



SAFE★TRUST★RESPECT★INSPIRATION★VISION★ENCOURAGEMENT

**Valley Community School
Merced
2020-21**

**Independent Study
Guide and Workbook
for Students**

**1850 Wardrobe, Merced, CA 95341
(209) 381-4524**



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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 EXPECTATIONS

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.

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

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	60 - 69% ~ D
80 - 89% ~ B	0 - 59% ~ F
70 - 79% ~ C	

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?

What I Want To Be When I Grow Up	
Person I Most Admire	
Number of Siblings (state brothers or sisters)	
Month of Birth	
Place of Birth	
Favorite TV Show	
Favorite Actor/Actress	
Favorite Comedian	
Favorite Singer	
Favorite Song	
Favorite Sport	
Favorite Food	
Favorite Book/Magazine	

**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. $7.86 \times 4.6 =$ a. 36.5156 b. 351.56 c. 36.216 d. 36.156

The number of employees of Company K who were involved in Accidents	Plant X	Plant Y
Mechanics	11	30
Power Machine Operators	9	12

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?
a. Mechanics in Plant X c. Power Machine Operators in Plant X
b. Mechanics in Plant Y d. Power Machine Operators in Plant Y
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 27.8×9.6 ?
a. 280 c. 2,800
b. 300 d. 3,000
7. Which of the following is closest to $\sqrt{10.5}$?
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 $\frac{1}{2}$ of his time to the project and a second person for $\frac{1}{3}$ of her time, what part of the third worker's time should be budgeted to this project?
a. $\frac{1}{3}$ b. $\frac{1}{4}$ c. $\frac{1}{6}$ d. $\frac{1}{8}$
10. 32 is 40% of what number?
a. 12.8 b. 128 c. 80 d. 800
11. Which of the following is a ways 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. $\frac{1}{5}$ c. $\frac{14}{15}$ 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

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.

OFTEN (3)	SOMETIMES (2)	SELDOM/NEVER (1)
------------------	----------------------	-------------------------

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 MODIALITY

- _____ 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.

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

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.
17. I usually think in concrete patterns and solve problems with a step-by-step approach.
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

Left Hemisphere Style	Right Hemisphere Style
Rational <ul style="list-style-type: none"> • Responds to verbal instructions • Problem solves by logically and sequentially looking at the parts of things • Looks at differences • Is planned and structured • Prefers established, certain information • Prefers talking and writing • Prefers multiple choice tests • Controls feelings • Prefers ranked authority structures 	Intuitive <ul style="list-style-type: none"> • Responds to demonstrated instructions • Problem solves with hunches, looking or patterns and configurations • Looks at similarities • Is fluid and spontaneous • Prefers elusive, uncertain information • Prefers drawing and manipulating objects • Prefers open ended questions • Free with feelings • Prefers collegial authority structures
Sequential <ul style="list-style-type: none"> • Is a splitter: distinction important • Is logical, sees cause and effect 	Simultaneous <ul style="list-style-type: none"> • Is a lumpers: connectedness important • Is analogic, sees correspondences, resemblances
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.

VALUE	RANK

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 well-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 Code of Ethics: A set standard of guiding principles that you live by.	_____
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.

VERBAL /LINGUISTIC INTELLIGENCE	LOGICAL/MATHEMATICAL INTELLIGENCE
<p> <input type="checkbox"/> I enjoy telling stories and jokes <input type="checkbox"/> I have a good memory for trivia <input type="checkbox"/> I enjoy word games (i.e. Scrabble & puzzles) <input type="checkbox"/> I read books just for fun <input type="checkbox"/> I am a good speller (most of the time) <input type="checkbox"/> In an argument I tend to use put-downs or sarcasm <input type="checkbox"/> I like talking and writing about my ideas <input type="checkbox"/> If I have to memorize something I create a rhyme or saying to help me remember <input type="checkbox"/> If something breaks and won't work, I read the instruction book first <input type="checkbox"/> For a group presentation I prefer to do the writing and library research </p>	<p> <input type="checkbox"/> I really enjoy my math class <input type="checkbox"/> I like logical math puzzles or brain teasers <input type="checkbox"/> I find solving math problems to be fun <input type="checkbox"/> If I have to memorize something I tend to place events in a logical order <input type="checkbox"/> I like to find out how things work <input type="checkbox"/> I enjoy computer and any math games <input type="checkbox"/> I love playing chess, checkers or Monopoly <input type="checkbox"/> In an argument I try to find a fair and logical solution <input type="checkbox"/> If something breaks and won't work, I look at the pieces and try to figure out how it works <input type="checkbox"/> For a group presentation I prefer to create the charts and graphs </p>
VISUAL/SPATIAL INTELLIGENCE	BODILY/KNESTHETIC INTELLIGENCE
<p> <input type="checkbox"/> I prefer a map to written directions <input type="checkbox"/> I daydream a lot <input type="checkbox"/> I enjoy hobbies such as photography <input type="checkbox"/> I like to draw and create <input type="checkbox"/> If I have to memorize something I draw a diagram to help me remember <input type="checkbox"/> I like to doodle on paper whenever I can <input type="checkbox"/> In a magazine I prefer looking at the pictures rather than reading the text <input type="checkbox"/> In an argument I try to keep my distance, keep silent or visualize some solution <input type="checkbox"/> If something breaks and won't work I tend to study the diagram of how it works <input type="checkbox"/> For a group presentation I prefer to draw all the pictures </p>	<p> <input type="checkbox"/> My favorite class is gym since I like sports <input type="checkbox"/> I enjoy activities such as woodworking, sewing, and building models <input type="checkbox"/> When looking at things, I like touching them <input type="checkbox"/> I have trouble sitting still for any length of time <input type="checkbox"/> I use a lot of body movements when talking <input type="checkbox"/> If I have to memorize something, I write it out a number of times until I know it <input type="checkbox"/> I tend to tap my fingers or play with my pencil during class <input type="checkbox"/> I tend to play with the pieces to try to fit them together <input type="checkbox"/> For a group presentation I prefer to move the props around, hold things up or build a model </p>

MUSICAL/RHYTHMIC INTELLIGENCE	INTERPERSONAL INTELLIGENCE
<p>___ I enjoy listening to CD's and the radio</p> <p>___ I tend to hum to myself when working</p> <p>___ I like to sing</p> <p>___ I play a musical instrument quite well</p> <p>___ I like to have music playing when doing homework or studying</p> <p>___ If I have to memorize something I try to create a rhyme about the event</p> <p>___ In an argument I tend to shout or punch or move in some sort of rhythm</p> <p>___ I can remember the melodies of many songs</p> <p>___ If something breaks and won't work I tend to tap my fingers to a beat while I figure it out</p> <p>___ For a group presentation I prefer to put new words to a popular tune or use music</p>	<p>___ I get along well with others</p> <p>___ I like to belong to clubs and organizations</p> <p>___ I have several very close friends</p> <p>___ I like helping teach other students</p> <p>___ I like working with others in groups</p> <p>___ Friends ask my advice because I seem to be a natural leader</p> <p>___ If I have to memorize something I ask someone to quiz me to see if I know it</p> <p>___ In an argument I tend to ask a friend or some person in authority for help</p> <p>___ If something won't work I try to find someone who can help me</p> <p>___ For a group presentation I like to help organize the group's efforts</p>
INTRAPERSONAL INTELLIGENCE	NATURALIST INTELLIGENCE
<p>___ I like to work alone without anyone bothering me</p> <p>___ I like to keep a diary</p> <p>___ I like myself (most of the time)</p> <p>___ I don't like crowds</p> <p>___ I know what I am good at and what I am weak at</p> <p>___ I find that I am strong willed, independent and don't follow the crowd</p> <p>___ If I have to memorize something I tend to close my eyes and feel the situation</p> <p>___ In an argument I will usually walk away until I calm down</p> <p>___ If something breaks and won't work I wonder if it's worth fixing up</p> <p>___ For a group presentation I like to contribute something that is uniquely mine, often based on how I feel</p>	<p>___ I am keenly aware of my surroundings and what goes on around me</p> <p>___ I love to go walking in the woods and looking at the trees and flowers</p> <p>___ I enjoy gardening</p> <p>___ I like to collect things (e.g., rocks, sports cards, stamps, etc.)</p> <p>___ As an adult, I think I would like to get away from the city and enjoy nature</p> <p>___ If I have to memorize something, I tend to organize it into categories</p> <p>___ I enjoy learning the names of living things in our environment, such as flowers and trees</p> <p>___ In an argument I tend to compare my opponent to someone or something I have read or heard about and react accordingly</p> <p>___ If something breaks down, I look around me to try and see what I can find to fix the problem</p> <p>___ For a group presentation I prefer to organize and classify the information into categories so it makes sense</p>
TOTAL SCORE	
<p>_____ VERBAL/LINGUISTIC</p> <p>_____ LOGICAL/MATHEMATICAL</p> <p>_____ VISUAL/SPATIAL</p> <p>_____ BODILY/KINESTHETIC</p>	<p>_____ MUSICAL RYTHMIC</p> <p>_____ INTERPERSONAL</p> <p>_____ INTRAPERSONAL</p> <p>_____ NATURLIST</p>

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.
 - _____
 - _____
 - _____
 - _____
 - _____

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

Gather information

Implement your chosen solution

Evaluate your alternatives

Evaluate the results

Determine your alternatives

Recognize the problem

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 _____