</th>
<th>BODILY/KINESTHETIC</th>
<th>MUSICAL RHYTHMIC</th>
<th>INTERPERSONAL</th>
<th>INTRAPERSONAL</th>
<th>NATURALIST</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HOWARD GARDNER'S MULTIPLE INTELLIGENCES
Linguistic and logical & mathematical intelligences have long shared the spotlight in education. Traditionally, these two intelligences are the main focus of lessons taught in a classroom. In fact, most evaluations or assessment practices base a student's body of knowledge solely on the measured skills of those intelligences. However, Howard Gardner (1983) proposes in his book “Frames of Mind” that there are eight different intelligences that deserve equal recognition. This below will describe each of these intelligences.

LINGUISTIC INTELLIGENCE
This intelligence involves the ability to read, write, and communicate with words. A student may be expected to use their linguistic skills to communicate what they already know or what new information they have learned.

LOGICAL & MATHEMATICAL INTELLIGENCE
This intelligence requires the ability to look for patterns, reason, and think in a logical manner. It can also be associated with scientific thinking.

VISUAL & SPATIAL INTELLIGENCE
This intelligence is the ability to think in pictures and visualize outcomes. This skill should not be thought of only in visual terms because Gardner believes that blind children develop spatial intelligence.

MUSICAL INTELLIGENCE
This intelligence gives a person the ability to make and compose music, sing and use rhythm to learn. It is important to note that functional hearing is needed for a person to develop this intelligence in pitch, tone, but not so for rhythm.

BODILY & KINESTHETIC INTELLIGENCE
This intelligence encompasses the ability to use one’s body movements to solve problems. This may contradict the belief that mental and physical activities do not relate to each other.

INTERPERSONAL INTELLIGENCE
This intelligence involves learners to use their social skills and good communication skills with others. They may also show the ability to empathize and understand other people.

INTRAPERSONAL INTELLIGENCE
This intelligence is the ability to reflect, analyze, and contemplate problems independently. A person may look upon himself or herself to assess one’s own feelings and motivations.

NATURALIST INTELLIGENCE
This intelligence is the newest addition to Gardner's Theory of Multiple Intelligence (1996). This is the ability to make distinctions in the natural world and the environment.
SCHOOLWIDE LEARNER OUTCOMES ASSIGNMENT

SLO 1: RESPONSIBLE and SOCIALLY PRODUCTIVE PERSON

1. List five people who you know and admire for having developed a high level of personal responsibility.
   1. 
   2. 
   3. 
   4. 
   5. 

2. List three instances where you know you failed to be responsible and let others down in the process
   • 
   • 
   • 

3. What is peer pressure?

4. List the five most important issues, in your opinion, that today’s teens face.
   • 
   • 
   • 
   • 
   • 

5. Have you decided what decisions you will make on each of the above issues? If so, are those decisions based on your long-term goals and values? If you haven’t thought through these items before, consider taking time to do so now.

SLO 2: INDEPENDENT PROBLEM SOLVER

DECISION MAKING

1. List five common mistakes in decision making.
   • 
   • 
   • 
   • 
   • 

27
2. List five abilities that will help you avoid decision-making mistakes.
   •
   •
   •
   •
   •

3. The seven steps to problem solving are listed below. Number them to indicate which step should be taken first, second, and so on.
   Select a workable solution
   Implement your chosen solution
   Evaluate the results
   Recognize the problem
   Gather information
   Evaluate your alternatives
   Determine your alternatives

CONFLICT RESOLUTION

1. Conflict resolution is:

2. How can you benefit from knowing how to resolve conflicts?

3. What are the four guiding principles of conflict resolution?
   1.
   2.
   3.
   4.

4. When learning a new skill, it is helpful to apply it to something that is meaningful in your life. Write a brief description of a developing or existing disagreement that really matters to you. Include what led to the disagreement and its current status.

5. Conflict can be dealt with in five basic ways. They are:
   •
   •
   •
   •
   •
SLO 3: KNOWLEDGEABLE, INFORMED PERSON

PRIOR KNOWLEDGE OF SCHOOL

1. How well do you do in school? Give yourself a grade and explain why.

2. Is it easy or hard for you to learn new things? Why or why not?

3. List three strengths that you have that can help you in school.

4. List three things that interest you most about school.

5. What is your goal of coming to school?

6. Have your parents been to college? Have your siblings been or are going to college?

7. What do you plan to do after high school?

8. What do you think you need to be knowledgeable about to succeed in school?

9. What do you think you need to be knowledgeable about to succeed after you finish school?
YOU NOW HAVE COMPLETED YOUR ORIENTATION PACKET

Name ____________________________________________________

Due Date:________________________________________

Math pretest results:__________
Algebra pretest results:__________]
Percent correct:__________

Please Circle Response:

Modality Test: Auditory Visual Kinesthetic

Left/Right Brain Dominance: Left Right

Value Assessment (Top 3)
1. __________________________________________
2. __________________________________________
3. __________________________________________

Learning Strengths:
Verbal/Linguistic
Logical/Mathematical
Visual/Spatial
Bodily/Kinesthetic
Musical/Rhythmic
Interpersonal
Intrapersonal
Naturalist

Teacher’s Initial__________________________