

Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 2.1

Binder Contents Check-off Sheet

Needed Binder Contents:

- _____ Good quality 3-ring binder, 2", 2½" or 3" rings with pocket inserts
- _____ Five to six colored tab subject dividers to separate each academic class, including AVID
- _____ Zipper pouch to store supplies (3-hole punched heavy duty zip-lock bags also work)
- _____ Two or more pens
- _____ Two or more pencils
- _____ Filler paper (some notebook paper is now available in Cornell note style)
- _____ Assignment calendar for each academic class/or school agenda book
- _____ Tutorial logs
- _____ Learning logs

Suggested Binder Contents:

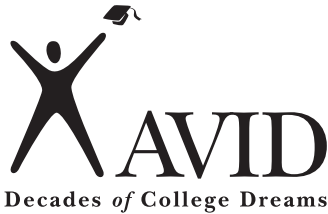
- _____ One or two trapper pouches (for paper with no holes punched in it)
- _____ One or more colored highlighter pens
- _____ Notebook dictionary and/or thesaurus
- _____ Calculator
- _____ Six-inch ruler
- _____ Tips on notetaking and test-taking skills, tutorial guidelines, or other AVID strategy sheets
- _____ Sample of notetaking in specific subjects

Your Binder Should be Organized in the Following Manner:

- _____ Binder front cover
- _____ Plastic supply holder
- _____ Binder grade sheet

Each Subsequent Section in Your Binder Should Have These Parts in This Order:

- _____ Divider
- _____ Calendar/assignment log
- _____ Notes
- _____ Tutorial/learning logs
- _____ Handouts
- _____ Tests
- _____ Blank paper



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 2.3 (1 of 4)

Notebook Grade Check

COMMENT CODES

Notes

- A Use Cornell Format
- B Need full Heading/Dates
- C Mission Summaries
- D Summaries Lacking Depth

Binder

- E Organize Loose Papers
- F Incomplete Assignment Logs
- H No Parent Signature

Planner

- I Goals Missing
- J Homework Assignments Missing

DATE	CATEGORY	POINTS	TUTOR'S INITIALS
	Neatness of assignments/notes (10)		<i>Comments:</i>
	Overall organization (10)		
	Assignment Logs filled out & up to date (10)		
	AVID Planner complete & up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date & period on all papers (10)		
Total	100 points possible		

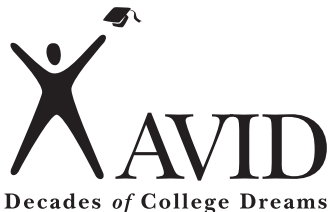
Parent's Signature: _____

Goal for next notebook check:

DATE	CATEGORY	POINTS	TUTOR'S INITIALS
	Neatness of assignments/notes (10)		<i>Comments:</i>
	Overall organization (10)		
	Assignment Logs filled out & up to date (10)		
	AVID Planner complete & up to date (20)		
	Cornell notes in all classes (30)		
	Weekly goals (10)		
	Name, date & period on all papers (10)		
Total	100 points possible		

Parent's Signature: _____

Goal for next notebook check:



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 2.3 (2 of 4)

AVID Binder Grade Sheet

Week of: _____	
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	

Week of: _____	
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	

Week of: _____	
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	

Week of: _____	
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	

Week of: _____	
Planner: _____	Writing: _____
Tutorial _____	Organization: _____
Worksheet: _____	Other: _____
Reading log: _____	Total: _____
Daily Notes: _____	By: _____
Comments: _____	

Name: _____ Quarter: _____

Begin Date: _____ Period: _____

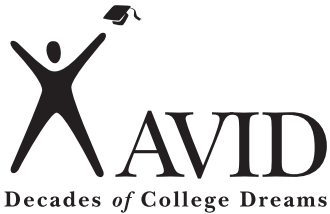
Student Activity 2.3 (4 of 4)



Binder Checklist for:

Month of: _____

	Week #1		Week #2		Week #3		Week #4	
	Yes	No	Yes	No	Yes	No	Yes	No
√ Pencil pouch and necessary materials (as listed in class rules)								
√ Assignment/Grade Log is up to date for all subjects								
√ Homework Calendar is up to date								
√ Weekly Learning Log (checked on Mondays)								
Only school related material is located on/in folder (all others will be confiscated until the end of the semester)								
√ Two pages of Cornell Notes for each subject (checked weekly)								
√ Tutoring forms (2 per week)								
Stamp of approval →								
Total Points I can improve my notebook for next time by:	Week #1	Week #2	Week #3	Week #4				



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 2.4

AVID Student Binder Response Form

This form is to be completed each week after the binder has been graded in preparation for the following week.

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

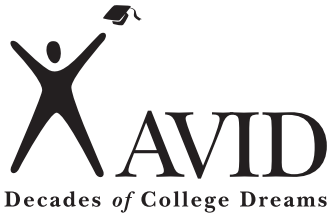
Student's Signature:

Week of:

This week I have focused on the following improvements:

Additionally, please notice:

Student's Signature:



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 2.5

Binder Alert!!!

Date _____

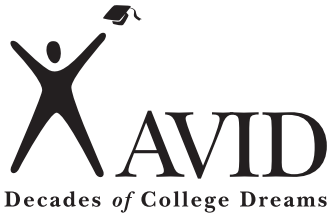
Dear AVID Teacher:

Today _____ received a score of _____ on his/her binder. The main reason(s) for this included:

- No notes
- Few notes
- No labeled dividers
- Poor organization
- No calendar/agenda
- Calendar/agenda not complete
- Missing papers/forms
- Appearance/neatness
- Lack of supplies

Additional Comments:

Tutor/Binder Evaluator _____



Name: _____ Quarter: _____
 Begin Date: _____ Period: _____

Student Activity 2.6

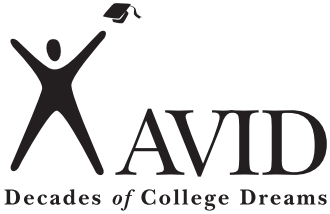
Assignment Log

Assign. Number	Description of Assignment	Date Assigned	Date Due	Turned In	Points Possible	My Score

Student Activity 3.1

Taking Notes: Some Tips

<p>Use the speaker's style to identify important points</p>	<p>Become familiar with the speaker's style.</p> <p>Listen for important points that might be emphasized when the speaker:</p> <ul style="list-style-type: none"> • pauses or slows down • repeats a point • modulates the volume of her/his voice • uses introductory phrases (e.g., "The four main points are" or "Note the relationship") • writes on the board • gestures or uses visual aids
<p>Keep up with the speaker</p> <p><i>Example:</i></p> <p><i>Example:</i></p>	<p>Write only the important ideas such as names, places, dates, events, examples, terms, definitions, causes, effects, evaluations, cross references: make it brief, but clear.</p> <p>Speaker says: "Hippocrates, a Greek who is considered to be the Father of Medicine, was born on the island of Cos in 460 B.C."</p> <p>Notes say: "<i>Hippocrates (Gr.) Father of Med. B. Cos 460 B.C.</i>"</p> <p>Use abbreviations for familiar words.</p> <p>Speaker says: "George Washington was not, in a sense, America's first president."</p> <p>Notes say: "<i>G. Wash. Not Am's 1st Pres.?</i>"</p>
<p>Be alert to the speaker's stance</p>	<p>Some lecturers attempt to persuade, as well as inform, listeners; when applicable, note ideas/references/opinions that provide insight into the speaker's point of view.</p>
<p>Review notes shortly after a lecture</p>	<p>Develop study questions and identify main ideas.</p> <p>Fill in details for clarity.</p> <p>Look up and add the definitions of new words/terminology.</p> <p>Identify information that is unclear and/or questions that need to be answered; write and mark questions in the text of notes or at the end where they will be easily found; get answers to the questions from other students and/or the speaker.</p> <p>Add symbols to highlight important ideas and key words.</p> <p>Delete irrelevant information.</p> <p>Review the overall organization of the material; add symbols to make the organization clear or rewrite for clarity, as needed.</p> <p>Write a summary of the significant ideas.</p>



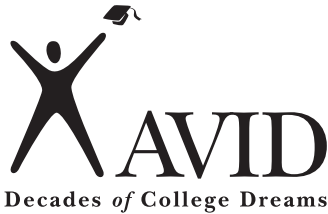
Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 3.2 (1 of 2)

Cornell Notes Format

Topic: _____	Name: _____ Class: _____ Period: _____ Date: _____
Questions/Main Ideas	Notes:
Summary:	



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.4

Be An Active Reader

Think About the Reading

- Consider how the parts relate to the whole; how the text relates to previous ideas
- Create questions about new words/terms, why emphasized points are important
- Examine what you have learned from visuals
- Consider how the parts relate to the whole; how the text relates to previous ideas
- Create questions about new words/terms, why emphasized points are important
- Examine what you have learned from visuals

Be Aware of Textbook Organization

- Look for the pattern in elements like chapter/subsection headings, summary points, graphics
- Know where to find the index and glossary

Use the Text Style to Identify Important Points

- Become familiar with the font, symbols, borders, graphics, colors, and layout that highlight main ideas or terms
- Be alert to the writer's goal: highlight ideas/references/opinions that seem significant to writer's point of view

Take Notes While Reading

- Include headings, key terms, & graphics
- Take down only the important ideas:
 - Brief, but clear
- Summarize in your own words
- Use symbols to highlight for review
- Use textbook review questions to develop study questions

Review Textbook Notes

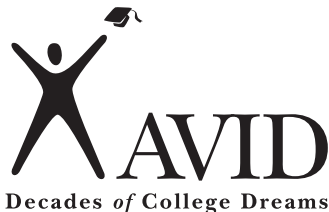
- Identify main ideas
- Fill in details for better understanding
- Identify unclear information and/or questions
 - Collaborate for answers
- Delete unnecessary information
- Review note organization; add symbols or rewrite
- Write a summary

Name: _____ Quarter: _____ Begin Date: _____ Period: _____

Student Handout 3.5

Cornell Notes Rubric

	5	4	3	2	1
Page set-up	<ul style="list-style-type: none"> All parts (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> All parts but one (name, date, class, and topic) are clearly labeled in the correct place. 	<ul style="list-style-type: none"> Some parts (name, date, class, and topic) are labeled in the correct place. 	<ul style="list-style-type: none"> Missing 2 parts (name, date, class, and topic) but are correctly labeled. 	<ul style="list-style-type: none"> Missing 3 or more parts (name, date, class, and topic) and may not be in the proper location.
Legibility	<ul style="list-style-type: none"> Neat and completely legible 	<ul style="list-style-type: none"> Completely legible 	<ul style="list-style-type: none"> Mostly legible 	<ul style="list-style-type: none"> Mostly non-legible 	<ul style="list-style-type: none"> Not legible
Notes	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Notes have been edited. Key word have been highlighted and/or underlined. Revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes are selectively and accurately paraphrased. Use of logical abbreviations. Some key words have been highlighted or underlined. Partial revisions/additions are made in a different color. 	<ul style="list-style-type: none"> Notes may/may not be accurate, information not always paraphrased. Some use of abbreviations. No highlighting or underlining evident. No revisions made. 	<ul style="list-style-type: none"> Notes are incomplete. No use of abbreviations. 	<ul style="list-style-type: none"> Notes do not reflect Cornell Note format
Questions	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Questions also include Bloom's level 3-6 or Costa's level 2 & 3 as appropriate. 	<ul style="list-style-type: none"> Questions check for understanding, and directly reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are basic and may reflect notes (see Bloom's level 1 & 2 or Costa's level 1). Most questions are lower level in Bloom's or Costa's. 	<ul style="list-style-type: none"> Questions are limited and do not accurately reflect notes. 	<ul style="list-style-type: none"> Questions are missing.
Summary	<ul style="list-style-type: none"> Shows learning by effectively identifying all main ideas. 	<ul style="list-style-type: none"> Shows learning by effectively identifying some main ideas. 	<ul style="list-style-type: none"> Summary is re-stating of notes but is connected to some learning. 	<ul style="list-style-type: none"> Summary is a re-stating of the notes and is not connected to learning. 	<ul style="list-style-type: none"> No summary



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.6

STAR Notetaking Strategy

S = Set Up Paper

1. Put name, period, class, and date in upper right-hand corner
2. Give your notes a title
3. Draw a vertical line down the paper to divide it into sections of about one-third and two-thirds

T = Take Notes

1. PARAPHRASE the text or lecturer in the right-hand column
2. Listen to decide which parts of the information are most important. Notice if the lecturer seems to stray from the topic.
3. Use whatever it takes to cue your own memory system. For example, use capital printing, underlining, arrows, or even pictures.
4. Don't get hung up on spelling. If you know what you mean, that is what counts. If you use this information later for another assignment or an essay, check for proper spelling then.
5. Use abbreviations that work for you. Develop your own shorthand.

A = After Class

1. Within five minutes of class, or as soon as humanly possible, edit your notes. Reread them looking for places to make additions, deletions, or clarifications.
2. Work with a partner to review your notes whenever possible.
3. Use a highlighter or underlining to emphasize important points.
4. Note any points that need to be clarified with the lecturer in the next session.
5. Finally, fill in the left-hand column with questions, icons, symbols, pictures, and memory keys.

R = Review Notes

1. Review notes regularly, after class, at least once a week.
2. Cover the right-hand column with blank paper. Read aloud or rewrite the right-hand column by using the cues in the left-hand column.
3. Paraphrase the answers.
4. Reflect by summarizing the notes, relating the subject to yourself, or relating the subject to personal experiences.

Student Activity 3.7

Tips for Studying with Notes

Make Use of the Format

- Spread out or hold notes so that right side of page is covered; review ideas and answer study questions from the left-hand column; use right-hand section as an answer key.
- Engage in an oral quiz with others using study questions from the left-hand column.
- Cover the right-hand column with blank paper; write out answers to the left-hand study questions and explanations of main ideas.

Write

- Write summaries of the most important material in the summary/reflection section.
- Write a quiz for others using the notes; exchange and correct.
- Write anticipated test questions beyond those already in the left-hand column and write answers to the questions.

Review

- Look over notes frequently to keep information and questions still unanswered fresh in mind.
- Recite information from notes.

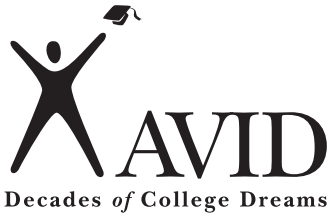
Study With a Group

- Exchange notes with others to flesh out information and understanding.
- Use notes in study groups to provide a common ground of material for reference and review. Rewrite notes if necessary.

Student Activity 3.8

Discussion Notes: Some Tips

- Use the topics and questions introduced by discussion leaders to organize your notes.
- Use symbols to indicate questions/ideas that seem to carry weight or importance and consider the discussion leader's purpose in emphasizing them.
- Include your own responses in notes; consider and react to the various responses during review of notes.
- Develop questions to include in the discussion or review later with other students, tutors and/or teachers.
- Add references to lecture/textbook and other material as they come to mind.



Name: _____ Quarter: _____

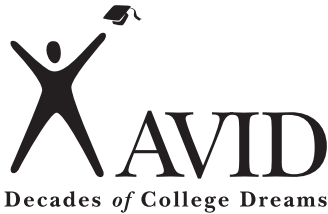
Begin Date: _____ Period: _____

Student Activity 3.9 (1 of 3)

Taking Notes on Literature and Poetry

The following elements, when incorporated into your notes on literature, can greatly enhance your appreciation of the meaning of a work, the devices authors use to achieve meaning and the world which may have shaped the author's work. This kind of information, integrated with your own ideas about a work and cross referenced with lecture, discussion, and research notes can serve as an excellent foundation for study of the work. When you read a short story, novel or essay, consider including the following items in your notes as applicable. Include page number references for later review as needed.

title of work	Speculate about the meaning of the title: why might the writer have chosen that particular title? Look for references to the title elsewhere in the work.
publication date	What world events are associated with the time of publication? Is there a correlation between the time of publication and the work itself?
author information	Note what you know about the author including biographical information, familiar themes in her/his work, specific intent for the work you are reading.
setting	Speculate about the significance of the time and/or place in which the work is set.
characters	List or summarize such things as the qualities, mannerisms, personalities and appearances that define each significant character; speculate on motivations of characters; note whether characterization appears to be direct or indirect (include passages as examples); keep track of changes in characters; speculate on the author's intent for characterizing as s/he does.
point of view	Note who is telling the story; speculate about the reason for and/or effect of that.
plot	Note events that seem significant; identify rising action, climax, resolution.
conflict(s)	Identify the conflict(s) that are central to the work.
theme	Work toward developing general ideas about the author's intended meaning and/or specific statements of the author's central ideas.
symbols	Keep track of symbols that seem to represent larger ideas.
images	Note images that appear significant or carefully crafted, or that stand out to you.
repetitions	Keep track of such things as repeated words, images, ideas, names that may be important to the meaning of the work.
allusions	Be alert for references to other literary works, cultural ideas, biblical or mythological figures.
diction	Note specific words which seem significant or that are unfamiliar and need to be defined.
quotes/passages	Include portions of the text which seem important, interesting and/or confusing.



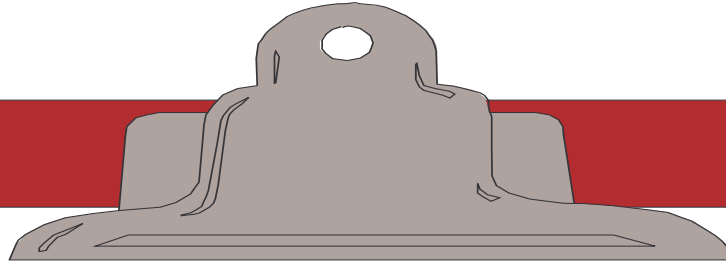
Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 3.9 (2 of 3)

Taking notes on poetry can provide intimate contact with this often difficult-to-master form of expression. The following elements, when incorporated into your notes about a poem, can greatly enhance your appreciation of the meaning of a work, the devices the poet uses to achieve meaning and the word which may have shaped the poet's work. Cross references to lecture, discussion and research notes may amplify your understanding of a piece. Include line numbers as references for future use.

diction	Note words that seem significant, are repeated or need to be defined: since poetry is marked by conciseness, the meaning of even a single word can unlock whole dimensions of meaning; note multiple definitions of words that might intensify meaning.
speaker	Identify the speaker of the poem and note everything you know about her/him from the poem.
paraphrase	Rewrite specific lines of the poem in your own words to clarify what is happening in the poem.
dramatic situation	Summarize what is happening in the poem.
images	Note the images that are prominent in the poem; speculate about their significance.
figures of speech	Keep track of such devices as similes, metaphors, and personification; speculate about how each of these amplified meaning.
repetitions	Note repeated words, images, ideas.
allusions	Be alert for references to other literary works, cultural ideas, biblical, or mythological figures.
tone	Identify the mood of the poem and/or the attitude of the author toward her/his subject. Tone shifts frequently in poetry: note the shifts and list the words and images that signal them.
theme	Identify the broad central ideas of the poem and/or develop formal statements of theme to capture the poem's meaning.
title of work	Speculate about the meaning of the title: why might the writer have chosen that particular title? Look for references to the title elsewhere in the work.
publication date	What world events are associated with the time of publication? Is there a correlation between the time of publication and the work itself?
author information	Note what you know about the author, including biographical information, familiar themes in her/his work, specific intent for the work you are reading.



Student Activity 3.9 (3 of 3)

Sample Notes on Poetry

**Beauty crowds me till I die
Beauty have mercy on me
But if I expire today
Let it be in sight of thee -**

—Emily Dickinson

What is meant by “beauty?”

Beauty might be prettiness, or nature.

“Beauty crowds me...”

Poet feels trapped, hemmed in by beauty; does she mean in an uncomfortable way (“crowds”) or in an awe-inspiring way (“in sight of thee”)?

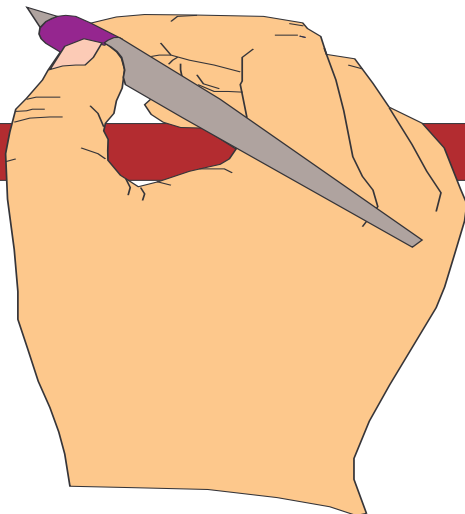
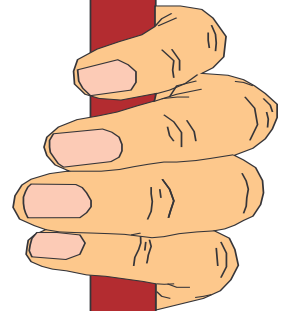
ideas repeated

Repetition of “beauty,” lines 1 and 2.

Repetition of the idea of the writer dying, lines 1 and 3.

expire?

Die? Run out of something? Run out of beauty?



Cornell Notes: English Class

Reading a Novel

JQ Student

English 12

January 3, 200X

Chapter 1 *Cry, the Beloved Country*

Where does the story take place?

South Africa

How is the land contrasted in the first chapter?

- Rich, matted grass and hills
 - Wet
 - Streams
 - Well-tended
 - Not too many cattle feeding
 - Not too many fires
 - Stand barefoot—safe
 - “Ground is holy.”
 - Keep it; guard it—guards & protects men.
- vs.
- Rich green hills break down in the valleys
 - Red and bare
 - Dry
 - Too many cattle feeding
 - Too many fires have burned
 - Coarse and sharp. Wear shoes—not safe for bare feet
 - Not kept or guarded—no longer keeps men.

Prediction: Why did the book start with this contrast?

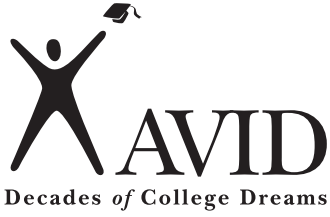
This book is going to contrast the lives of different people and different places. It will be about destruction.

Significant passage (page 34): “They are valleys of old men and old women, of mothers and children. The men are away, the young men and the girls are away. The soil cannot keep them any more.”

This passage is important because it suggests something about the relationship between the land and the people. It shows how people have abandoned the land or have been driven from the land—how it can’t sustain them anymore.

Summary

This first chapter is short and has a lot of description. It makes me want to draw a picture of it and to create a map to show the geography. No specific characters are introduced in this chapter—very weird!



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 4.3

Weekly Learning Log

Week of _____ to _____

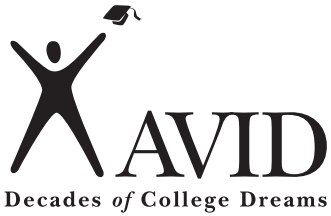
English/Language Arts:

Mathematics:

Social Studies:

Science:

AVID:



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 4.4

Weekly Learning Log

Week of _____ to _____

English/Language Arts:

My favorite activity:

Mathematics:

An area of improvement:

Social Studies:

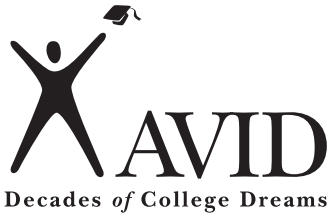
My greatest accomplishment:

Science:

Something I need help on:

AVID:

Something I want to share:



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.1

Partner's "Pet Peeve"

As you look around the room, notice that everyone is different. We all have different backgrounds, families, traditions, likes, and dislikes. We can learn to work together better if we take some time to identify these likes and dislikes. The things we share in common will help us to bond together more easily. More important than knowing what we share in common, however, is understanding and respecting what really bothers each of us. This knowledge will allow us to show respect and understanding for one another's feelings. In this activity you will be paired up with a partner. A suggestion when all the partners are finished is to make a class list of all the "pet peeves" and keep it posted to remind everyone of what to avoid.

You might be thinking, what is a "pet peeve?" A "pet peeve" is something that someone does that really, really irritates you! It might be easier to think about a family member's actions, but for this activity we want you to think of things either your classmates have done or maybe even something teachers do that really bothers you. Keep in mind that usually the person that is doing the action does not realize that it is bothering or annoying someone else. It can be a simple thing like tapping a pencil, or talking too loudly, or talking too softly, etc.

I. Activity: Choose a partner, preferably someone you don't know very well, and answer the following questions together.

In what ways are we alike?

1. _____
2. _____
3. _____
4. _____
5. _____

What are your top three "pet peeves?"

1. _____
2. _____
3. _____

Partner's Name: _____

What It Takes to Make Me Feel Comfortable Here

II. Activity: List some things you think need to be in place as classroom rules so that you, your rights and your freedoms are respected and you can feel comfortable. *Example:* “I need to know that when I am asked to speak in front of the class no one will laugh at me or make fun of me.”

1. I need... _____

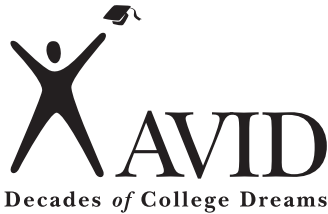
2. I need... _____

3. I need... _____

4. I need... _____

5. I need... _____

III. Activity: With your group, as directed in the “For Discussion” section of the student guide, decide on a list of needs that you feel should be rules for the AVID class. Write them on the back.



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 5.3 (1 of 2)

Conflict Management

I. Describe a conflict you had with someone recently. What did you do to resolve the conflict?

II. **Activity:** People manage conflicts in different ways. Here are some different ways of handling conflicts and strategies for behaving during conflicts. Circle the frequency with which you use each of the strategies.

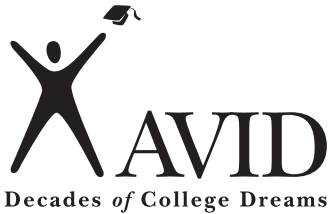
- | | | | |
|---|------------|--------------|--------|
| 1. Avoid the person. | frequently | occasionally | rarely |
| 2. Change the subject. | frequently | occasionally | rarely |
| 3. Threaten the other person. | frequently | occasionally | rarely |
| 4. Fight it out physically. | frequently | occasionally | rarely |
| 5. Whine and complain, until you get your way. | frequently | occasionally | rarely |
| 6. Try to turn a conflict into a joke. | frequently | occasionally | rarely |
| 7. Admit that you are wrong,
even if you do not believe you are. | frequently | occasionally | rarely |
| 8. Give in. | frequently | occasionally | rarely |
| 9. Apologize. | frequently | occasionally | rarely |
| 10. Pretend to agree. | frequently | occasionally | rarely |

Student Activity 5.3 (2 of 2)

Conflict Management

- | | | | |
|---|------------|--------------|--------|
| 11. Play the martyr; give in, but let the other person know how much you are suffering. | frequently | occasionally | rarely |
| 12. Try to understand the other person's point of view. | frequently | occasionally | rarely |
| 13. Try to reach a compromise. | frequently | occasionally | rarely |
| 14. Get another person to decide who is right. | frequently | occasionally | rarely |

III. Written Reflection: Look over your responses to the survey. What do your responses suggest to you about strategies in which you are already strong and others that need to be modified?



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.4 (1 of 3)

Understanding My Behavior in Controversial Situations

I. Activity: Here is a list of thirty behaviors having to do with controversial or conflict situations...when you and another person have a serious disagreement. In front of each statement is a blank space.

Put a **5** in the space if you **ALWAYS** behave that way.

Put a **4** in the space if you **FREQUENTLY** behave that way.

Put a **3** in the space if you **OCCASIONALLY** behave that way.

Put a **2** in the space if you **SELDOM** behave that way.

Put a **1** in the space if you **NEVER** behave that way.

- _____ 1. When I disagree with other group members, I insist that they change their opinions to match mine.
- _____ 2. If someone disagrees with my ideas and opinions, I feel hurt and rejected.
- _____ 3. I often hint that people who disagree with me are incompetent and ignorant.
- _____ 4. When others disagree with me, I try to view the issue from all points of view.
- _____ 5. I try to avoid individuals who disagree or argue with me.
- _____ 6. When others disagree with me, I view it as an interesting opportunity to learn and to improve the quality of my ideas and reasoning.
- _____ 7. When I get involved in an argument with others, I become more certain that I am correct and argue more and more strongly for my own point of view.
- _____ 8. When others disagree with my ideas, I get hostile and angry at them.
- _____ 9. When I disagree with others, I am careful to communicate respect for them as people while I criticize their ideas.
- _____ 10. I am careful to paraphrase the thoughts and feelings of others when they present ideas and opinions that are different from mine.
- _____ 11. When others disagree with me, I generally keep my ideas and opinions to myself.
- _____ 12. When others disagree with me, I encourage them to express their ideas and opinions fully, and seek to clarify the differences between their position and perspective and my own.
- _____ 13. I view my disagreements with others as opportunities to see who “wins” and who “loses.”
- _____ 14. When I disagree with others, I also let them know that I appreciate their ability to present a challenging and thought-provoking position.

Student Activity 5.4 (2 of 3)

- _____ 15. When another person and I disagree, I carefully communicate, “I appreciate you, I am interested in your ideas, but I disagree with your current position.”
- _____ 16. When others disagree with me, I keep thinking of my ideas and opinions so that I do not forget them or get confused.
- _____ 17. I am careful not to share my ideas and opinions when I think others may disagree with them.
- _____ 18. When I disagree with others, I listen carefully to their ideas and opinions, and change my mind when doing so is warranted by their information and reasoning.
- _____ 19. When I disagree with others, I try to overpower them with my facts and reasoning.
- _____ 20. I tend to dislike those who disagree with my ideas and opinions.
- _____ 21. When I disagree with others’ ideas and opinions, I still let them know that I like them as people.
- _____ 22. When involved in a disagreement about ideas and opinions, I try to view the situation and issue from my opponent’s shoes.
- _____ 23. I refuse to get into an argument with anyone.
- _____ 24. When others disagree with me, I try to clarify the differences among our ideas and opinions, clarify the points of agreement, and seek a creative integration of all our ideas.
- _____ 25. When others and I disagree, I have to convince them that I am right and they are wrong.
- _____ 26. When others disagree with my ideas and opinions, it means that they are angry at me and dislike me.
- _____ 27. I insult those who criticize my ideas and opinions.
- _____ 28. When I am involved in an argument, I re-state and summarize the opposing positions.
- _____ 29. When others disagree with me, I stay very quiet and try to avoid them in the future.
- _____ 30. When I am involved in an argument, I never forget that we are trying to make the best possible solution, by combining the best of all of our facts and reasoning.

II. Written Reflection: Score your survey using the third page of the Activity Sheet. Then, think about what the survey reveals about your behavior in controversial situations. Are there any strategies you should use more or less? When would you need to do differently? Are there strategies that are helpful in conflict situations? Are you already strong in them or do you need to do more to improve? Explain below.

Student Activity 5.4 (3 of 3)

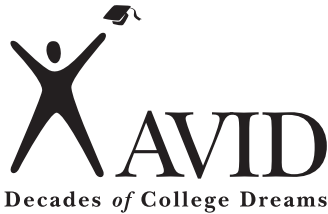
Scoring

Write your answer for each question in the space provided and total your answers for each controversy-managing strategy. The higher the total, the more frequently you tend to use that strategy; the lower the total, the less frequently you tend to use that strategy.

Scoring Note: Reverse the number totals for questions 2 and 16. If you scored the question a 5, change it to a 1. Change a score of 4 to a 2, a score of 3 stays a 3, a score of 2 becomes a 4 and a score of 1 becomes a 5.

Win-Lose Strategy	Rejection Strategy	Confirmation Strategy
1. _____	2. _____	3. _____
7. _____	8. _____	9. _____
13. _____	14. _____	15. _____
19. _____	20. _____	21. _____
25. _____	26. _____	27. _____
Total _____	Total _____	Total _____

Perspective-Taking Strategy	Avoidance Strategy	Problem-Solving Strategy
4. _____	5. _____	6. _____
10. _____	11. _____	12. _____
16. _____	17. _____	18. _____
22. _____	23. _____	24. _____
28. _____	29. _____	30. _____
Total _____	Total _____	Total _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 5.8 (1 of 2)

Group Discussion Self-Evaluation

Points to Ponder

- Did I say anything in front of the group during today’s discussion?
- Was it the first time in that class?
- When I spoke in class today did my participation include:
 - bringing the group back to the topic when it drifted?
 - intervention, negotiation, or mediation when discussion became personally confrontational?
 - adding details, personal examples, or other evidence to clarify or emphasize an idea?
 - restating good points which some students seem not to have understood?
 - pointing out logical conclusions from the evidence of the discussion?
 - asking questions for clarification or to encourage the development of an idea?
 - encouraging more participation by asking questions of students not yet involved as speakers?
- What kinds of participation did I observe other students using from the list above? _____

- What kinds of reactions emerged? _____

- How did the group reactions seem to affect the other students’ participation? _____

- Did anyone dominate the group? _____

Student Activity 5.8 (2 of 2)

- What kinds of participation did the “dominator” use from the list above? _____

- How did the group react? _____

- On a scale from one to ten (ten high) how relatively easy or difficult was it for me to participate today? How nervous was I? _____

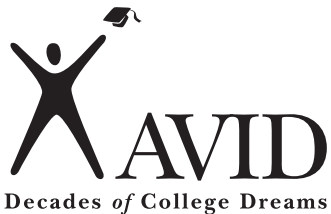
- What made it easier to speak? _____

- What made it harder? _____

- How did the group react after I spoke? _____

- How did the reaction affect the discussion? _____

- How did the reaction affect me personally? _____



Name: _____ Grade: _____

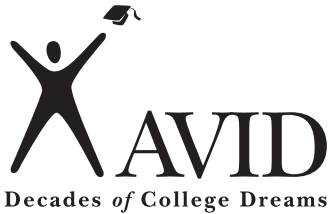
Date: _____ Period: _____

Student Activity 6.1

People Bingo

Directions: Find a person who matches the description in the box. Write their name in the box and be sure to spell the name correctly. You may not use a person for more than one box.

Born in the United States	Likes to read	Speaks another language	Has a sister	Has a pet
Knows how to ride a skateboard	Talked on the phone for more than one hour yesterday	Was born in another country	Favorite food is pizza	Has more than 5 cousins
Brown eyes	Loves to go to the movies	FREE	Likes math	Favorite subject is English
Has a brother	Had broken a bone	Has lived in another state	Grandparents are still living	Has to do chores around the house
Is very good with computers	Plays on an athletic team	Has been to the snow	Loves chocolate	Is good at surfing the Web



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 6.2 (1 of 2)

Party Mixer

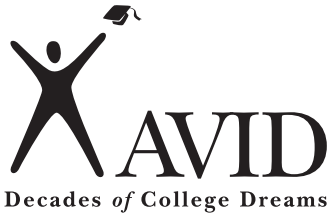
Directions: Find people who fit these descriptions. Ask them to sign next to something that describes them. No one may sign for more than one item.

Someone who...

1. was born outside the United States? _____
2. likes math _____
3. can name the last three presidents _____
4. know where the last Olympics took place _____
5. likes to try new foods _____
6. has traveled outside of our state _____
7. loves animals _____
8. is afraid of spiders _____
9. can name three colleges _____
10. can name three Mexican dishes _____
11. can name the last academy award winning movie _____
12. has seen all the Harry Potter movies and/or has read the books _____
13. knows the principal's first name _____
14. has seen Napoleon Dynamite _____

Student Activity 6.2 (2 of 2)

15. knows who Jennifer Lopez' latest husband is _____
16. loves Snickers bars _____
17. loves chocolate ice cream _____
18. plays a sport _____
19. plays an instrument _____
20. has a computer at home _____
21. has more than one sibling _____
22. knows what the PSAT is _____
23. likes history _____
24. is taking or has taken algebra _____
25. gets a ride to school _____
26. speaks more than one language _____
27. has had a brother or sister in AVID _____
28. rides a bus to school _____
29. wants to go to college but isn't sure what it is going to take _____
30. wears Vans _____
31. listens to hip hop _____
32. knows how to design a Web page _____
33. knows how to draw _____



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

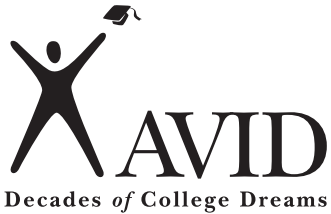
Student Activity 6.3

Getting to Know You

Directions: Find another person and spend some time talking with that person. Find out how many of the items below fit that person. You may write down a person's names as many times as possible. Listen for the teacher to say, "Move!" and then move on to a new partner and start again.

Find someone who...

1. Has the same teacher as you for math _____
2. Has a brother or sister that goes to our school _____
3. Has a first, middle, or last initial that is the same as yours _____
4. Has a brother or sister in high school _____
5. Has a pet _____ What kind? _____
6. Plays a musical instrument _____ Which one? _____
7. Loves to eat pizza _____
8. Enjoys reading _____
9. Hates math _____
10. Plays a team sport _____ What sport? _____
11. Has no brothers or sisters _____
12. Lives with their grandparents _____
13. Thinks they know what college they want to go to _____
14. Likes to talk a lot _____
15. Doesn't like to talk very much _____
16. Has a hobby _____ What is it? _____



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 6.4

Partner Interview Notes

Directions: Interview your partner and record the answers here.

Partner's name _____

Do you have a nickname you want to be called? _____

Place of birth _____

Have you always lived in this area? If not, then where else have you lived? _____

Previous school _____

What did you like the most about your old school? _____

What did you like the least? _____

What is your favorite academic class? _____

What is your least favorite class and why? _____

What possible careers are you interested in? _____

Which colleges are you interested in attending? _____

Who in your family has gone to college? _____

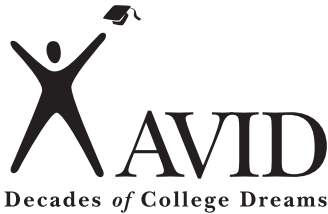
What word or phrase would each of these people probably use to describe you:

A parent _____

A favorite teacher _____

A good friend _____

Yourself _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 6.5

Partners

Written reflection: Imagine that you were alone somewhere and you didn't want to be alone. What would you do? Take 5 minutes to write any ideas that come to mind.

Activity: Choose a partner and answer the following questions together.

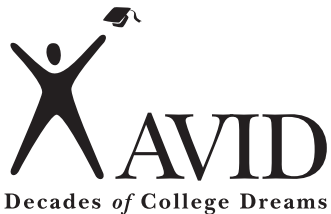
In what ways are we alike?

1. _____
2. _____
3. _____
4. _____
5. _____

In what ways are we different?

1. _____
2. _____
3. _____
4. _____
5. _____

Partner's Name: _____



Name: _____ Grade: _____

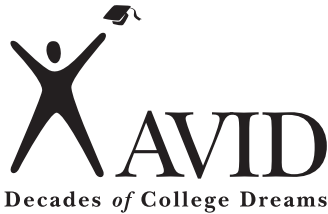
Date: _____ Period: _____

Student Activity 6.6

One-One-Two Minute Partner Share

Directions: Decide with your partner who will be “A” and who will be “B.” Follow each step below and listen for your teacher’s signal so you know when it is time to switch roles.

First One-Minute	Partner A	shares as many things about him- or herself as possible
	Partner B	listens carefully without interrupting or asking questions
Second One-Minute	Partner B	repeats back everything he or she can remember Partner “A” sharing
	Partner A	listens without interrupting or correcting
Third One-Minute	Partner B	shares as many things about him- or herself as possible
	Partner A	listens carefully without interrupting or asking questions
Fourth One-Minute	Partner A	repeats back everything he or she can remember Partner “B” sharing
	Partner B	listens without interrupting or correcting
Two Minutes	Both Partners	engage in a conversation about what they shared with one another; partners may ask questions, clarify what they heard, or share additional items of interest



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 6.7

Tower Building

Observer Record Sheet

I. Introduction: The purpose of this activity is for a group of people to work together to accomplish a task building a newspaper tower. The group needs everybody in order to be successful. Some people will try to take over the group and build the tower alone, others will try to offer suggestions and will be ignored, others will sit and watch whoever decides to try to build it and others, because they are afraid to try—or afraid to fail—will play around while a few people work. The most effective groups will be the ones in which everyone has some say in the project, everyone is able to use some talent or skill and everyone’s opinions and feelings are valued and respected. You are to observe your group and then give them some “feedback” based on your observations.

II. Activity:

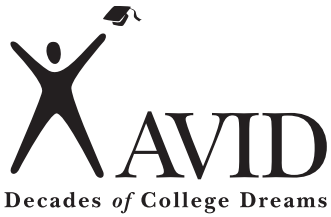
1. Does the group talk about what their task is or discuss the problem? Explain.

2. Does everyone in the group work together to build the tower? Explain.

3. What were this group’s strengths? Examples would be good listening, good leadership, lots of on-task discussion, cooperation.

4. What did this group need to improve upon? Examples would be better listening, more discussion, better leadership, more cooperation.

Student Activity 7.1 (1 of 2)



Time Log: My Week from _____ to _____

Name: _____ Grade: _____

Date: _____ Period: _____

Directions: Use the table below to log your activities hour by hour for the next week. Update the log during the day, at the end of the day, or the following morning. Keep this neat, because you will be using it in class later.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Try to use codes to fill in your boxes. For example: **HW** = homework; **C** = in class; **P** = talking on the phone; **TV** = watching television.

Student Activity 7.1 (2 of 2)

Time Log Reflection

Directions: Answer the following questions once you have finished your Time Log.

- What was the total amount of time you spent watching TV during the week?
- On average, how much time was spent watching TV each day?
- How much time was spent doing volunteer work or community service?
- Did you spend time studying? How much?
- If you have a job, how many hours were spent working?
- Can you find any quiet time that you had during the week? Or time where you were alone and did some planning or reflective thinking?
- How much sleep did you get during the week? Total? Average per night?
- How much time was spent traveling from place to place in a car or bus?
- How much time was there that you could not account for?
- During what time of day did you do most of your studying?
- Was there anything that you needed or wanted to do, but just couldn't find the time for?

Look At Your Plans

Once you have analyzed your week, you will be able to stick to a new schedule that you make out after you have categorized and prioritized your activities. You will have more control over your time.

Categorize

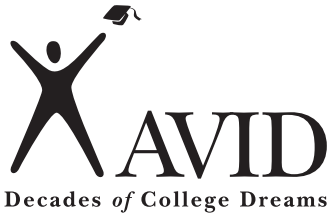
Make a list of the different activities that you spent time doing during the week. Once you have made this list, come up with some general categories for these activities. Example: Baseball practice, running, biking, and playing basketball might all fall under the category of "Exercise," while reading, typing, and computer research could all be put under the category of "Schoolwork."

Prioritize

Once you have categorized your activities, look at your lists and circle those activities that you see as most important to you and your future. As you prioritize, keep your goals and your future in mind. Remember, as an AVID student, you have made a commitment to higher education. You have said, "Yes, I want to attend a four-year college or university." Do the activities you see as "high priority" have a positive or negative effect on your goals?

Reflect

Take some time to reflect on what you have learned in your Time Log. Be sure to answer the following questions in your entry: What have you discovered about your time? What do you like about your schedule? What do you need to change? Are you "on track" considering your goals?



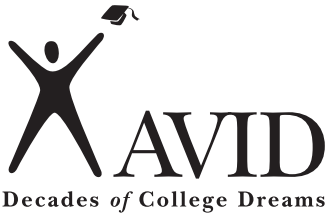
Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 7.2

Time Management Questionnaire

1. I spend _____ minutes a day getting ready for school/work.
2. I spend _____ minutes a day reading.
3. I spend _____ minutes/hours at school/work.
4. I spend _____ minutes a day in trying to organize my day.
5. I spend _____ minutes a day eating.
6. I spend _____ minutes a day exercising.
7. I spend _____ minutes/hours a day watching television.
8. I spend _____ minutes/hours a day talking with friends in person or on the telephone.
9. I spend _____ minutes a day on unnecessary interruptions or wasting time.
10. I spend _____ minutes/hours a day on school/work related tasks outside my school/work day.
11. I spend _____ minutes a day daydreaming.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 7.3

Barriers and Solutions to Using Time Effectively

What prevents me from using my time effectively?	What could I do to use my time more effectively?

Student Activity 7.4

Get Ready, Get Set... Plan!

With last week's Time Log and Time Log Reflection nearby, you are ready to plan the upcoming week.

What kind of a person am I?

You know when you are most productive and when you need down-time. Decide if you are a morning or evening person, and plan accordingly. (For example, if you are a morning person, don't plan to get started on your homework at 10:00 p.m. Get up early and do it in the morning!)

What are my goals?

Keep your activities in line with your goals while you are planning your week. Do you have a major project due? Are you playing three away games this week? How will you get your homework done?

How much rest do I need, and when is dinnertime?

Most people need between six and 10 hours of sleep each night to function at their optimum during the day. Be sure to include some time for meals and rest. You will be much more productive and alert when you are eating right and getting enough rest.

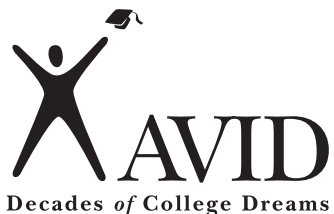
What if I don't finish everything I've planned to do?

You should build "catch-up time" into your schedule. This is time set aside for you to finish items in your schedule that are taking more time than you expected. Also allow for time between back-to-back meetings or appointments for travel and overtime.

When is playtime?

You need a balance between work and fun. Too much work and you will "burn out" and become less productive. Too much fun and nothing will get done.





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 7.8

Name of person interviewed _____

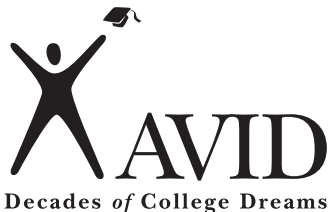
Interview Questions

1. What strategies do you use to organize your time?

2. Explain what you do when you prioritize your work for a day versus a week or a month.

3. Describe a time when your time-management system failed.

4. Based on your experience, what is your best advice for maintaining an effective time-management system?



Name: _____ Date: _____ Period: _____

Name of Project: _____

Project Due Date: _____

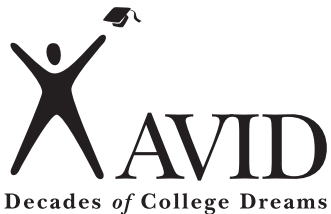
Student Activity 7.9 (1 of 2)

Backwards Mapping Template

List or brainstorm the components of this project.

Now list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete those action steps.

Component	Action Step	Time Needed



Name: _____ Date: _____ Period: _____

Name of Project: _____

Project Due Date: _____

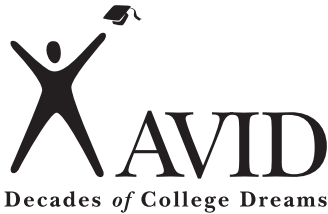
Student Activity 7.9 (2 of 2)

Backwards Mapping Template

Use this table to backwards-map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

Due Date	Component/Item	Person Responsible

List below any materials or resources you will need to complete this project.

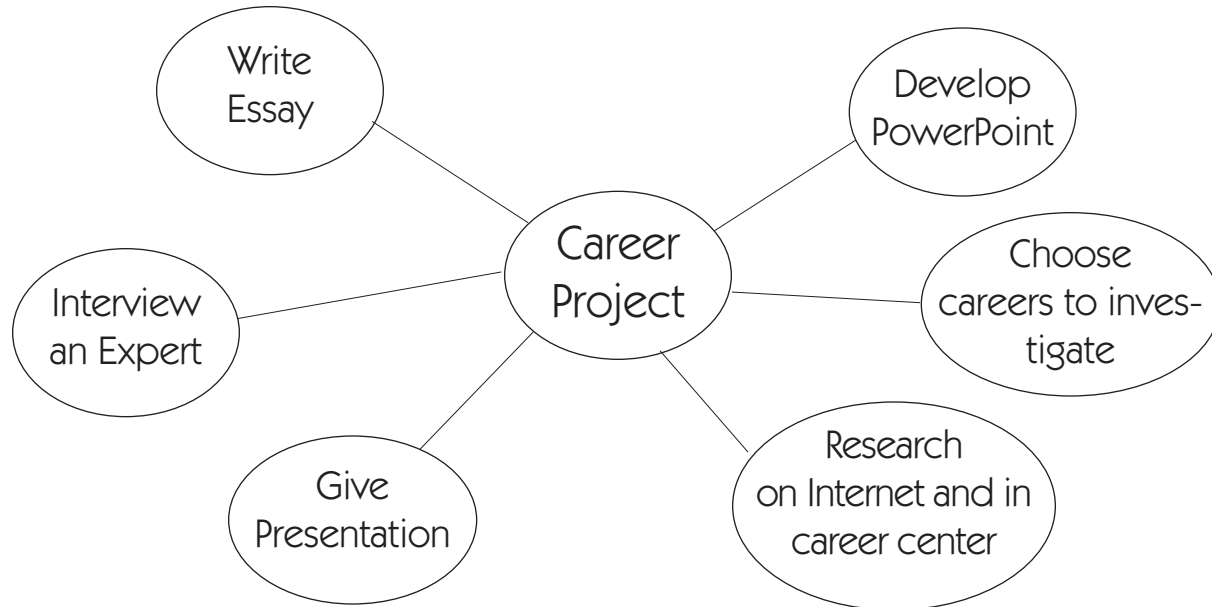


Name: Cynthia Date: March 20 Period: 2
 Name of Project: Career Research Paper
 Project Due Date: May 15 (Partner - Marlene)

Student Activity 7.9 (1 of 2)

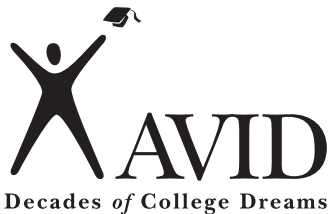
Backwards Mapping Template (*Example*)

List or brainstorm the components of this project.



Now list the action steps necessary to complete each component of the project and estimate the amount of time needed to complete those action steps.

Component	Action Steps	Time Needed
Choose career	Discuss w/partner and decide on a career; get teacher's approval	1 class period
Research career	Go to career center for help; use Internet to research; get all information about career such as salary, education, etc.	1 week
Interview expert	Find a person to interview; develop questions; conduct interview	1 week
Write report	Outline and organize information; write first draft; get feedback; revise and edit; write final draft	2 week
Develop Powerpoint	Schedule time w/partner in computer lab; divide responsibilities; create PowerPoint	1 week
Give presentation	Schedule time w/partner to practice; write note cards; make final edits; practice w/mock audience (parents, friends, teachers)	1 week



Name: Cynthia Date: March 20 Period: 2
 Name of Project: Career Research Paper
 Project Due Date: May 15 (Partner - Marlene)

Student Activity 7.9 (2 of 2)

Backwards Mapping Template (*Example*)

Use this table to backwards-map; start with the completed project and the due date in the first line, then work your way backwards putting in due dates along the way for each component. Refer to your previous table to think about how much time you need between each due date.

Due Date	Component/Item	Person Responsible
May 15	Give presentation	Marlene and I
May 8	PowerPoint completed	Both
May 1	Written report complete and turned in	Me
April 15	Begin writing process	Me
April 8	Conduct interview	Both
April 1	Career research begins	Both
March 20	Choose a career	Both

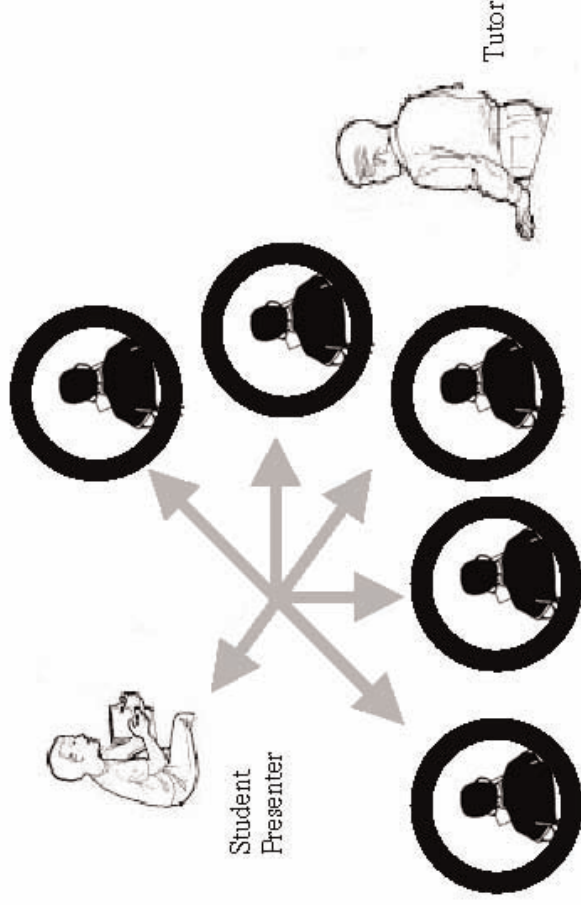
List below any materials or resources you will need to complete this project.

Career Center
 Internet
 Computer Lab
 PowerPoint

AVID Tutorial Responsibilities

The **student-presenter** is responsible for:

- presenting a question or problem to the group,
- interacting with questions from the group, and
- making an effort to pursue an answer or solution.



The **seated students** are responsible for:

- listening to and understanding the presenter's question/problem
- asking questions that clarify and help the presenter think deeper about an answer or solution, and
- discussing with each other strategies to move presenter's thinking when it gets stuck.

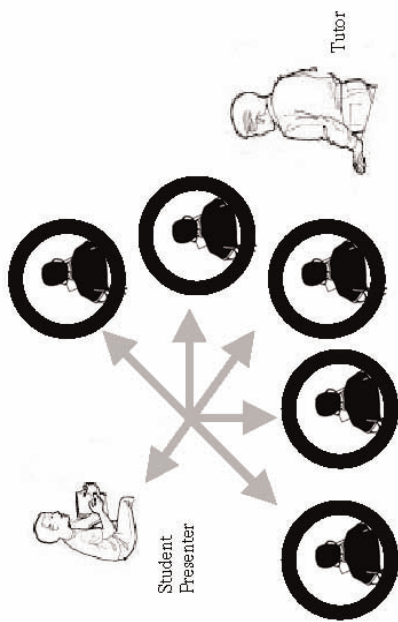
The **tutor** is responsible for:

- helping the students to collaborate with each other,
- encouraging all students to be engaged, and
- evaluating the participation of students.

The Tutorial Continuum

Tutorial Learning Process

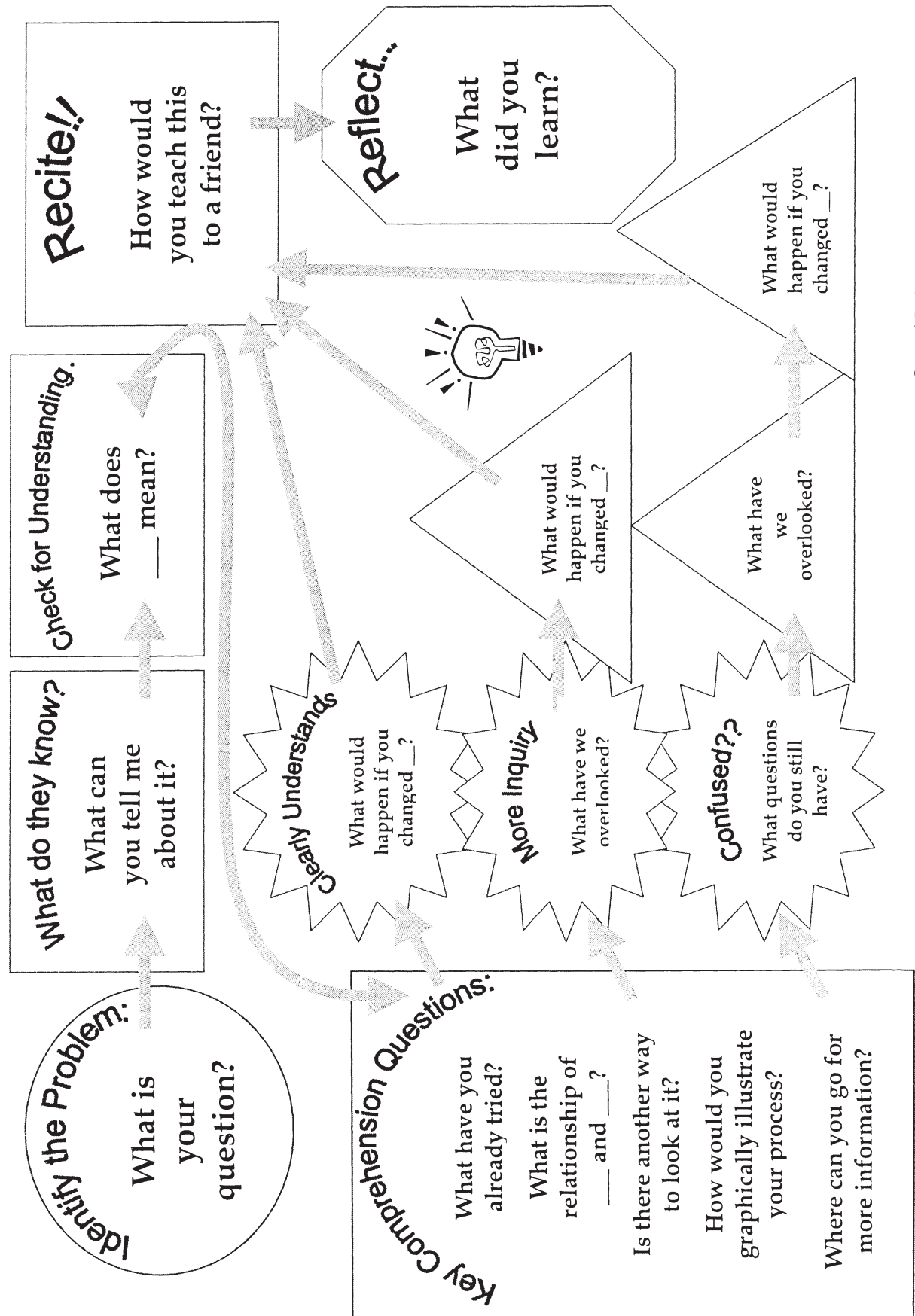
- The presenter is responsible for presenting a question or problem to the group, interacting with questions from the group, and making an effort to pursue an answer or solution.
- The group of students is responsible for helping the presenter understand his/her question/problem in greater depth through the use of inquiry and collaboration.
- The tutor is responsible for facilitating the inquiry and collaboration of the student group.
- The teacher is responsible for monitoring the groups and coaching the tutors.



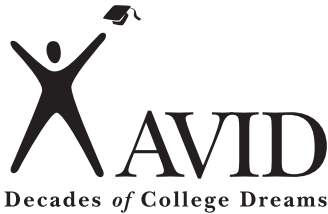
	1	2	3	4
Participants	Not AVID	Tutor Centered	Student/Group Centered	Collaborative
Teacher	<ul style="list-style-type: none"> • Not present. • Grading. • Planning future lessons. • Working one on one with a student for entire period. 	<ul style="list-style-type: none"> • Observes tutorials. • Handles discipline. • May pull a student off to work one on one. 	<ul style="list-style-type: none"> • Monitors tutorials. • Handles discipline. • May pull a student off to work one on one. • Models high level questions. 	<ul style="list-style-type: none"> • Monitors tutorials to coach the process. • Handles discipline.
Tutor	<ul style="list-style-type: none"> • Conducting one on one homework help sessions. • Xeroxing, busy work for teacher. • No tutors. 	<ul style="list-style-type: none"> • Working with one presenter at board, partially focused or not focused on group. • Stands at head of group and teaches the solution. 	<ul style="list-style-type: none"> • At board or with group discussing possible solutions. • Asks questions and promotes discussion. 	<ul style="list-style-type: none"> • Models high level questioning. • Stands outside of group and away from presenter. • Facilitates the group, pushing the thinking of all to a higher level.
Student Presenter	<ul style="list-style-type: none"> • Working on homework independently or one on one with tutor. • Seated, focused on own work. • Doesn't share problem with entire group. 	<ul style="list-style-type: none"> • Working at white/chalkboard one on one with tutor. • Presents problem on board then sits with group as tutor teaches the solution to the group. 	<ul style="list-style-type: none"> • At board presenting problem to group, tutor might be at board with student. • Listens and records notes on board as group members discuss solutions. 	<ul style="list-style-type: none"> • At board presenting problem to group. • Pushed by group to think deeply about solutions. • Recording own and group thinking. • Engaged with group.
Group Members	<ul style="list-style-type: none"> • Working on own homework independently or in pairs, with or without the tutor. • Group not seated to promote collaboration. • Not focused on others problems. 	<ul style="list-style-type: none"> • Focused on conversation between tutor and presenter at board. Maybe taking notes. • Listens and possibly takes notes as tutor teaches the solution. • Some may be disengaged. 	<ul style="list-style-type: none"> • Discuss problems presented trying to figure out the best solution. • Seated to promote discussion. • Taking notes. • Some may be disengaged. 	<ul style="list-style-type: none"> • Take responsibility for pushing the thinking of the presenter through questioning and collaboration. • Take notes. • Engage each other and the presenter.

Created and Developed by AVID Los Angeles County, Region XI

Tutorial Learning Process



Created By Manuel Colón



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 8.1 (1 of 2)
Tutorial Worksheet

Question #1:

Subject: _____ Teacher: _____

<i>Question Level:</i>	Knowledge	Comprehension	Application
	Analysis	Synthesis	Evaluation

Question #2:

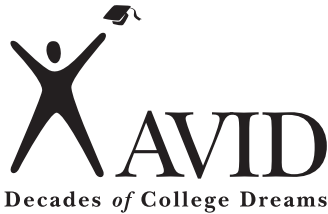
Subject: _____ Teacher: _____

<i>Question Level:</i>	Knowledge	Comprehension	Application
	Analysis	Synthesis	Evaluation

Summary/Reflection:

Write about what you learned or understood more clearly through today's tutorial session.

Questions	Participation	Notes	Summary/Reflection	TOTAL
10	10	10	5	35



Name: _____ Grade: _____

Date: _____ Period: _____

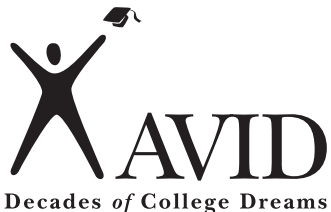
Student Activity 9.1 (2 of 2)

Goal-Setting Outline *(Example)*

G	Use the space below to describe your goal.	
	<p><i>Over the next five years, increase the number of AVID sections offered to students so that there are two sections offered at grade levels 9–12.</i></p>	<input type="checkbox"/> short-range <input type="checkbox"/> mid-range <input checked="" type="checkbox"/> long-range

P	Use the space below to briefly explain your plan.
	<p><i>Increase recruitment effort in order to create an additional class for 9th and 10th grade. Ensure that students currently in the 9th grade program continue. Recruit two additional teachers every year to be AVID elective teachers. Showcase success of program to garner support for expansion.</i></p>

A	Use the space below to list the action steps needed to achieve your goal.
	<ol style="list-style-type: none"> <i>1. Keep a waiting list of students who show interest in the program.</i> <i>2. Make sure faculty know the AVID qualifications and can help identify potential students for the new 10th grade class.</i> <i>3. Make sure all counselors are familiar with the AVID program and the student qualifications.</i> <i>4. Outline a recruitment plan and timeline working with counselors on visiting feeder middle schools to recruit two 9th grade classes.</i> <i>5. Review recruitment plan with Site Team and modify if necessary based on their input.</i> <i>6. Invite teachers to volunteer to be AVID elective teachers. Make sure they will be able to attend the training necessary in the summer.</i> <i>7. Ensure that tutors will also be available to cover the additional AVID classes.</i> <i>8. Recruit students.</i>



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.2

My College Roadmap

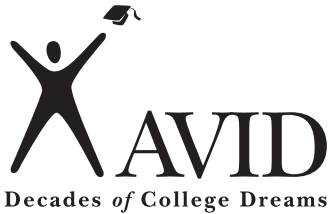
G	Use the space below to describe your goal.	
	<i>To be competitively eligible to attend the four-year college or university of my choice upon graduating from high school.</i>	<input type="checkbox"/> short-range <input type="checkbox"/> mid-range <input checked="" type="checkbox"/> long-range

P	Use the space below to briefly explain your plan.
	<i>To take advantage of and be successful in the classes during middle school and high school, which will make sure that I will be competitively eligible to go to the four-year college or university of my choice.</i>

A	Use the space below to list the action steps needed to achieve your goal.
	1.
	2.
	3.
	4.
	5.
	6.
	7.
	8.
	9.
10.	

Parent's/Guardian's Signature

Date



Name: _____ Quarter: _____

Begin Date: _____ Period: _____

Student Activity 9.3

Visualizing Your Goal

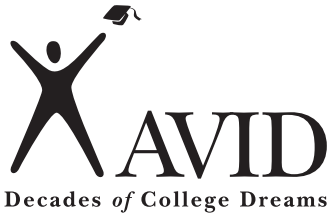
Part 1

Think of one of the goals you have set this month. Imagine telling your parents or other loved ones about reaching your monthly goal. Visualize where you would be and what they would be doing. Write down the exact words that you'll say when you tell them you have reached your goal.

Part 2

Imagine what an “AVID Good News” note might say from the teacher in the class where you reached your monthly goal. Fill in the “AVID Good News” slip below as you imagine it.

<i>AVID Good News!</i>	
Name of Student:	_____
Class:	_____
Teacher:	_____ Period: _____
Comments:	_____ _____ _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.4

Confronting Procrastination

Directions: Review the examples first, then fill in the blanks below in each chart.

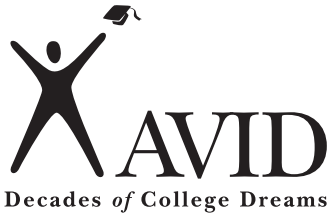
Negative Excuses	Positive Reactions
If I try, I might fail anyway.	I might not get it perfect, but if I start early enough, I know I can get extra help.
There is a good show on TV tonight.	I can get at least half of my assignment done before the show starts, and then finish it after I watch the show.
I haven't understood the chapter, so why should I bother to study for the test?	I can use SQ5R to understand the chapter, then use my SQ5R notes to study for the test.

Read each of the excuses to procrastinate in the chart below, then write down a positive message that helps to counteract the urge to procrastinate.

Negative Excuses	Positive Reactions
I call my friend first, and then I'll start my homework.	
I forgot my math book at school, so I guess I can't do my homework.	
I don't really understand the assignment from my English class. I'll just figure it out tomorrow at school.	

Now use this chart to fill in excuses you usually use yourself and some positive messages you can tell yourself to help break the bad habit of procrastination.

Excuses I Use to Put Off My Work	Positive Reactions



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 9.5 (1 of 2)

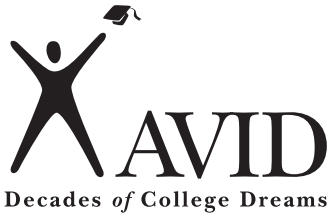
Examples of Academic Goals

Directions: Read the following examples of academic goals that were set using the GPA outline, and then develop your own academic goals. Be sure to set your long-range goal first; then decide on mid-range and short-range goals that will help you achieve your long-range goal.

Long-range Goal	I will have a 3.0 grade point average by the end of the year.
The Plan	I will make sure that I don't get anything lower than a "C" in my most difficult class, that I get at least one "A," and that I get four "B's."
Action Steps	<ol style="list-style-type: none"> 1. Understand how each of my teachers will be calculating grades in my classes. 2. Decide which classes I'm going for an "A," a "B," or a "C." 3. Complete all assignments. Write everything down in my planner/calendar. 4. Take Cornell notes in all of my classes. 5. Ask my teachers in each class what the best way to study for their tests. 6. Get a grade check if I'm not sure what my grade is in a particular class. 7. Talk to my teachers if I am unclear about an assignment or project. 8. Make sure I get help during tutorials with the class I'm struggling the most with. 9. Go to after-school tutoring if I still feel like I need additional help in a certain class, or go get help from the teacher in the class where I'm struggling. 10. Make sure I have a "study buddy" for each of my academic classes. 11. Make sure I'm in class every day, but if I'm absent make absolutely sure I do the make-up work.

Student Activity 9.5 (2 of 2)

Mid-range Goal	I will have an “A” in my AVID elective class.
The Plan	I will follow through on all the requirements for my AVID class.
Action Steps	<ol style="list-style-type: none"> 1. Make sure that I get an “A” on every binder check by checking my binder the night before to make sure everything is in perfect order. 2. Keep up with my notetaking every day, and complete all my questions and summaries every night for homework. 3. Bring good questions to tutorials and participate fully to get the most out of tutorials. 4. Complete all my assignments for AVID.
Short-range Goal	I will get an “A” on my AVID binder check.
The Plan	I will set aside time to make sure my binder is in order and review ahead of time with my AVID teacher to make sure I know what I need for the binder check.
Action Steps	<ol style="list-style-type: none"> 1. Be sure that I have the right size binder. 2. Make sure that I have dividers for each of my classes and all my labels set up correctly. 3. Make sure I have put all my handouts and papers in the proper sections in my binders. 4. Make sure all my notes have a proper heading in ink. 5. Check my planner to be sure I recorded all my assignments and activities. 6. Make sure my calendar is up-to-date. 7. Review everything the night before the binder check.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 10.1 (1 of 4)

Learning Style Survey

Directions: Read each statement below and circle “yes” if it describes you. Circle “no” if it does not describe you.

There is no right or wrong answer, but only the way you feel about the statement. If both answers are true, mark the one which seems true most of the time. Respond to every statement.

Example: I would rather do work in the afternoon than in the morning.

A “yes” response means that you prefer to work in the afternoon. A “no” response means you prefer to work in the morning.

- | | | |
|---|-----|----|
| 1. Making things for my studies helps me to learn. | Yes | No |
| 2. I can <i>write</i> about most things I know better than I can <i>tell</i> about them. | Yes | No |
| 3. When I really want to understand what I have read, I read it softly to myself. | Yes | No |
| 4. I get more done when I work alone. | Yes | No |
| 5. I remember what I have <i>read</i> better than what I have <i>heard</i> . | Yes | No |
| 6. When I do math problems in my head, I say the numbers to myself. | Yes | No |
| 7. When I answer questions, I can <i>say</i> the answer better than I can <i>write</i> it. | Yes | No |
| 8. I enjoy joining in on class discussions. | Yes | No |
| 9. I understand a math problem that is written down better than one I hear. | Yes | No |
| 10. I do better when I can <i>write</i> the answer instead of having to <i>say</i> it. | Yes | No |
| 11. I understand spoken directions better than written ones. | Yes | No |
| 12. I like to work by myself. | Yes | No |
| 13. I would rather <i>tell</i> about how a thing works than <i>write</i> about how it works. | Yes | No |
| 14. I would rather <i>read</i> a story than <i>listen</i> to one. | Yes | No |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing it down. | Yes | No |
| 16. I prefer to work with a group when there is work to be done. | Yes | No |
| 17. Seeing a graph or chart with numbers is easier for me to understand than hearing the number said. | Yes | No |
| 18. Writing a spelling word several times helps me to remember it better. | Yes | No |

Student Activity 10.1 (2 of 4)

- | | | |
|--|-----|----|
| 19. I learn better if someone reads a book to me than if I read it silently to myself. | Yes | No |
| 20. I learn best when I study alone. | Yes | No |
| 21. I would rather <i>tell</i> a story than <i>write</i> one. | Yes | No |
| 22. When I have a choice between reading and listening, I usually read. | Yes | No |
| 23. <i>Saying</i> the multiplication tables over and over helps me to remember them better than <i>writing</i> them over and over. | Yes | No |
| 24. I do my best work in a group. | Yes | No |
| 25. I understand a math problem that is <i>written</i> down better than one I <i>hear</i> . | Yes | No |
| 26. In a group project, I would rather make a chart or poster than get the information that goes in the chart or poster. | Yes | No |
| 27. Written assignments are easy for me to follow. | Yes | No |
| 28. I remember more of what I learn if I learn it alone. | Yes | No |
| 29. I do well in classes where most of the information has to be read. | Yes | No |
| 30. I would enjoy giving an oral report to the class. | Yes | No |
| 31. I learn math better from spoken explanations than from written ones. | Yes | No |
| 32. If I have to decide something, I ask other people for their opinion. | Yes | No |
| 33. Written math problems are easier for me than oral ones. | Yes | No |
| 34. I like to make things with my hands. | Yes | No |
| 35. I don't mind doing written assignments. | Yes | No |
| 36. I remember things I <i>hear</i> better than things I <i>read</i> . | Yes | No |
| 37. I learn better by reading than I do by listening. | Yes | No |
| 38. It is easy for me to tell about things that I know. | Yes | No |
| 39. It makes it easier for me when I say numbers of a problem to myself as I work it out. | Yes | No |
| 40. If I understand a problem, I like to help someone else to understand it, too. | Yes | No |
| 41. <i>Seeing</i> a number makes more sense to me than <i>hearing</i> a number. | Yes | No |
| 42. I understand what I have learned better when I am involved in making something for the project. | Yes | No |
| 43. The things I write on paper sound better when I say them. | Yes | No |
| 44. I find it easier to remember what I have <i>heard</i> than what I have <i>read</i> . | Yes | No |
| 45. It is fun to learn with classmates, but it is hard to study with them. | Yes | No |

Student Activity 10.1 (3 of 4)

Learning Style Survey *(Continued)*

In the columns below, put an “X” by the number if you answered “yes” to that question in the survey. If you answered “no” to a question, do not make a mark for that number. If you did not answer a question, it is important that you go back and answer it now.

Visual	Auditory	Tactile	Individual	Group	Oral	Written
5	3	1	4	8	6	2
9	7	14	12	16	22	10
13	11	26	20	24	30	18
17	15	34	28	32	38	33
21	19	42	45	40	43	35
25	23					
27	31					
29	36					
37	39					
41	44					

Now count the number of times you marked an “X” in each column and fill in the totals for each column in the appropriate space below. Then complete the calculations.

Visual _____ x 5 = _____

Auditory _____ x 5 = _____

Tactile _____ x 10 = _____

Individual _____ x 10 = _____

Group _____ x 10 = _____

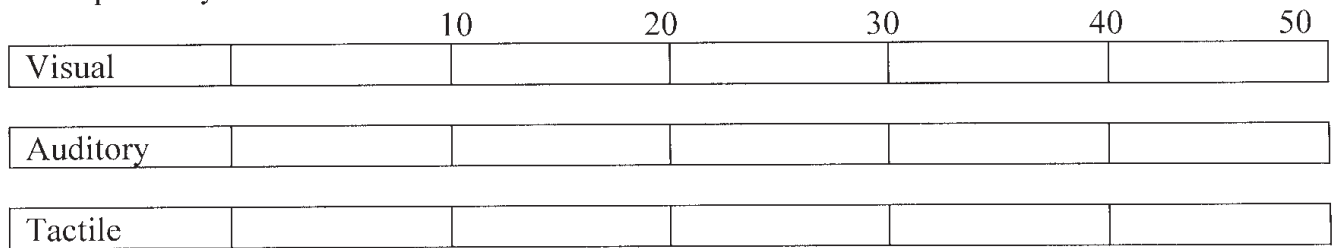
Oral _____ x 10 = _____

Written _____ x 10 = _____

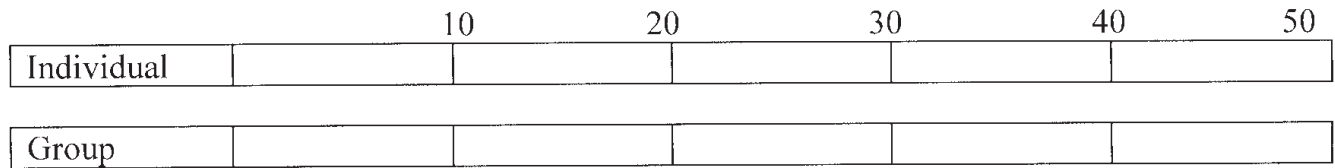
Learning Style Survey (*Continued*)

Using the totals on the right-hand side, shade in the bar graphs below.

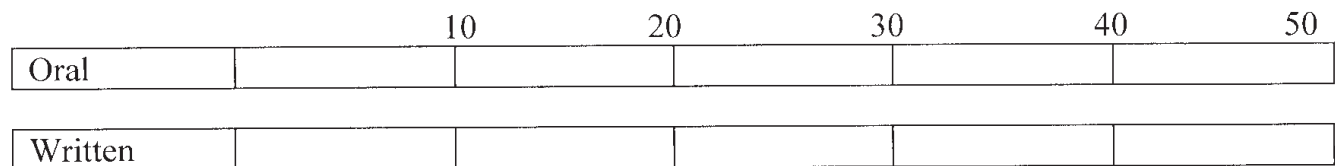
Receptive Style

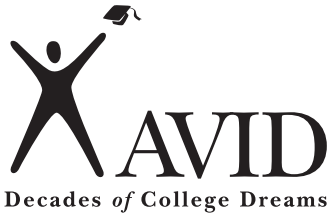


Social Style



Expressive Style





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 11.1

Philosophical Chairs Report

Central Statement/Topic:

My original position:

Pro

Con

Undecided

How many times did I change my seat? _____

My ending position:

Pro

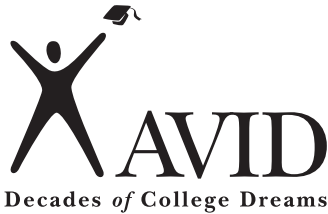
Con

Undecided

How open-minded was I as I listened to other people talk?

- Mostly open-minded
- Partially open-minded
- Not very open-minded

Use the space below to explain why your position did or did not change and the reasons for your thinking.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 11.2

Philosophical Chairs Written Evaluation Sheet

Directions: Answer each of the following questions about today's Philosophical Chairs activity in a few sentences.

1. What was the most frustrating part of today's discussion?

2. What was the most successful part?

3. What statements led you to change your seat or to remain sitting in your original position?

4. What conclusions can you draw about how you form your beliefs based on today's discussion?

5. What would you change about your participation in today's activity? Do you wish you had said something that you did not? Did you think about changing seats but didn't? Explain.

Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 11.3

Philosophical Chairs Reflection

Directions: Provide a written reflection of the philosophical discussion you heard in class. Be sure you include the following in your reflection points in your reflection:

- the statement that was discussed
- the arguments for the statement
- the arguments against the statement
- your position and the reasons for this position
- whether or not you changed your mind during the discussion, which arguments swayed your thinking, and why.

Dialogue versus Debate

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

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





The Role of the Leader

- Know the text well before you begin.
- Have a series of questions about the text ready to help define the discussion and give it direction (see templates and guidelines for opening, core, and closing questions)
- Have **NO** predetermined agenda to get the **RIGHT** answer; instead, think of the seminar as a joint search.
- Be an active listener.
- Have respect for each participant.
- Help participants work cooperatively, not competitively.
- Involve reluctant participants while restraining more vocal members.
- Facilitate discussion among participants rather than with you, the leader.
- Examine and query responses by participants, trying to draw out reasons and implications in the thinking.
- Help participants rephrase questions and answers for clarity if necessary.
- Encourage participants to **USE THE TEXT** to support their responses.
- Be patient enough to allow each participants' understanding to evolve.

The Role and Responsibilities of the Seminar Participant

Before the Seminar

- Read the text carefully and for understanding.
- Use highlighters to mark crucial text and make notes in margins.
- Look for places where the author is stating his views, arguing for them, or raising questions.
- Make connections between parts of the text by using your marginal notes.
- Think about what you have read and how you understand it.
- Make connections between the ideas in the text and what you know in your life and the lives of the others.

During the Seminar

- Be prepared to participate; the quality of the seminar diminishes when participants speak without preparation.
- Refer to the text often and when needed; a seminar is not a test of memory.
- Ask good questions and ask for clarification when confused.
- Take turns speaking instead of raising hands.
- Listen carefully and actively to your fellow participants.
- Speak so that all can hear you.
- Address your fellow participants, not just the leader.
- Discuss the ideas of the text, not each other's opinions.
- Show respect for differing ideas, thoughts, and values.
- Give evidence and examples to support your responses.
- Help fellow participants clarify questions and responses.
- Keep your mind open to new ideas and possibilities.

After the Seminar

- Be reflective about the process of the seminar.
- Discuss with your group parts of the seminar you think went well and which skills you and your fellow participants still need to improve.
- Use writing to think about both the process and the content of the seminar.
- Reflect on both yourself as an individual and the group as a whole.
- Be prepared to help set goals for improvement in the next seminar.



Socratic Seminar Group Guidelines

Listen

No one can speak while someone else is speaking.

Build

Speakers must try to build on what others say, not debate their views.

Refer to the Text

Speakers must refer directly to the section of the text from which their ideas come rather than making general comments or observations.

Guidelines for Developing Questions

The learning in Socratic Seminars occurs as a result of the questions asked. Keep these guidelines in mind as you develop seminar questions.

- Be sure that your questions are void of judgment and derived from the text.
- Ask questions that raise questions.
- Avoid asking yes/no questions.
- Ask hypothetical and complex questions.
- Ask questions to which there are no right or wrong answers.
- Continue to ask “why” or to probe the responses of the participants with further questioning.
- Allow yourself to guide the discussion with your questioning but to go with the discussion as well.

Listed below are examples of the types of questions you may want to develop and have ready as the leader of a Socratic Seminar. Use this page to assist you as you examine the text in preparation for the seminar.

1. By what reasoning did you come to that conclusion?
2. What would change your mind?
3. What are the assumptions, explicit or underlying, of this text?
4. Can you identify ideas in the text that seem to contradict one another?
5. What if _____ happened (or were true) instead of _____?
6. What might be some other good titles for this text?
7. What does the text say about the human race (or love, beauty, progress, etc.)? What do you think about it? What might other people say about it?
8. Do the ideas stated in this text seem to agree with or contradict this statement: _____
9. If _____ were writing (composing, painting, etc.) today, what might be different about this work?
10. In recent times, what well-known people are (were) like _____ in the text?
11. What does the term _____ mean in this text?
12. In what way would _____ change, if _____ happened differently?
13. How do you think something from the text was (would be) viewed by _____?
14. In what ways are _____ and _____ alike (or different)?
15. What part of this work provokes the most discussion? Least discussion? Why? What in the text supports that opinion?
16. What important conclusions can we draw from the text?
17. What does the writer/artist assume? What are you assuming?

Developing Opening, Core, and Closing Questions

Use this page to guide you as you develop questions in the categories of opening, core, and closing. Opening questions should get the seminar off to a start, core questions should help participants examine deeper meanings in the text, and closing questions should help the group bring the seminar to a close, though not necessarily a conclusion. Use the template on the following page to record your questions as you prepare to lead the seminar.

Opening Questions

- Stem from context
- Direct participants into text
- Elicit more than one-word responses
- Are generally concrete questions

Examples

- What is the theme of the reading?
 - What significance is this to _____?
 - What are the assumptions of this text?
 - Could the two main characters have switched places? Why or why not?
 - What might be some other good titles?
 - Is it better to be _____ or _____?
 - In recent times, what well-known people are like _____?
-

Core Questions

- Are content-specific
- May ask for the interpretation of a specific line or passage; often “how” or “why” questions
- Generally move the discussion into the abstract

Examples

- Why does the main character think _____?
 - How do you support that position from the text?
 - How does this idea connect to _____?
 - If _____ is true, then _____?
 - Can you define what you mean by _____?
-

Closing Questions

- Establish relevance
- Connect to the real world
- Relate to the lives of the participants
- Are generally abstract

Examples

- If you were writing this work, what would the ending be?
 - How does this idea connect to _____?
 - Explain the consequences of the ideas in the text.
 - Predict/justify future developments.
-

Questions Planning Template

Opening Questions

Core Questions

Closing Questions

Socratic Seminar Discussion Debrief

The questions on the previous page focus more on the process. These questions are designed to help participants and observers reflect on the content of the seminar dialogue. They may be used in discussion only, or students may write their answers first and then engage in a discussion.

1. What was the best point made during the seminar?
2. What ideas did you agree with?
3. What ideas did you disagree with?
4. What questions were left unanswered?
5. What did you contribute to the discussion?
6. What do you wish you had said in the discussion?
7. Who were the top three contributors to the discussion?
8. What is your overall evaluation of the seminar?

Socratic Seminar Rubric

This rubric can be used by students to self-evaluate their participation in a seminar or by observers to evaluate a particular participant. This rubric breaks down the some of the skills involved in seminars. This may help participants to identify particular areas of strength and areas for improvement.

	4	3	2	1
Questioning	<ul style="list-style-type: none"> Has prepared several high level questions based on the text Asks several higher level questions during seminar 	<ul style="list-style-type: none"> Has prepared questions, mostly lower level Asks some questions during seminar 	<ul style="list-style-type: none"> Has very few questions, if any Asks very few questions, if any 	<ul style="list-style-type: none"> Has not prepared questions Does not ask questions
Speaking	<ul style="list-style-type: none"> Moves the conversation forward Speaks to all participants Thinks before answering Refers directly to the text Make connections to other speakers Considers all opinions Offers insightful contributions 	<ul style="list-style-type: none"> Comments often, but does not lead others Addresses only the teacher Refers to text, but not to subtle points Responds to questions Considers some opinions Offers interesting ideas, not necessarily connected 	<ul style="list-style-type: none"> Emphasizes only own ideas Addresses only the teacher Tends toward debate, not dialogue Ideas do not always connect Comments neglect details of text 	<ul style="list-style-type: none"> Disruptive, argumentative Mumbles or is silent No connection to previous comment
Listening	<ul style="list-style-type: none"> Demonstrates effective listening skills (eye contact, nods, takes notes) Writes down thoughts and questions Builds on others' comments Asks for clarification when needed 	<ul style="list-style-type: none"> May have some eye contact with speaker Takes some notes Ignores others' comments 	<ul style="list-style-type: none"> Rarely demonstrates effective listening skills (eye contact, nods, takes notes) Loses track of conversation Judges others' ideas 	<ul style="list-style-type: none"> No effective listening skills demonstrated Attempts to dominate Interrupts speakers in middle of sentence Repeats same ideas
Reading	<ul style="list-style-type: none"> Identifies/highlights key words and phrases Has notes of main ideas 	<ul style="list-style-type: none"> Identifies/highlights some key words and phrases Has some notes 	<ul style="list-style-type: none"> No highlighting^a Skims the text Very few notes, if any. 	<ul style="list-style-type: none"> Unprepared, unfamiliar with text

Socratic Seminar Rubric

This rubric gives a holistic assessment of a participant's behavior in a seminar. It can be used by observers or a teacher to give individual feedback to students.

Exemplary	<ul style="list-style-type: none"> • Demonstrates patience with others' opinions • Moves the conversation forward • Speaks to all participants • Thinks before answering • Refers directly to the text • Makes connections to other speakers • Considers all opinions • Builds on others' comments • Asks for clarification when needed • Identifies key words/phrases/details in the text
Commanding	<ul style="list-style-type: none"> • Comments often • Responds to questions • Refers to the text • Offers interesting ideas • Pays attention • Asks a few questions
Competent	<ul style="list-style-type: none"> • Emphasizes only own ideas • Ideas not always connected • Refers to text • Loses track of the conversation • Judges others' ideas • May ask questions
Developing	<ul style="list-style-type: none"> • Leans toward debate, not dialogue • Disruptive or argumentative • Mumbles or is silent • Repeats some ideas • Does not ask questions
Emerging	<ul style="list-style-type: none"> • Is not participating • May be lost or overwhelmed with seminar



Socratic Seminar Fish Bowl



Directions - Choose three participants in the inner circle to observe during the seminar. Take careful notes and pay close attention to the dialogue, individual behaviors, and the group's dynamics. Your grade is based on this observation/notetaking sheet. (50 pts.)

Participant Name	New Idea	Asked a ?	Referred to Text	Positive Comment	Negative Behavior	Other Notes/Observations
1.						
2.						
3.						



Observation Form

Inner-Outer Discussion Circle



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

Your name _____ Partner _____

SPEAKS IN THE DISCUSSION												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LOOKS AT PERSON WHO IS SPEAKING												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
REFERS TO THE TEXT												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASKS A QUESTION												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESPONDS TO ANOTHER SPEAKER												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INTERRUPTS ANOTHER SPEAKER												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ENGAGES IN SIDE CONVERSA NON												
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AFTER DISCUSSION: What is the most interesting thing your partner said?												
AFTER DISCUSSION: What would you like to have said in the discussion?												

Test-Taking Tips (1 of 10)

TAKING OBJECTIVE TESTS

True/False Questions/Statements:

These are the easiest questions to complete because you have a 50% chance of getting the answer correct. But this kind of test question is often tricky.

- a. A SINGLE WORD can make a true sentence false. If you read too quickly you may miss the word that changes the statement.

EXAMPLE: The novel "Hamlet" was written by William Shakespeare. ("Hamlet" is a play. The word "novel" is a false detail, making the whole sentence false.)

- b. Some true/false questions make broad, general statements that may OFTEN be true or seem true, but are not ALWAYS true.

EXAMPLE: Teenagers are always loud. Teenagers are sometimes loud. (Watch out for words like ALL, ONLY, ALWAYS, NEVER, and NONE. They turn general statements into limiting statements, often making them false.)

- c. In true/false questions, if even one exception can be found, the statement is false. On the other hand, words such as OFTEN, USUALLY, RARELY, or SOMETIMES may indicate a true answer.

On true/false tests, a false sentence often looks like a true one. HUNT FOR THE WORD OR DETAIL THAT CAN MAKE A STATEMENT FALSE.

WORDS USED in true/false statements are as important as the facts stated. You might know the fact, but it could be written in a tricky way to mislead you. UNLESS YOU READ CAREFULLY, you could answer the question incorrectly because of one little word!

Test-Taking Tips (2 of 10)

MATCHING TESTS

Some tests or portions of a test will ask you to match items in one list to items in another list. Even if you don't know every item, you may be able to figure them out.

1. Count to see which list has fewer items—**EVERY ITEM** in the shorter list will have a matching item in the longer list, with a few extra ones left over.
2. Answer items you know first—mark off each item as you use it so you won't mistakenly use it again.
3. Make intelligent guesses for items you aren't sure of, using clue words to help you.
 - a. If you are asked to match "French general who fought in American Revolution," look for a "foreign" name that sounds French.
 - b. If you are asked to match "Famous scientific research team," look for an answer that has more than one name.
 - c. If you are asked to match "Early leader of women's rights movement," look over all the women's names, eliminating all the answers you know are not correct. You may be lucky and find there is only one woman's name on the list!

Knowing the facts is the very best way to match up items, but **FINDING CLUES** in the items can help you figure out answers you don't know or are unsure of.

REMEMBER: You can use your **KNOWLEDGE IN ONE AREA** to figure out an answer in another area.

Test-Taking Tips (3 of 10)

FILL-IN-THE-BLANK-QUESTIONS

This kind of question usually requires an exact answer where you complete the sentence with a correct word or phrase. Sometimes you are given a list of words to use in filling in the blanks, making the test similar to a matching test so you can use the same strategies. Most of the time you will have to think up the words to fill in the blanks.

1. Read the sentences carefully, using the information in them to figure out the missing words or phrases.
2. Watch out for tricky words like those used in true/false questions/statements.
3. Be sure your answer fits grammatically into the sentence.

EXAMPLE: " _____ is the capital of California" would be filled in with a proper noun; using an adjective like "avocados" shows that you did not read the statement clearly.

4. Pay attention to the number and length of the blank spaces in the sentences—although length of space can sometimes be misleading, most of the time the space provided gives you a clue about the answer.
5. If you are unsure of the answer, fill in the blank with the most likely answer—you may get partial credit.

Test-Taking Tips (4 of 10)

MULTIPLE-CHOICE QUESTIONS

It's important to remember to **READ THE ANSWERS FIRST** when answering multiple-choice questions. This kind of question is usually used in **STANDARDIZED TESTS**—tests that are used all over the country or throughout our state and have been written by test experts and graded by computer.

1. Answer all the questions you know first; read all of the choices for each question and choose the one that answers the question smoothly and seems right on its own.
2. Go back and look over the questions you didn't know or were unsure of and make an intelligent guess—remember, **ONLY ONE ANSWER IS CORRECT**.
3. Read the questions carefully, looking for trick words.

EXAMPLE: "All of the following are correct, except . . ." The word "except" tells you that you should select the one choice that **IS NOT** correct.

4. Sometimes one of the answer choices may be "all of the above" or "none of the above." Use your common sense:
 - a. If you know at least one incorrect choice, then "all of the above" can't be right.
 - b. On the other hand, if you know that at least one of the other choices is right, "none of the above" can't be correct.
5. Be sure to answer every question and check to make sure that you marked each answer in the correct space.

STANDARDIZED MULTIPLE CHOICE TESTS often have very specific parts to them:

Test-Taking Tips (5 of 10)

VOCABULARY TESTS

These tests ask you about the meanings of words, often directing you to pick out the word that is "the same as" a given word.

EXAMPLE: MULTITUDE

- A) multiplication
- B) magnification
- C) many
- D) altitude
- E) all of the above

The correct answer is "C" because the word "many" is the same as the given word, "multitude."

1. First try to come up with a quick, short definition for the given word so that you know the meaning before looking at the choices.
2. Eliminate choices you know are wrong.
3. If you are finding a word that is "the same as": Think of a sentence using the given word, then replace that word in the sentence with each of your choices. If the sentence doesn't make sense, the word choice is not the answer.
4. If you are finding the word that is "the opposite of": Again, think of a sentence with the given word in it. This time, look for the word choice that gives your sentence the OPPOSITE meaning.
5. Sometimes you can look at the parts of a word to help you figure out its meaning.

EXAMPLE: TELEPATHY—You know other words that begin with "tele," such as television, telegram, and telephone. From this you can guess that it has something to do with communication or sending messages over distances. The last part of the word, "pathy" is also the last part of sympathy so you can guess that it has to do with feelings. Putting the two parts together, you might come up with "sending messages through feelings" so you would look for a choice that fits this meaning.

Test-Taking Tips (6 of 10)

6. **READ CAREFULLY**—Sometimes there are words among the answer choices that may trick you:
 - a. A question may ask for the opposite of a given word, but a word that means the same might be mixed in with the answer choices to fool you.
 - b. Sometimes words that sound alike or are spelled very similarly to the given word are put among the answer choices and may confuse you.

Test-Taking Tips (7 of 10)

TAKING ESSAY TESTS

READ ALL YOUR ESSAY QUESTIONS CAREFULLY. Look carefully at all the words in a question—does it ask you to compare/contrast, to describe, to discuss, or to solve a problem? **BE SURE TO DO WHAT THE QUESTION ASKS.**

1. If all the essay questions are equal in point value, give equal time and attention to each of them. **BE SURE TO KEEP TRACK OF YOUR TIME.**
2. If some essay questions are worth more points than others, spend more time answering the higher point questions. More is expected from you in the higher point questions.
3. If you are given a choice of essay questions, choose the questions that are higher in point value whenever possible. **READ THE DIRECTIONS!** Do not mistakenly answer all the essay questions when, for example, you only had to answer 3 out of 5.
4. If you must select essay questions that total a certain number of points, **MAKE SURE** the questions you choose to answer **TOTAL** that number of points or more. Be aware of your time limitations. Choosing to answer two questions may be a better use of your time than answering five questions equaling the same amount of points.
5. As you read the essay questions, look for **KEY** words that give you clues to what you must write about:
 - a. Some key words tell you how to **APPROACH THE SUBJECT**: analyze, comment, compare, define, describe, discuss, explain, prove, and respond. Some of these words ask your **OPINION**, some ask you to **PRESENT INFORMATION**, some ask you to **FOCUS ON ONE IDEA**, while others ask you to **DEAL WITH**

Test-Taking Tips (8 of 10)

SEVERAL IDEAS OR DETAILS. KNOW WHAT APPROACH a question asks for.

b. Some key words tell you **WHAT KINDS OF FACTS TO INCLUDE**. "Who?" asks for names; "When?" asks for dates; "Why?" asks for reasons; and "How?" asks for cause. Sometimes **NUMBERS** or **ADJECTIVES** are used with these words, like **FIVE** dates or **SUPPORTING** details. Be sure you have the number of items asked for or the details that support your main idea.

c. Some key words such as development, relation, significance, cause, and effects all **LIMIT THE SUBJECT** for you. You need to learn what they mean so that you can focus on what you have to write about in your essay answer.

6. Make sure you read **ALL THE WAY THROUGH** an essay question. Many essay questions have several parts that you are expected to respond to. You don't want to skip them, because they are worth points too.
7. If you are allowed to write on the test, you should underline the key words as you find them to help you focus on your writing.
8. Start your thinking/planning with a cluster, outline, or some quick notes, using phrases, single words, or even abbreviations.
 - a. If a question asks for facts, make a quick list of facts that apply to the subject or question.
 - b. If you're asked for an opinion, cluster ideas and feelings that come to mind.
 - c. Put your thoughts in order. Think of main points in the answer, then add all the supporting information and details you can think of. This doesn't have to be a formal outline. You can change the order as you write, but it helps to organize your ideas.
 - d. Looking back at key words in the question may help you choose an order for your

Test-Taking Tips (9 of 10)

ideas, and decide which point you should cover first. This is also the time to show CONNECTIONS between your thoughts. If you're asked to compare and contrast two items, look at your notes for all the details that show they are alike, then match up the details that show how they are different.

- e. Allowing a little planning time first can make a big difference in the quality of your essay.
9. As you write your answer, keep your teacher in mind because this is the person who is asking you the question. A simple format for answering essay questions is to INTRODUCE YOUR TOPIC; GIVE BACKGROUND FACTS/INFORMATION/DETAILS; STATE MAIN POINTS AND ARGUMENTS; and DRAW CONCLUSIONS and SUMMARIZE.
- a. Introduce your topic by rephrasing the question as the first sentence in your answer. You might even repeat words from the question in this first sentence.
 - b. Explain each point you are making completely before going on the next one. If you skip around a lot, your answer will seem confusing and incomplete.
 - c. Support your general statements with details, examples, and facts. Use specific people and events to show that you know your subject and help your teacher follow your line of thinking/reasoning.
 - d. When you finish making a point, make it clear you are moving on to another point by using introductory words for each new point such as *another*, *besides*, *in addition*, *next*, *however*, and *although*.
 - e. When you feel you've covered everything, conclude in a sentence or two, but DON'T simply repeat your opening sentence. Use

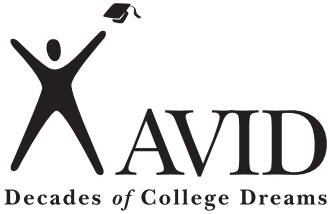
Test-Taking Tips (10 of 10)

some of the main ideas you brought up in your essay.

10. Reread your answer when you have completed it. Check for COMPLETE IDEAS, CLEAR THOUGHTS, and DETAILS/EXPLANATIONS. Make sure you have answered the question and HAVE NOT STRAYED OFF THE TOPIC.
11. NEATNESS CAN MAKE A DIFFERENCE. Make your paper easy to read so that your ideas will stand out clearly.
 - a. Look for words you may have left out while writing quickly, also checking for wrong numbers in a fact or date. These simple omissions or errors could change the whole meaning of your answer.
 - b. Catch any misspelled or hard-to-read words and rewrite them.
 - c. The more you know about a topic, the more you can include in your essay answer, but remember TO STICK TO THE SUBJECT.
 - d. Don't be afraid to "think on paper." Some of your best ideas may DEVELOP WHILE YOU WRITE. You may even understand your topic better after the test than you did before!

The best answer to any essay question is not always a long one. What counts is to:

1. Answer the question directly.
2. Stick to the point.
3. Cover all the "angles."



Name: _____ Grade: _____

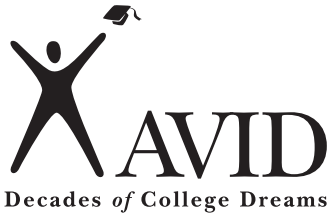
Date: _____ Period: _____

Student Activity 13.1

Test-Taking Problems

Directions: Put a check in the box if you have experienced that particular problem in preparing for or taking tests. After you have checked all the boxes that apply to you, write about these experiences. Give examples and explanations from recent test-taking experiences.

- Spending too much time on difficult questions
- Not finishing the test or answering all the questions
- Not being able to concentrate
- Skipping too many questions
- Not understanding directions
- Not listening to instructions
- Being nervous and anxious
- Not checking my work
- Not studying enough
- Not studying the correct material
- Studying only the night before the test



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 13.2

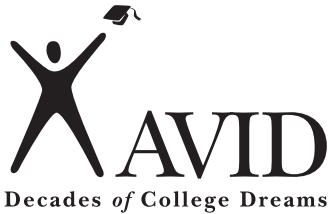
Directions: Fill in the information in the chart below to help you to prepare and study for any test.

Type of Question	Number of Questions	Points Each
True/False		
Matching		
Multiple Choice		
Fill in the Blank		
Short Answer		
Essay		

Amount of Time for Test	
-------------------------	--

Information That Will Be Provided	Information That Needs To Be Memorized

Materials That Will Be Provided	Materials That I Will Need to Bring



Name: _____ Grade: _____

Date: _____ Period: _____

Student Handout 14.1 (1 of 2)

Public Speaking Terminology

Fluency/Continuity: moving with ease; polished. A fluent speaker rarely stumbles through a presentation. Fluency comes from preparation and practice.

Volume: the degree of loudness of sound. A speaker must be heard clearly. Additionally, adjusting one's volume is an excellent way to emphasize and deemphasize words.

Eye Contact: making a visual connection with individuals in audience. Speakers cannot read from papers or cards continually. The audience doesn't feel that the speaker spoke to them. Looking at individuals garners attention and makes the presentation personal.

Pacing: the degree of quickness with which one delivers a speech. We often speak too quickly when we're nervously speaking to a group. Be aware of pacing and take moments to pause and allow the audience to absorb points.

Movement: changing physical position. Sometimes, like when speaking from a podium, movement is limited. Other times, like when speaking from a stage, the audience will expect the speaker to move within the space. Be careful. Too much movement is distracting.

Gesticulation: act of making gestures or moving one's body parts, usually arms, hands, legs, as a means of expression. Gesturing should be planned and practiced. It's hard to gesture when holding papers or cards. Usually a speaker memorizes first.

Facial Expression: communicating ideas and emotions nonverbally by contorting one's face. Sounds strange, but you can communicate that something smells bad by crinkling up your nose. Using gesture and facial expression emphasizes those points that you're making in your speech.

Enunciation: clearly saying the sounds and syllables in words. It is important to speak clearly and not slur or mumble words or parts of words. Being nervous or moving at a quick pace often makes us fail to enunciate the latter parts of words or phrases.

Pronunciation: speaking words as they are meant to be spoken. This is the tomato (tuh-may-toe), tomato (tuh-mah-toe) issue. Pronouncing words incorrectly reflects poorly on the speaker. Using colloquial pronunciation creates a specific affect. Preparation prevents errors in pronunciation.

Student Activity 14.1 (2 of 2)

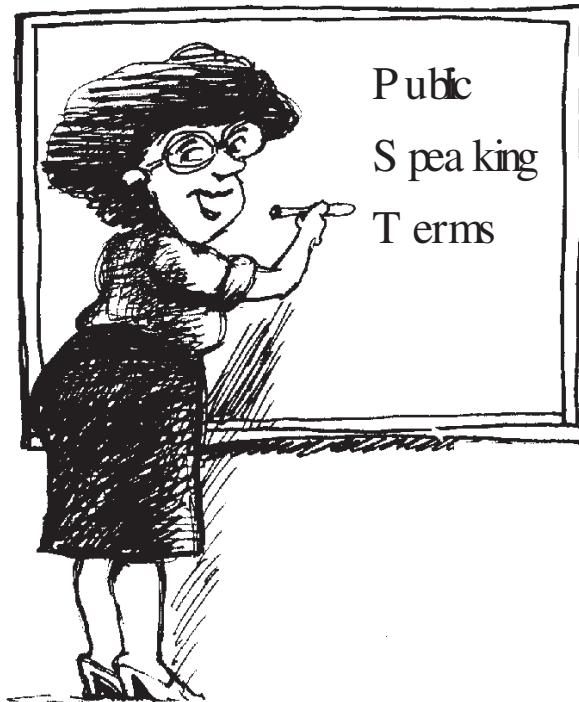
Audience: the people who are listening and/or viewing a presentation or speaker. Pay attention to the audience. Know the audience and adjust the speech or presentation accordingly.

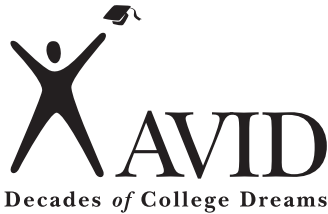
Tone: the expression in one's voice generated by altering pitch (highness and lowness). Think about an angry voice versus a happy voice. Changing tone keeps the audience engaged and suggests the speaker's attitude toward the topic.

Diction: word choice. Choose vocabulary that is appropriate and understandable for the audience.

Impromptu/Extemporaneous: speaking or presenting with little or no preparation.

Visual Aids: any visible props or components of one's presentation. Posters, charts, graphs, demonstrations, Power Point presentations, media clips, and overhead projections are all effective visual aids.





Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.2

Fish Bow I Speeches

Ask students to consider what topics they'd like to hear classmates present spontaneous mini-speeches on. Students write topics on slips of paper to be placed in the fishbowl.

Sample Class Generated Topics:

- Day at the Zoo
- Pets with Gas
- The Cola Wars
- The Ideal Game Show
- Fairy Tales
- Green Jell-O
- Just Say "No!"
- The Color Blue
- Friendship
- The Best Kind of Homework Is No Homework!
- College
- Peas Belong After O's and Before Q's – Not on My Plate!
- If I Had a Million Dollars...
- Why *Did* the Chicken Cross the Road?
- Education Can Happen Outside the Classroom Too!
- My Favorite Cartoon
- I Am Most Thankful for...
- "Oldies But Goodies"...Says Who?
- When I'm Really Old (Like 30), I'll Be...
- If I Could Have Dinner With Anyone, Anywhere...
- The Best Book/Story I've Read or Someone Read to Me
- If I Was a Superhero, My Super Power Would Be...
- Eye for an Eye – The World Goes Blind
- The Best Invention Ever

Presentation:

- As a daily warm-up, set the expectation that two students will choose topics upon entering class.
- They will have four minutes to prepare - to gather thoughts, and two minutes to deliver an impromptu speech on the topic drawn from the fishbowl.
- Today's speakers select tomorrow's speakers.
- Use student input to establish expectations of the audience and speaker. For example, the speaker must speak on the topic chosen, and speak for the full two minutes. Audience must listen attentively and cannot interrupt the speaker.
- Ask the students to consider what "listening" looks like and to practice these attributes of listening.
- After each mini-speech, speaker must evaluate him/herself and, classmates should have opportunity to evaluate speaker too.

Class Rubric:

- Ask the class what's important to consider when evaluating a speaker.
- Create a rubric based upon their input.
- Have students evaluate one another, using their rubric.

We're paying attention to...	because it's important...	(3) Outstanding (2) Good (1) Work on it
eye contact	To look at the audience.	
continuity	To keep going, even when nervous.	
volume	To be heard by the audience.	
enunciation	To pronounce words clearly to be understood.	
captivation	To engage the audience so they keep listening.	
Out of 15 possible points, my total is...		

Student Activity 14.3

Tongue Twister Stations

Set up stations in the classroom where students practice reciting tongue twisters, focusing on enunciation. Having a tape recorder at each station, allowing students to tape, listen to, and evaluate the clarity of each other's enunciation would be ideal.

Begin with short and simple tongue twisters, and then move on to the longer, more complex twisters. Challenge students to memorize and recite them for the class.

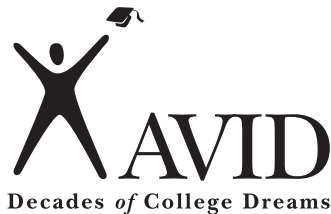
Examples:

Short and Sweet

- *Sally sells seashells by the seashore.*
- *Seven silver swans swam silently seaward.*
- *Peter Piper picked a peck of pickled peppers.*
- *Which wristwatches are Swiss wristwatches?*
- *We surely shall see the sun shine soon.*
- *Give papa a cup of proper coffee in a copper coffee cup.*
- *Gabriel's great-grandma grew aghast at Gabby's grammar.*

More Challenging

- *Once upon a barren moor
There dwelt a bear, also a boar.
The bear could not bear the boar.
The boar thought the bear a bore.
At last the bear could bear no more
Of that boar that bored him on the moor,
And so one morn he bored the boar--
That boar will bore the bear no more.*
- *A tree toad loved a she-toad
Who lived up in a tree.
He was a two-toed tree toad
But a three-toed toad was she.
The two-toed tree toad tried to win
The three-toed she-toad's heart,
For the two-toed tree toad loved the ground
That the three-toed tree toad trod.
But the two-toed tree toad tried in vain.
He couldn't please her whim.
From her tree toad bower
With her three-toed power
The she-toad vetoed him.*
- *Pick a partner and practice passing,
for if you pass proficiently,
perhaps you'll play professionally.*
- *Betty bought a bit of bitter butter
and made a bitter batter;
So Betty bought a bit of better butter
and made a better batter.*
- *I am the very model of a modern Major-General,
I've information vegetable, animal, and mineral,
I know the kings of England,
and I quote the fights historical
From Marathon to Waterloo, in order categorical;
I'm very well acquainted, too,
with matters mathematical,
I understand equations,
both the simple and quadratical,
About binomial theorem
I'm teeming with a lot o' news,
With many cheerful facts about
the square of the hypotenuse.*



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.4

Taking a Different Tone

Use only the phrase on the left to convey the different messages on the right. How can you say one thing and mean another? You'll have to adjust your tone, and/or your facial expression.

Hello: I'd like to get to know you better.

Leave me alone.

Can you hear me?

I'm sorry: I genuinely apologize. I was wrong.

I'm only saying "I'm sorry" because my mom is making me.

I love you: Can I borrow twenty dollars?

Good-bye.

You're the most important person in my life.

Excuse me: Pardon my interruption.

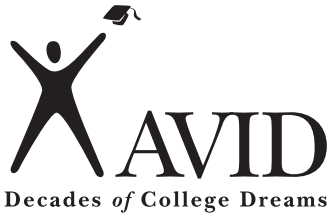
What did you just say?

I completely disagree with you and am disgusted you feel that way.

This tastes great: Another bite of this will make me sick.

Thank you.

This is the most delicious food I've ever eaten.



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.5

Basic Writing Rubric

	1	2	3	4	Score
Structure	One or more key components of structure missing (e.g.: introduction, body, or conclusion is missing).	Essay uses introduction, body, and conclusion.	Essay shows planning, use of introduction, body, and conclusion, and appropriate style for audience.	Essay shows depth of thought, sophisticated use of introduction, body, and conclusion, and appropriate style for audience.	_____
Manuscript	Frequent deviation from standard, grammar, punctuation, and spelling.	No more than four spelling/ punctuation/ grammatical errors; and is legible.	No more than two spelling/ punctuation/ grammatical errors; is neatly written or word-processed, and follows correct formatting.	Work has no spelling/ punctuation/ grammatical errors; is neatly written or word-processed, and follows correct formatting.	_____
Diction (word choice)	Diction is incorrect or inappropriate; frequent errors in sentence structure.	Work uses basic vocabulary correctly and has limited fragment and run-on sentences; work includes some sensory details.	Work utilizes appropriate vocabulary and complete sentences; work also uses active voice, precise language, sensory details, and appropriate modifiers.	Work utilizes sophisticated vocabulary and varied sentence structure; work also skillfully uses active voice, precise language, sensory details, and appropriate modifiers.	_____
Cohesiveness	Essay is difficult to follow. Sentences/paragraphs lack coherence.	A little difficult to read. Sentences are cohesive, leading to clear and complete paragraphs; transitions used; unifying idea basically maintained throughout essay.	Easy to read. Sentences are cohesive, leading to clear and logical paragraphs; transitions used correctly to maintain unity; unifying idea carried throughout essay.	Essay is clear, focused, and holds the reader's attention. Sentences are fully cohesive, leading to clear and logical paragraphs; transitions used effectively to maintain coherence; unifying idea carried throughout essay.	_____
Basic Thesis	Main idea is confusing and/ or not supported by details.	A unifying idea is present, and supported by details.	A unifying idea is clearly stated, supported with relevant details.	An original, unifying idea is clearly stated, supported with concrete, substantial, relevant details.	_____
				Total	_____

Student Activity 14.6

An Example of Marking a Speech: Antony's Eulogy

Shakespeare's *Julius Caesar*; Act III Scene ii

Friends, [P] Romans, [P] countrymen, [P] lend me your ears;
I come to bury Caesar, not to praise him.

[P] = Pause / [!P!] = Longer Pause
slight emphasis / great emphasis

The evil that men do lives after them; [P]
The good is oft interred with their bones; [P]
So let it be with Caesar. [!P!] The noble Brutus
Hath told you Caesar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Caesar answer'd it. [P]
Here, under leave of Brutus and the rest—
For Brutus is an honorable man;
So are they all, all honorable men—
Come I to speak in Caesar's funeral.

*Gesture toward the ground
as if the lifeless body of
Caesar lay before me*

*Shake head slowly
"no"*

Gentle request

Anger/ brink of tears as I look at Caesar

Sarcastic tone

He was my friend [P] faithful and just to me;
But Brutus says he was ambitious;
And Brutus is an honorable man.
He hath brought many captives home to Rome [P]
Whose ransoms did the general coffers fill:
Did this in Caesar seem ambitious?
When that the poor have cried, [P] Caesar hath wept:
Ambition should be made of sterner stuff:
Yet Brutus says he was ambitious,
And Brutus is an honorable man

Question: Make eye contact w/ one specific person

Soft

Three fingers

*Sarcastic: Say 'honorable,' but mean that
he shouldn't be trusted*

You all did see that on the Lupercal
I thrice presented him a kingly crown,
Which he did thrice refuse: was this ambition?
Yet Brutus says he was ambitious;
And, sure, he is an honorable man.
I speak not to disprove what Brutus spoke,
But here I am to speak what I do know.
You all did love him once, not without cause:
What cause withholds you then, to mourn for him?
O judgment! thou art fled to brutish beasts,
And men have lost their reason. Bear with me;
My heart is in the coffin there with Caesar,
And I must pause till it come back to me.

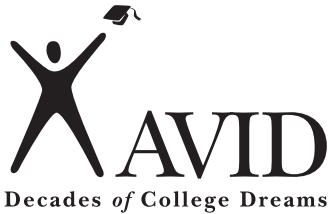
Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 14.7

Presentation Rubric

	1	2	3	4	Score
Preparation	Student was absent for too many parts of the preparation process; practice is not evident.	Student was absent for parts of the preparation process, but some preparation is evident.	Speech reflects an adequate amount of practice and student participated in the process. Speech was memorized.	Speech presentation was polished and student participated in the process. Speech was memorized.	_____
Presentation	Student rarely, if ever, made eye contact. Speech was not clear, and in parts, could not be heard well.	Student tried to make eye contact, but read mostly from cards/paper. Volume and clarity could improve with practice.	Student made adequate eye contact, but relied briefly on cards/paper to present. Volume was appropriate and speech was clear.	Student made frequent eye contact, and didn't depend upon cards/paper to present. Volume was appropriate and speech was clear and purposeful.	_____
Engagement	Speech wasn't relevant and engaging to audience. Speech was monotonous.	Speech was interesting to audience. Variation in volume and tone was attempted.	Speech kept audience attention most of time. Topic was appropriate and interesting to audience. Variation in volume and intonation added to speech's impact.	Speech kept audience attention. Topic was appropriate, relevant, and interesting to audience. Variation in volume and intonation added to speech's meaning and impact.	_____
Movement/ Expression & Gesture	Movement, gesticulation and expression were distracting or confusing, or there was not enough movement to captivate audience.	Movement, gesticulation, and expression were purposeful and not distracting much of the time, or there was not enough movement to captivate audience.	Movement, gesticulation and expression added to meaning within the speech. Movement, gesticulation and expression were purposeful, and not distracting.	Movement, gesticulation, and expression added to or emphasized meaning within the speech. Movement, gesticulation, and expression were purposeful, but seemingly natural and not distracting.	_____
Language/ Diction	Language choices seemed not to consider audience. Vocabulary was simplistic. There were too many deviations from standard English conventions.	Language choices seemed not to consider audience. Vocabulary was simplistic. Deviation from standard English conventions distracted from meaning sometimes.	Language choices were reasonably purposeful and appropriate for audience. Vocabulary was mostly accessible, but simplistic. Deviation from standard English conventions didn't distract from meaning.	Language choices were purposeful and appropriate for audience. Vocabulary was accessible, but varied.	_____
Continuity	Speech was not finished.	Speech was not continuous, but speaker rebounded and finished.	Speech was fairly continuous and well paced.	Speech was continuous and paced well. Pauses were intentional and didn't distract from meaning.	_____
Visual Aids (BONUS)	Visual aids/ Technology distracted from the quality of the speech.	No visual aid(s).	Visual aids/ Technology added to the quality of the speech, but presenter could have been more familiar with materials/ technology.	Visual aids/ Technology added to the engaging quality of the speech.	_____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 15.1

Guest Speaker Contact Information

Name: _____

Career: _____

College(s) attended: _____

Phone: _____

Best time to call: _____

FAX: _____

E-mail: _____

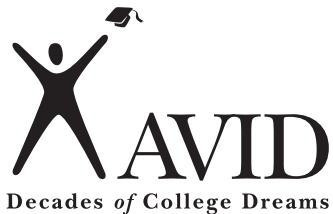
Address: _____

(Find out if they would like the thank-you letters sent to their place of work or home).

Date for presentation: _____

Alternate date: _____

Arrival time: _____



Name: _____ Grade: _____

Date: _____ Period: _____

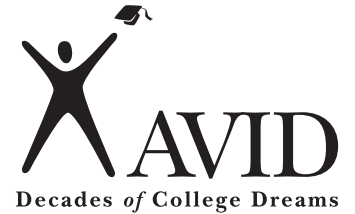
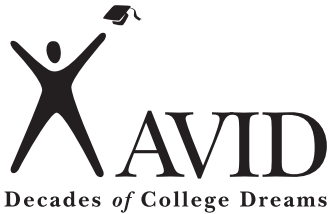
Student Activity 15.2

Guest Speaker Guide

Thank you for agreeing to be a guest speaker for our AVID students. Please use the enclosed guiding questions at your discretion as you prepare for your presentation to our AVID class.

1. Which colleges/universities did you attend?
2. How did you choose the college that you attended and why?
3. What, if any, were some of the obstacles/challenges you faced in preparing for college? During college?
4. Who or what inspired you to make the decision to go to college?
5. What skills did you find were a must to get through college?
6. What would you have liked to know or have been able to do before getting to college?
7. How did your family emotionally support your college journey?
8. How important were communication skills, especially writing and speaking, in getting through college?
9. What skills from college have transferred to and added to your current professional success?
10. What advice would you give a young student beginning their path to college today?

In addition, please share any aspect of your career that you feel is pertinent for our students and bring any artifacts or visuals that will show students what is entailed in your career.



AVID Parent Volunteer Form

Parent's Name _____

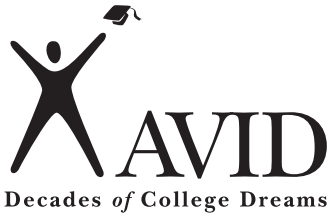
Student's Name _____

Home Phone _____ Cell Phone _____

Best time to call _____

I would like to help in the following way(s):

- chaperone a college field trip
 - arrange a college field trip
 - arrange for a guest speaker(s)
 - organize fundraisers for the AVID field trips
 - be a member of the AVID Site Team (Meetings are after school once a month.)
 - help with transportation of AVID students for field trips
 - other _____
- _____
- _____
- _____



Name: _____ Grade: _____

Date: _____ Period: _____

Student Activity 16.1 (1 of 2)

College Visit Questionnaire (1 of 2)

COLLEGE VISIT QUESTIONNAIRE

College Name: _____

Address: _____

General Information

How many students in your freshman class? _____

How many students in your largest lecture? _____

How many classes are taught by television? _____

Do you have graduate assistants teaching classes? _____

Do you have full-time professors teaching freshman classes? _____

Do your professors have regular office hours? _____

Are students involved in evaluation of instructors? _____

What is the ratio of students to faculty? _____

How long does it take for a freshman to register for classes? _____

What percentage of freshmen are unable to register for their first choice due to close outs? _____

What are the library hours? Open on weekends? _____

What are the facilities in my major area of interest? _____

Is there a student exchange program? _____

Is there a Student Union? _____ What services/activities does it provide? _____

How many students live on campus? _____

How many students commute? _____

What is the general atmosphere of the campus? _____

Human Development Services

What financial aid/scholarship services are available? _____

Is there a career planning and placement center? _____

Do you have counseling services available to students? _____

Are they trained, professional counselors? _____

Are there any interaction groups available? _____

Is there a fee? _____ How Much? _____

College Visit Questionnaire (2 of 2)

Dorm Life

What percentage of students live in dorms? _____

How many students to a room? _____

Do students have dorm options? _____ Coed? _____

Same sex? _____ Quiet dorm? _____ Noisy dorm? _____

Do you have curfews? Men? _____ Women? _____

Do you have high-rise dorms? _____ Apartments? _____ Do you have suites? _____

How many to a suite? _____ What facilities are provided in the dorms? _____

What are the food services on campus? _____

How are roommates selected? _____

How can they be changed? _____

Is liquor allowed on campus? _____ In the dorms? _____

Recreation

How far is the nearest movie theater? _____

Are there museums, concert halls, etc. in the area? _____

Weekend facilities on campus: Movies? _____ How many shown each year? _____

Concerts? _____ How often? _____

Who were some of the people who gave concerts last year? _____

Is there a museum and/or art gallery on campus? _____

Do you have dances? _____ How often? _____

Are your gym facilities open for recreational use? _____

Do you have a student recreation center? _____

What activities does it offer? _____

Do you have a student craft/art center? _____ What activities are available? _____

Sports

Are there athletic scholarships available for women? _____

Are there competitive athletic activities for both men and women? _____

At what levels? _____

What activities are available on or near campus? _____

Adapted, with permission, from *The Counselors Guide to Colleges*, Stuart R. Silverman (ed.), New York School Counselor Association, 1975.