

WESTERN MIDDLE SCHOOL



Student Planner
2026-2027

REGULAR BELL SCHEDULE

PERIOD	TIME
1	8:15 – 9:00
2	9:03 – 9:45
3	9:48– 10:30
4	10:33 – 11:15
5 6th Grade Lunch	11:18 – 12:00
6 7th Grade Lunch	12:03 – 12:45
7 8th Grade Lunch	12:48 – 1:30
8	1:33 – 2:15
9	2:18 – 3:00

EARLY RELEASE 28 min periods 30 min lunches	60 MINUTE DELAY 35 min periods 36 min lunches	2 HOUR DELAY 28 min periods 30 min lunches	FLEX 37 mins periods	TESTING 30 min periods 30 min lunch
1 8:15 - 8:46	1 9:15 - 9:53	1 10:15 - 10:46	1 8:15 - 8:52	1 8:15 - 8:45
2 8:49 - 9:17	2 9:56 - 10:31	2 10:49 - 11:17	2 8:55 - 9:32	2 8:48 - 9:18
3 9:20 - 9:48	3 10:34 - 11:09	3 11:20 - 11:48	3 9:35 - 10:12	3 9:21 - 9:51
4 9:51 - 10:19	5 11:12 - 11:48	5 11:51 - 12:21	FLEX 10:15 - 11:00	TESTING 9:54 - 11:18
8 10:22 - 10:50	6 11:51 - 12:27	6 12:24 - 12:54	4 11:03 - 11:40	BREAK 11:18 - 11:42
9 10:53 - 11:21	7 12:30 - 1:06	7 12:57 - 1:27	5 11:43 - 12:20	5 11:45 - 12:15
5 11:24 - 11:54	4 1:09 - 1:44	4 1:30 - 1:58	6 12:23 - 1:00	6 12:18 - 12:48
6 11:57 - 12:27	8 1:47 - 2:22	8 2:01 - 2:29	7 1:03 - 1:40	7 12:51 - 1:21
7 12:30 - 1:00	9 2:25 - 3:00	9 2:32 - 3:00	8 1:43 - 2:20	4 1:24 - 1:54
			9 2:23 - 3:00	8 1:57 - 2:27
				9 2:30 - 3:00

2026-27 Greenwich Public Schools District Calendar

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

TBD Summer School Ends

24 First Day for All Teachers

25 Professional Learning Day (PLD)

26 Professional Learning Day (PLD)

27 Grade 6&9 Orientation (Early Release)

28 First Day for All Students

7 Labor Day-Schools Closed

11 Rosh Hashanah at Sundown - Schools Open

21 Yom Kippur - Schools Closed

12 Columbus Day - Schools Open

20 Teacher Collab - Early Release

NOVEMBER							DECEMBER							JANUARY						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	15	16	17	18	19	20	21
15	16	17	18	19	20	21	13	14	15	16	17	18	19	16	17	18	19	20	21	22
22	23	24	25	26	27	28	20	21	22	23	24	25	26	77	78	79	80	31		
29	30						27	28	29	30	31			82	83	84	85	86	87	88

3 Election Day - Schools Closed

8 Diwali (Sunday)

11 Veterans Day - Schools Open

25 Early Release

26, 27 Thanksgiving Recess - Schools Closed

7 Teacher PLD - Schools Closed - K-8 Conf.

8 K-8 Conf. - K-8 Early Release

10 Elementary Conferences Evening

22 Early Release

23 - 31 Holiday Recess - Schools Closed

1 New Years Day - Schools Closed

4 School Resumes

18 Dr. MLK, Jr. Day - Schools Closed

26 Teacher Collab - Early Release

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

6 Lunar New Year (Saturday)

8-12 Winter Recess - Schools Closed

15 President's Day - Schools Closed

8 K-5 Conf. - K-5 Early Release

10 Eid al-Fitr - Schools Open

17 K-5 Early Release, K-5 Conferences

23 Teacher Collab - Early Release

26 Good Friday - Closed

12-16 Spring Recess - Schools Closed

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

17 Eid al-Adha - Schools Open

28 Early Release

31 Memorial Day-Schools Closed

Note: There shall be no athletic games or activity competitions, projects, homework or major assignments the evening before or on recognized and religious holidays, and no instructional assignments required to be worked on during Thanksgiving, Holiday, Winter and Spring recesses.

GHS Graduation: TBD

21 Last Day for Grade 6&9 (Includes 5 Snow Days)**

22 Last Day for Students (Includes 5 Snow Days)**

Early Release

24 Last Day for Staff (Includes 5 Snow Days)**

Summer School Dates: TBD

** If more snow / storm days are needed, they will be taken from either the remaining days in June or from the Spring Recess in April. Please plan accordingly.

180 Days / Students, 187 Days / Teachers

Quarter 1 Mid-Quarter Progress Monitoring Reflection Form

Class	Current Overall Class Average	Responsibility (10%)	Progress (30%)	Mastery (60%)	Missing assignments (that can be made up still)
English					☐ Yes ☐ No
Math					☐ Yes ☐ No
Science					☐ Yes ☐ No
Social Studies					☐ Yes ☐ No
French/ Spanish					☐ Yes ☐ No
PE					☐ Yes ☐ No
_____					☐ Yes ☐ No
_____					☐ Yes ☐ No

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

If you selected yes for missing assignments, what is your plan to make up these assignments? (ex: extra help, email the teacher...)

What class do you have the highest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What class do you have the lowest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What is one area (this can be a class or a category) you want to improve in over the next month?

What are 2 action steps you can take to make this improvement?

Parent Signature: _____

End of Quarter 1 Reflection

Directions: Complete the rating scale below to reflect on your progress on the following student success skills.

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

How do you feel about your quarter grades **and why?**

What are **two** things you are proud of this quarter?

What is one subject or student success skill you want to focus on over the next quarter **and why?**

Parent Signature: _____

AVID ORGANIZATION RUBRIC

PLANNER EXPECTATIONS



- The planner is being used consistently to record homework and upcoming assessments and due dates.

****Every box is filled in every day.****

Score ____/5

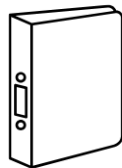
ZIPPER POUCH EXPECTATIONS



- Contains more than 1 pencil
- Contains more than 1 pen

Score ____/2

PAPER EXPECTATIONS



- Papers for each class are kept separate and in clearly labeled sections
- All papers have your name written on the top
- Papers are not being stored randomly in your bag or outside of the labeled sections

Score ____/3

Quarter 2 Mid-Quarter Progress Monitoring Reflection Form

Class	Current Overall Class Average	Responsibility (10%)	Progress (30%)	Mastery (60%)	Missing assignments (that can be made up still)
English					☐ Yes ☐ No
Math					☐ Yes ☐ No
Science					☐ Yes ☐ No
Social Studies					☐ Yes ☐ No
French/ Spanish					☐ Yes ☐ No
PE					☐ Yes ☐ No
_____					☐ Yes ☐ No
_____					☐ Yes ☐ No

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

If you selected yes for missing assignments, what is your plan to make up these assignments? (ex: extra help, email the teacher...)

What class do you have the highest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What class do you have the lowest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What is one area (this can be a class or a category) you want to improve in over the next month?

What are 2 action steps you can take to make this improvement?

Parent Signature: _____

End of Quarter 2 Reflection

Directions: Complete the rating scale below to reflect on your progress on the following student success skills.

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

How do you feel about your quarter grades **and why?**

What are **two** things you are proud of this quarter?

What is one subject or student success skill you want to focus on over the next quarter **and why?**

Parent Signature: _____

AVID ORGANIZATION RUBRIC

PLANNER EXPECTATIONS



- The planner is being used consistently to record homework and upcoming assessments and due dates.

****Every box is filled in every day.****

Score ____/5

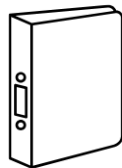
ZIPPER POUCH EXPECTATIONS



- Contains more than 1 pencil
- Contains more than 1 pen

Score ____/2

PAPER EXPECTATIONS



- Papers for each class are kept separate and in clearly labeled sections
- All papers have your name written on the top
- Papers are not being stored randomly in your bag or outside of the labeled sections

Score ____/3

Quarter 3 Mid-Quarter Progress Monitoring Reflection Form

Class	Current Overall Class Average	Responsibility (10%)	Progress (30%)	Mastery (60%)	Missing assignments (that can be made up still)
English					☐ Yes ☐ No
Math					☐ Yes ☐ No
Science					☐ Yes ☐ No
Social Studies					☐ Yes ☐ No
French/Spanish					☐ Yes ☐ No
PE					☐ Yes ☐ No
_____					☐ Yes ☐ No
_____					☐ Yes ☐ No

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

If you selected yes for missing assignments, what is your plan to make up these assignments? (ex: extra help, email the teacher...)

What class do you have the highest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What class do you have the lowest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What is one area (this can be a class or a category) you want to improve in over the next month?

What are 2 action steps you can take to make this improvement?

Parent Signature: _____

End of Quarter 3 Reflection

Directions: Complete the rating scale below to reflect on your progress on the following student success skills.

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

How do you feel about your quarter grades **and why?**

What are **two** things you are proud of this quarter?

What is one subject or student success skill you want to focus on over the next quarter **and why?**

Parent Signature: _____

AVID ORGANIZATION RUBRIC

PLANNER EXPECTATIONS



- The planner is being used consistently to record homework and upcoming assessments and due dates.

****Every box is filled in every day.****

Score ____/5

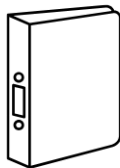
ZIPPER POUCH EXPECTATIONS



- Contains more than 1 pencil
- Contains more than 1 pen

Score ____/2

PAPER EXPECTATIONS



- Papers for each class are kept separate and in clearly labeled sections
- All papers have your name written on the top
- Papers are not being stored randomly in your bag or outside of the labeled sections

Score ____/3

Quarter 4 Mid-Quarter Progress Monitoring Reflection Form

Class	Current Overall Class Average	Responsibility (10%)	Progress (30%)	Mastery (60%)	Missing assignments (that can be made up still)
English					☐ Yes ☐ No
Math					☐ Yes ☐ No
Science					☐ Yes ☐ No
Social Studies					☐ Yes ☐ No
French/ Spanish					☐ Yes ☐ No
PE					☐ Yes ☐ No
_____					☐ Yes ☐ No
_____					☐ Yes ☐ No

Student Success Skills Rating Scale

Skill	Circle: (1 is never and 4 is always)			
Using your planner consistently for homework and planning for assessments/projects	1	2	3	4
Come to class with materials (chromebook, pen/pencil, notebook)	1	2	3	4
Actively participate in class discussions	1	2	3	4
Complete classwork consistently	1	2	3	4
Complete homework consistently	1	2	3	4
SLANTing in class	1	2	3	4
Arrive to class on time	1	2	3	4
Attend extra help sessions	1	2	3	4

Open Ended Individual Reflection

If you selected yes for missing assignments, what is your plan to make up these assignments? (ex: extra help, email the teacher...)

What class do you have the highest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What class do you have the lowest grade in? _____

Which category of your grade: responsibility, progress and mastery grade is impacting you the most in that class?

What is one area (this can be a class or a category) you want to improve in over the next month?

What are 2 action steps you can take to make this improvement?

Parent Signature: _____

	Monday, 8/24 NO SCHOOL	Tuesday, 8/25 NO SCHOOL	Wednesday, 8/26 NO SCHOOL
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
After school			

	Thursday, 8/27 B (EARLY RELEASE)	Friday, 8/28 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 8/31 A	Tuesday, 9/1 B	Wednesday, 9/2 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 9/3 B	Friday, 9/4 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 9/7 NO SCHOOL	Tuesday, 9/8 B	Wednesday, 9/9 A
Before School			
English		☐	☐
Math		☐	☐
Science		☐	☐
Social Studies		☐	☐
World Language and Electives		☐	☐
		☐	☐
After school			

	Thursday, 9/10 B	Friday, 9/11 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 9/14 A	Tuesday, 9/15 B	Wednesday, 9/16 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 9/17 B	Friday, 9/18 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 9/21 NO SCHOOL	Tuesday, 9/22 B	Wednesday, 9/23 A
Before School			
English		☐	☐
Math		☐	☐
Science		☐	☐
Social Studies		☐	☐
World Language and Electives		☐	☐
		☐	☐
After school			

	Thursday, 9/24 B	Friday, 9/25 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 9/28 A	Tuesday, 9/29 B	Wednesday, 9/30 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 10/1 B	Friday, 10/2 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 10/5 A	Tuesday, 10/6 B	Wednesday, 10/7 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☒	☐
After school			

	Thursday, 10/8 B	Friday, 10/9 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 10/12 A	Tuesday, 10/13 B	Wednesday, 10/14 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 10/15 B	Friday, 10/16 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 10/19 A	Tuesday, 10/20 B (EARLY RELEASE)	Wednesday, 10/21 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 10/22 B	Friday, 10/23 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 10/26 A	Tuesday, 10/27 B	Wednesday, 10/28 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 10/29 B	Friday, 10/30 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 11/2 A	Tuesday, 11/3 NO SCHOOL	Wednesday, 11/4 A
Before School			
English	☐		☐
Math	☐		☐
Science	☐		☐
Social Studies	☐		☐
World Language and Electives	☐		☐
	☐		☐
After school			

	Thursday, 11/5 B	Friday, 11/6 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 11/9 A	Tuesday, 11/10 B	Wednesday, 11/11 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 11/12 B	Friday, 11/13 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 11/16 A	Tuesday, 11/17 B	Wednesday, 11/18 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 11/19 B	Friday, 11/20 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 11/23 A	Tuesday, 11/24 B	Wednesday, 11/25 A (EARLY RELEASE)
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 11/26 NO SCHOOL	Friday, 11/27 NO SCHOOL	To Do:
Before School			☐
English			☐
Math			☐
Science			☐
Social Studies			Upcoming
World Language and Electives			
After school			

	Monday, 11/30 A	Tuesday, 12/1 B	Wednesday, 12/2 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 12/3 B	Friday, 12/4 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 12/7 NO SCHOOL	Tuesday, 12/8 B (EARLY RELEASE)	Wednesday, 12/9 A
Before School			
English		☐	☐
Math		☐	☐
Science		☐	☐
Social Studies		☐	☐
World Language and Electives		☐	☐
		☐	☐
After school			

	Thursday, 12/10 B	Friday, 12/11 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 12/14 A	Tuesday, 12/15 B	Wednesday, 12/16 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 12/17 B	Friday, 12/18 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 12/21 A	Tuesday, 12/22 B (EARLY RELEASE)	Wednesday, 12/23 NO SCHOOL
Before School			
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Thursday, 12/24 NO SCHOOL	Friday, 12/25 NO SCHOOL	To Do:
Before School			☐
English			☐
Math			☐
Science			☐
Social Studies			Upcoming
World Language and Electives			
After school			

	Monday, 1/4 A	Tuesday, 1/5 B	Wednesday, 1/6 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 1/7 B	Friday, 1/8 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 1/11 A	Tuesday, 1/12 B	Wednesday, 1/13 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 1/14 B	Friday, 1/15 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 1/18 NO SCHOOL	Tuesday, 1/19 B	Wednesday, 1/20 A
Before School			
English		☐	☐
Math		☐	☐
Science		☐	☐
Social Studies		☐	☐
World Language and Electives		☐	☐
		☐	☐
After school			

	Thursday, 1/21 B	Friday, 1/22 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 1/25 A	Tuesday, 1/26 B (EARLY RELEASE)	Wednesday, 1/27 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 1/28 B	Friday, 1/29 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 2/1 A	Tuesday, 2/2 B	Wednesday, 2/3 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 2/4 B	Friday, 2/5 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 2/15 NO SCHOOL	Tuesday, 2/16 B	Wednesday, 2/17 A
Before School			
English		☐	☐
Math		☐	☐
Science		☐	☐
Social Studies		☐	☐
World Language and Electives		☐	☐
		☐	☐
After school			

	Thursday, 2/18 B	Friday, 2/19 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 2/22 A	Tuesday, 2/23 B	Wednesday, 2/24 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 2/25 B	Friday, 2/26 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 3/1 A	Tuesday, 3/2 B	Wednesday, 3/3 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 3/4 B	Friday, 3/5 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 3/8 A	Tuesday, 3/9 B	Wednesday, 3/10 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 3/11 B	Friday, 3/12 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 3/15 A	Tuesday, 3/16 B	Wednesday, 3/17 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 3/18 B	Friday, 3/19 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 3/22 A	Tuesday, 3/23 B (EARLY RELEASE)	Wednesday, 3/24 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 3/25 B	Friday, 3/26 NO SCHOOL	To Do:
Before School			☐
English	☐		☐
Math	☐		☐
Science	☐		☐
Social Studies	☐		Upcoming
World Language and Electives	☐		
After school			

	Monday, 3/29 A	Tuesday, 3/30 B	Wednesday, 3/31 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 4/1 B	Friday, 4/2 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 4/5 A	Tuesday, 4/6 B	Wednesday, 4/7 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 4/8 B	Friday, 4/9 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 4/19 A	Tuesday, 4/20 B	Wednesday, 4/21 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 4/22 B	Friday, 4/23 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 4/26 A	Tuesday, 4/27 B	Wednesday, 4/28 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 4/29 B	Friday, 4/30 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 5/3 A	Tuesday, 5/4 B	Wednesday, 5/5 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 5/6 B	Friday, 5/7 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 5/10 A	Tuesday, 5/11 B	Wednesday, 5/12 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 5/13 B	Friday, 5/14 B	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 5/17 A	Tuesday, 5/18 B	Wednesday, 5/19 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 5/20 B	Friday, 5/21 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 5/24 A	Tuesday, 5/25 B	Wednesday, 5/26 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 5/27 B	Friday, 5/28 B (EARLY RELEASE)	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 5/31 NO SCHOOL	Tuesday, 6/1 B	Wednesday, 6/2 A
Before School			
English		☐	☐
Math		☐	☐
Science		☐	☐
Social Studies		☐	☐
World Language and Electives		☐	☐
		☐	☐
After school			

	Thursday, 6/3 B	Friday, 6/4 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 6/7 A	Tuesday, 6/8 B	Wednesday, 6/9 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

[illegible]

	Monday, 6/14 A	Tuesday, 6/15 B	Wednesday, 6/16 A
Before School			
English	☐	☐	☐
Math	☐	☐	☐
Science	☐	☐	☐
Social Studies	☐	☐	☐
World Language and Electives	☐	☐	☐
	☐	☐	☐
After school			

	Thursday, 6/17 B	Friday, 6/18 A	To Do:
Before School			☐ ☐ ☐ ☐
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	Upcoming
World Language and Electives	☐	☐	
	☐	☐	
After school			

	Monday, 6/21 A	Tuesday, 6/22 B	NO SCHOOL
Before School			
English	☐	☐	
Math	☐	☐	
Science	☐	☐	
Social Studies	☐	☐	
World Language and Electives	☐	☐	
	☐	☐	
After school			

	HAPPY	SUMMER!	To Do:
Before School			☐
English			☐
Math			☐
Science			☐
Social Studies			Upcoming
World Language and Electives			
After school			

Critical Reading Strategy

ACTIVATE

1. Establish your purpose for reading. What is the goal of reading this text?
2. Read through the entire text (without marking it up) in order to identify the author, the structure, any visuals that may be included, and the gist of the text

ENGAGE

3. Interact with the text to process information as it is read. This is done by following the steps of #CUBBA (see right).

Usually, a deeper processing of a text occurs over multiple reads with varying purposes for each read.



NUMBER

the paragraphs



CIRCLE

key words, names, numbers, etc.



UNDERLINE

the main idea(s)



[BRACKET]

evidence that supports the main idea(s)



BOX

words you do not know the definition of



ANNOTATE

in the margins with questions & connections

EXTEND

4. Now that you have critically read the text, you will focus on the development of academic thinking skills such as apply, analyze, evaluate, and synthesize. This will vary by the purpose for reading and assignment planned by the teacher.

Annotating in the Margins

While critically reading (making connections, clarifying information, etc.), write down your thoughts in the margins of the text, on sticky notes, or in your Focused Notes. See below for ideas of things to annotate.

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



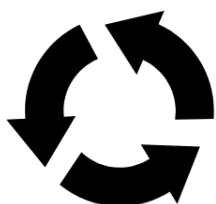
FOCUSED NOTES PROCESS (FNP)



TAKING NOTES

CREATE THE NOTES.

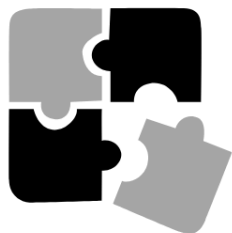
Select a note-taking format, set up the note page, record the Essential Question, and take notes based on an information source (lecture, book, website, article, video, etc.), selecting, paraphrasing, and arranging information in a way that meets your note-taking objective.



PROCESSING NOTES

THINK ABOUT THE NOTES.

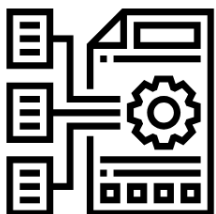
Revise notes-by underlining, highlighting circling, chunking, questioning, adding, deleting-to identify, select, sort, organize, and classify main ideas and details. Evaluate the relative importance of information and ideas in the notes.



CONNECT THINKING

THINK BEYOND THE NOTES.

Analyze the notes using inquiry to make connections and deepen content knowledge by asking questions and adding your own thinking to create greater understanding, identify gaps or points of confusion, and connect your new learning to what you already know.



SUMMARIZE & REFLECT

THINK ABOUT THE NOTES AS A WHOLE.

Pull together the most important aspects of your notes and your thinking about them to craft a summary that captures the meaning and importance of the content and reflect on how the learning helps you meet the note-taking objective.



APPLY LEARNING

USE THE NOTES.

Save and revisit your notes as a resource or learning tool to help you apply or demonstrate what you have learned.

DIFFERENT NOTE TAKING FORMATS

1 OUTLINE NOTES

I. Main Topic	
A. Subtopic	
1. Detail	
2. Detail	
B. Subtopic	
1. Detail	
II. Main Topic	
A. Subtopic	
1. Detail	
2. Detail	

Use numbers, letters, and indentation to show the structure and hierarchy of ideas.

- 1 Write the main topic as a roman numeral.
- 2 Add subtopics using capital letters.
- 3 Add details using numbers.
- 4 Indent to show relationships.

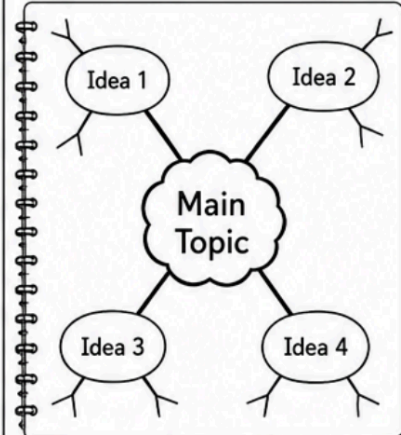
2 TWO/THREE COLUMN

Cues	Notes	Summary
Key Words	• Note • Note • Note	Main Point
Questions	• Note • Note	Key Takeaway
Main Ideas		

Organize your notes by separating information into columns.

- 1 Draw two or three columns.
- 2 Use the main (large) column for notes during class.
- 3 Add key words or questions in the left column (cues).
- 4 Write a summary of the main ideas in the right or bottom column.

3 MIND-MAPS



Use visuals to connect ideas and show relationships.

- 1 Write your main topic in the center of the page.
- 2 Draw branches for main ideas.
- 3 Add details or examples on smaller branches.
- 4 Use colors and images to help you remember.

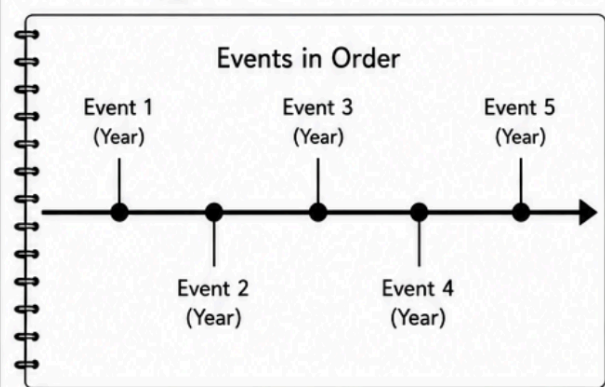
4 CORNELL NOTES

Cues (Questions)	Notes
• What is the main idea? • Why is this important? • How does it connect?	• Note • Note • Note • Note
Summary Write a brief summary of the main ideas here.	

A popular method that helps you review and study your notes effectively.

- 1 During class, write notes in the large (right) column.
- 2 After class, write key words or questions in the left column.
- 3 At the bottom, write a summary of the main ideas.
- 4 Use the cues to test yourself when reviewing.

5 TIMELINE



Show events in the order they happened.

- 1 Draw a horizontal line.
- 2 Mark important events above or below the line.
- 3 Add dates or time periods for each event.
- 4 Use short descriptions to summarize each event.

Common Abbreviations

for note-taking



to	2	example	ex. or eg.	greater than	>
for	4	especially	esp.	less than	<
between	b/w	maximum	max.	regarding	re
without	w/o	minimum	min.	not applicable	n/a
and	& or +	because	b/c	important	impt. or ! or ☆
negative	-	increase	↑	Next, leads to, causes	→
positive	+	decrease	↓	And the rest, so on	etc.,
at	@	question	?	approximately	approx.

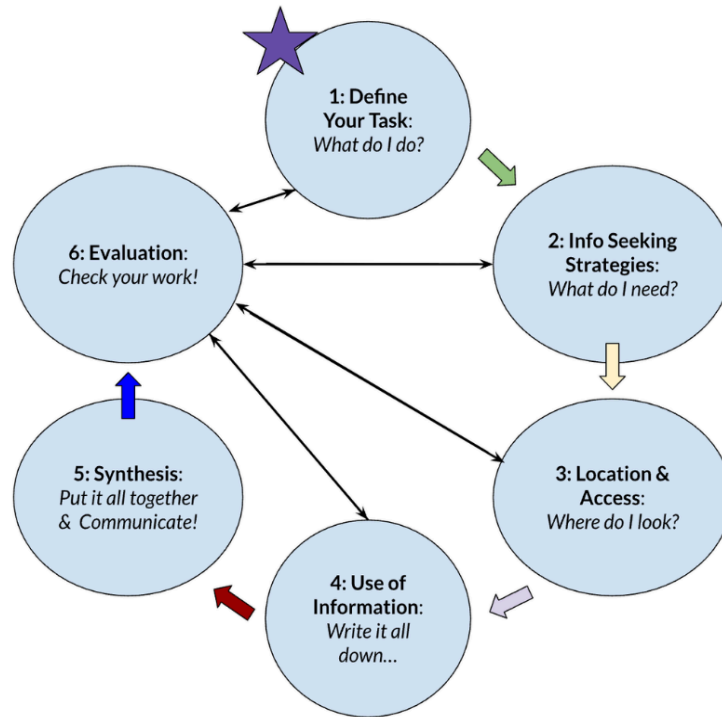
Two Abbreviation Techniques

1. Use the first few letters of the word – just enough to remember what the abbreviation stands for
2. Remove all (or most of) the vowels from the word and use just the key consonants bunched together

COSTA'S LEVELS OF QUESTIONING

Level of Questioning	Key Words		Example Questions	
Level One "Google" 	Complete Define Describe Generalize Identify Label List Name	Observe Recall Repeat Recite Record State Summarize Tell	What information is given? What is the formula for...? Locate ... List the... What is...? What math concepts... Where did...? Draw a diagram of...	Make a map of... What events led to...? Describe in your own words... Who/what were the main...? What does ____ mean? Point to the... What is the definition of...? When did...? Give me an example of...
Level Two "Doodle" 	Analyze Classify Compare Compose Compute Contrast Distinguish Dramatize Explain	Infer Outline Question Plan Revise Separate Sort Use Why	What additional information is needed...? Compare and contrast... If ...then... What other ways could ____ be interpreted? Would you have done...? What information supports your claim? What other ways...?	What is important...? How else could you...? What is the main idea? Does it make sense to...? What occurs when... Give an example of... Can you see other relationships...? What evidence...? Explain the concept of...
Level Three "Noodle" 	Assess Choose Decide Estimate Evaluate Forecast Hypothesize Imagine If/Then	Judge Justify Measure Predict Prepare Rate Speculate Value "Why or why not"	Design a ____ to show... What would happen to ____ if...? Predict what will happen if... How would repeated trials...? Pretend you are... Design a scenario... What is the most compelling part...? Design a lab to show... If you were there, would you...? Describe what might occur...	What significance does this hold for...? Are your results biased? Do you feel ____ is ethical? What would the world be like...? What would it be like to live...? Hypothesize the results if... What significance is this formula...? What do you think will happen? What type of evidence...? Could this have really...?

THE RESEARCH PROCESS



Step 1: Define Your Task *What do I do?*

- Includes selection/narrowing of topic, Level 1 & 2 questions, then Level 3/Essential Question (EQ)

Step 2: Information Seeking Strategies *What do I need?*

- Includes EQ, keyword generation, and identification of potential sources
 - *Order of Research:* What Resources Should I Use?
 - Destiny (books)
 - Teacher-curated resource lists
 - Subscription research databases (on LMC website)

Step 3: Location & Access *Where do I look?*

- Includes EQ, keywords, initial database & search engine use (do not depend on the AI summary, you must go to the sources!), selection of specific resources w/ evaluation (C.A.R.S.) and collection of citation information

Step 4: Use of Information *Write it all down...*

- Includes focused note-taking, paraphrasing, drafting, final citations

Step 5: Synthesis *Put it all together!*

- Creation and publication of final product (dependent on the project)

Step 6: Evaluation *Check your work!*

- Includes use of project rubric, and happens after every step - remember, it's a cycle, not a linear process



EVALUATING WEBSITES

Use the C.A.R.S. Checklist to determine if a source is “good enough” to use for research!

Give each item on the chart a score:

- **1 point** if you can find the information noted; or
- **0 points** if you don't see the information anywhere.



Credible	An author (with his/her credentials) is listed.	
	The publisher of the website is trustworthy.	
	There aren't any obvious typos or errors on the page.	
Accurate	It provides useful information that agrees with other sources (triangulation).	
	The publication or copyright date is recent.	
Reasonable	There is no obvious bias (opinion) OR the opinion is appropriate for my research.	
	The purpose of the website (inform/educate, entertain, persuade, or sell) matches my research needs.	
	The website is easy to read and understand.	
Supported	The author's/creator's sources are listed.	
	I can contact the creator of the website if I have a question.	
	Total # of Points	

Now, give the source or website a “grade:”



- **0-5 total points:** this is NOT a good source, do not use!!
- **6-7 total points:** this is a pretty good website, proceed carefully with focused notes and remember to paraphrase!
- **8-10 total points:** you have found a great resource - proceed!



LIBRARY MEDIA CENTER



Independent Reading: We recommend reading a *minimum* of 1-2 books *per month* for fun (in addition to regular school reading). You should have your independent reading book with you at all times, and be sure to return it on time!



Digital Resources: You have access to MANY approved resources (websites and databases) through the LMC website. Not all require a username and password, but here's a quick guide:

Resource	Purpose	Username & Password
Destiny 	Search for books, put a book on hold, check history and due dates, read e-books, etc.	Google SSO
Sora 	Search for, read, or download audiobooks and e-books.	UN: firstname.lastname <i>(e.g., harry.potter)</i> PW: firstinitial lastinitial + 9-digit student ID <i>(e.g., hp123456789)</i>
NoodleTools 	Citation and Notetaking Database	Google SSO
Brittanica 	Research Database	UN: greenwich PW: research
CultureGrams 	Research Database	UN: greenwich PW: green
Issues & Controversies 	Research Database	Select WMS, then UN: wmsmc PW: wildcats
World Book 	Research Database	UN: greenwich PW: green
World Geo & Culture Online 	Research Database	Select WMS, then UN: wmsmc PW: wildcats

CHROMEBOOK TIPS

Your Chromebook is a critical tool for your education at Western; here are several tips, tricks & a few keyboard shortcuts that will make it even more effective!

Remember:

- Bring your Chromebook to school EVERY DAY with a FULL battery charge.
- Your Chromebook charger stays at HOME in a safe place.
- The GPS Barcode Sticker/Name Label must stay on... see Tech Support in the Library Media Center (LMC) for a replacement.
- Do not let anyone else TOUCH your Chromebook, and don't leave it unattended. It should be in your locker or the padded part of your backpack when you aren't actively using it.
- ALWAYS close your Chromebook when you carry it inside the classroom or in the halls.
- Do not leave your Chromebook open when you leave your seat or the classroom;
- Keep your Chromebook clean by wiping it with a dry microfiber cloth; do not ever spray your screen.
- Never eat or drink near your Chromebook.
- Protect your privacy - sign out when you aren't using the Chromebook.
- If you see damage of any kind, bring it to Tech Support in the LMC.
- You are responsible for your Chromebook - take care of it or pay for it!

Keyboard Shortcuts

- <CTRL> plus A = Select All
- <CTRL> plus X = Cut
- <CTRL> plus C = Copy
- <CTRL> plus V = Paste
- <CTRL> plus Z - Undo
- <ALT> plus <SEARCH> = turns CAPS LOCK on and off



Do NOT use any other keyboard shortcuts - ask for Tech Support!

ACCEPTABLE USE AGREEMENT

I will follow all parts of Greenwich Public Schools' **Acceptable Use and Internet Safety Agreement** for Chromebook use.



This means I will:

- Charge my Chromebook in a safe place every night and bring it with me to school;
- Only use my Chromebook for educational purposes;
- Stay on task in class and use my Chromebook only with teacher permission;
- Use only educationally appropriate apps and websites;
- Use my school email and Google apps for school-related purposes only;
- Treat all Chromebooks gently and safely;
- Keep my passwords secret, and not use anyone else's account or passwords;
- Give credit for images and words using proper citation;
- Communicate online safely and appropriately for school-related purposes;
- Keep my name label and school-provided identification labels visible and undamaged; and
- Keep all food and drinks away from my Chromebook.

This also means I WILL NOT:

- Deface, mark, or damage the Chromebook or the charger;
- Use any apps or games without specific permission from a teacher;
- Produce, access, download or upload content/images/videos that could disrupt the school day;
- Attempt to repair or make changes to hardware and software;
- Cyberbully, harass, or discriminate;
- Post, send, or store online information that could endanger others; or
- Try to get through the Internet filters.

I acknowledge and understand that I am expected to care for my Chromebook appropriately and keep it safe, that I understand the rules and expectations still apply outside of the school building, and if I violate any condition of this agreement, I may have my computer privileges suspended and/or revoked.

Review this Agreement frequently to remind yourself about Chromebook do's and don'ts... these are included in our Be Safe school norm!

AVID ORGANIZATION RUBRIC

PLANNER EXPECTATIONS



- The planner is being used consistently to record homework and upcoming assessments and due dates.

****Every box is filled in every day.****

Score ____/5

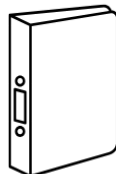
ZIPPER POUCH EXPECTATIONS



- Contains more than 1 pencil
- Contains more than 1 pen

Score ____/2

PAPER EXPECTATIONS



- Papers for each class are kept separate and in clearly labeled sections
- All papers have your name written on the top
- Papers are not being stored randomly in your bag or outside of the labeled sections

Score ____/3

ACADEMIC LANGUAGE SCRIPTS

ASKING FOR CLARIFICATION



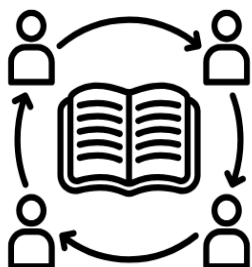
- Could you repeat that?
- Could you give me an example of that?
- I have a question about that:...?
- Could you please explain what ___ means?
- Could you please repeat that?
- I did not understand _____. Could you please give us another example?
- So, do you mean?

EXPRESSING AN OPINION

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



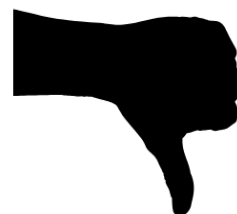
BUILDING ON WHAT OTHERS SAY



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

DISAGREEING

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



OFFERING A SUGGESTION

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