



How do humans depend on their environment?

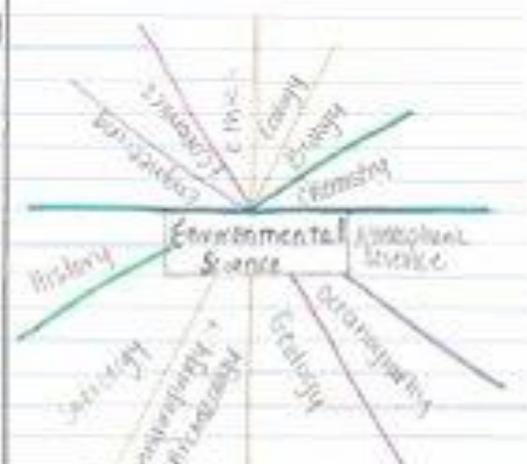
## Environmental Science: How the Natural World Works

What is the goal?

- Environment ← impacts → humans
- Its goal: developing solutions to environmental problems
- An interdisciplinary field
  - Natural sciences: information about the natural world
  - Environmental science programs
  - Social sciences: study human interactions and behavior
  - Environmental studies program

What is the difference between natural & environmental science?

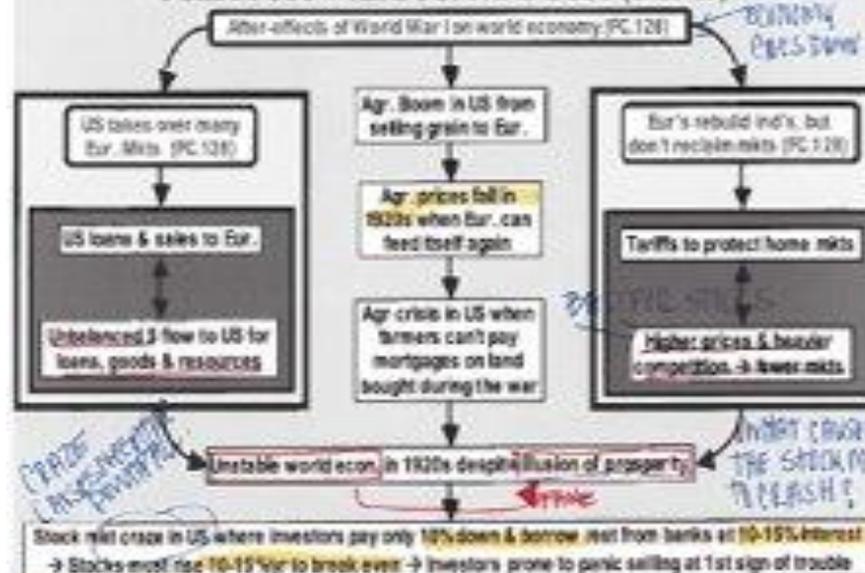
How is environmental science connected to other subjects?



Summary

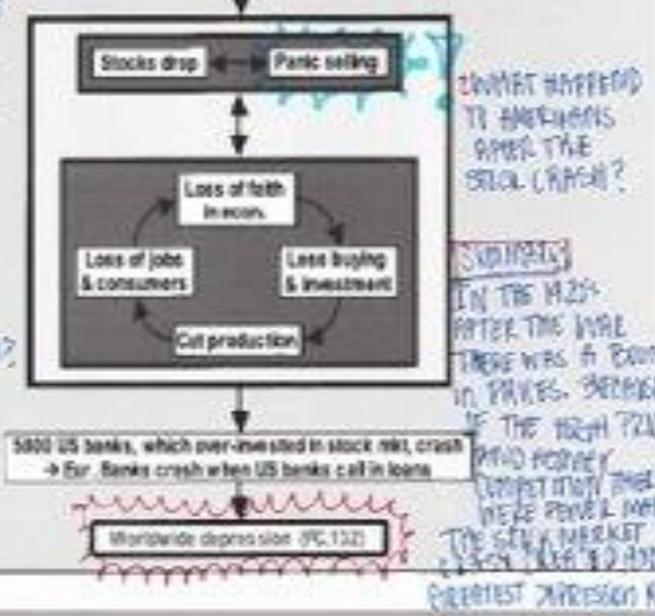
The earth is one interconnected system. Humans are totally dependent on earth's resources for our survival, yet we have also altered the planet in many ways. There are connections (social)

## FC.131 POST WAR BOOM AND BUST (1920-29)



HOW DID THE STOCK MARKET CRASH AFFECT THE PASTORAL WORLD?

WHAT WAS LIFE LIKE POST MARKET CRASH?





**EQ:** How do tropic levels and energy flow function with the help of the Sun?

### Tropic Levels and Energy Flow

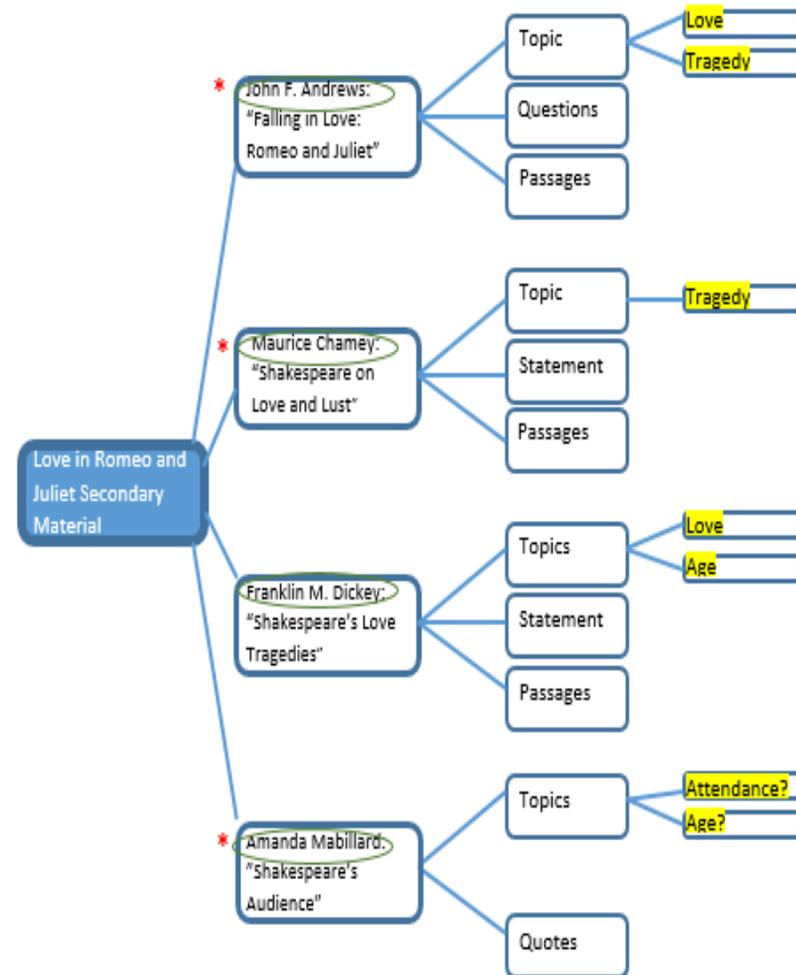
How do nutrients and energy move through an ecosystem?	-both are passed from producers-consumers, BUT: * Nutrients are recycled (by biodegradation) Energy moves only in one direction from the sun (must be resupplied by the Sun)
What are tropic levels?	-they describe the position of an organism in relation to the order of nutrient and energy transfers in an ecosystem *
	1 <sup>st</sup> Tropic Level = <u>producers</u>
	2 <sup>nd</sup> Tropic Level = <u>herbivores</u> (eat producers)
	3 <sup>rd</sup> Tropic Level = <u>carnivores</u> (eat herbivores)
	<b>Decomposers can be shown in energy level</b>
	
What are food chains?	<u>Food chain</u> = pathway taken by nutrients and energy through * The tropic levels Shown with arrows (who eats who)
<b>Summary:</b>	Tropic Levels and energy flow both move through the ecosystem because they are passed from producers and consumers. On one hand, energy must be resupplied by the Sun and nutrients must be biodegraded. Tropic levels is the order of nutrient and energy transfers in an ecosystem. The food chain is who eats who, like carnivores eat herbivores.

What are the main topics of Romeo and Juliet and in what passages are they found?

Why does Chamey Maurice believe that Romeo and Juliet is not a tragedy?

Who would Shakespeare's audiences consist of?

**EQ:** How does Shakespeare include love, tragedy, and loyalty through his plays?



**Summary:** The main topics of Shakespeare's Romeo and Juliet is Love, Tragedy, and Loyalty. Franklin M. Dickey believes that to have a correct understanding on the love tragedies you must first understand an Elizabethan thought about love. Where others such as Maurice Chamey believe that Romeo and Juliet is not actually a tragedy. I agree most with Dickey because Romeo and Juliet is a tragedy, two star-crossed lovers who meet such an unfortunate fate. Shakespeare's audiences would have been composed of commoners such as iron-workers and millers.



# Stamping Program Guidelines

## AVID grades 9-12

Name: (in pen)  
Date: August-June (in pen)

### Essential Question:

What are the MMHS AVID guidelines for stamping notes and other learning tools?

What must notes have to earn a stamp?	Name + Date (in pen), minimum of 3 revisions, minimum of 3 questions in left margin, EQ & Summary (both highlighted same color), Summary needs to be 3-5. All tutors have been instructed to highlight left hand margin
What are some reasons a student will be denied stamp?	If a student tries to submit notes that has whiteout/blackout, doodled, or is ripped anywhere on the top of the page, or is already highlighted on the left-hand margin *** THE NOTES WILL BE DENIED!!!
What are the guidelines for stamping notecards?	15 notecards to 1 page of notes; if the notecards are word for word. Every 15 notecards requires an EQ. 10 notecards to 1 page of notes; if the notecards include description/definition to word or phrase. Every 10 notecards requires an EQ. Any notecards that are done on Quizlet WILL NOT receive a stamp. Students using vocabulary worksheets form Foreign Language class will only receive 1 stamp per page exceeds 15 words. (one stamp per page)
Can marking of text be used to earn pages of notes?	Printed articles from AP/EXPO or other content areas can be stamped 1 page for 1 page if students use in text and marginal annotations. This requires an EQ and Summary.
How are books or novel annotations counted?	In a book or novel students will earn 1 page of notes for every 5 pages of text if students use a minimum of 3 in text and marginal annotations (on page). Written JOURNALS will NOT receive a stamp. ☆
How can a worksheet be turned into a page of notes?	Students can use half sheet/ note converter to create EQ, questions, and summary for any worksheet from any content area.
What is required on note converter to earn stamp?	Name + Date (in pen), EQ, minimum of 3 questions, summary (3-5 sentences), EQ and Summary highlighted in same color. MUST BE STAPLED TO PAGE OF NOTES. → Notes will not be stamped if converter is not stapled
How can an AVID shirt and college shirt be counted as a page of notes?	College shirts worn ONLY on Wednesdays will be counted as 1 page of notes. College shirts will NOT be counted on any other day besides Wednesdays. AVID shirts worn on Tuesday and Wednesday will be counted as 1 page of notes. AVID shirts will NOT be counted on any other days besides Tuesdays and Wednesdays. Students will NOT receive more than 1 page of notes for per week for either college or AVID attire. All tutors have been instructed to use a T in the note column to represent use of college or AVID attire.

### Summary:

The following are guidelines that will help students, tutors, and teachers better understand MMHS AVID stamping standards. The information above outlines requirements for notes, notecards, annotations of articles, books, or novels, and explains the proper use of the AVID half sheet note converter. Following these guidelines will encourage academic honesty and will result in the successful stamping of notes.

# MMHS AVID

- Student has at least a 2" binder
- There are no loose papers in front or back binder flap
- Planner exhibits daily use
- Student has a subject tab for every class taken
- Student has a notes tab after every subject tab (additional tabs are acceptable)
- Student has work in binder and under the proper subject tab in chronological order
- Notes are kept under appropriate subject in notes section
- Tutorials are kept in binder in chronological order
- Students may use spiral notebooks if a teacher requires it. Spiral notebooks cannot have any loose papers or work from any other subject.
- Any notes in a spiral notebook must be taken in chronological order
- Spiral notebook must be with student at all times. We do not allow (A) day / (B) day binders or spirals; all work should be available on all school days.

**Spot Note Checks**

- All stamped notes must have date in pen in upper right corner (MLA flexibility)
- All stamped notes must have an Essential Question
- All stamped note require a minimum of 3 different revisions (highlighted EQ and Summary is not considered a revision)
- All stamped notes require questions in the margins (one per chunk)
- All stamped notes require a summary that answers the EQ and identifies key points
- All stamped notes require the words "EQ" and "Summary" are highlighted in the same color

Tutor/Admin Name: \_\_\_\_\_

Comments/Suggestions :

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name:		Date:		Period:							
<b>Notes</b>			<b>Organization</b>								
English		Binder is organized, contains line paper, note revisions no stuffing, all subject and "notes" tabs labeled (5 pts)									
Math		Binder is organized but does not have materials needed <b>OR</b> has materials but is not organized (3pts)									
Science		Binder is not organized and does not have any materials (0 pts)									
History/ICT/Careers		Total:									
Language											
AVID/Elective (optional)											
Total:				5							
		15									
To earn extra credit, student must earn 15/15 on note section (5 points max)		Total:		Binder kept in chronological order by date (in pen)							
				5							
		5									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>a. 1 page per academic class <b>AND</b> 7 pages total</td> <td style="text-align: right;"><b>15 points</b></td> </tr> <tr> <td>b. 1 page per academic class but not 7 pages total <b>OR</b> 7 pages total but not 1 page per academic class</td> <td style="text-align: right;"><b>8 points</b></td> </tr> <tr> <td>c. less than 7 pages</td> <td style="text-align: right;"><b>1-6 points</b></td> </tr> </table>						a. 1 page per academic class <b>AND</b> 7 pages total	<b>15 points</b>	b. 1 page per academic class but not 7 pages total <b>OR</b> 7 pages total but not 1 page per academic class	<b>8 points</b>	c. less than 7 pages	<b>1-6 points</b>
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c. less than 7 pages	<b>1-6 points</b>										
<b>Planner</b>					Total:						
Planner has assignments, exam dates and clearly labeled daily				5pts	5						
Planner has assignments, exam dates and sporadically labeled				3pts							
Planner is not in binder or planner has no evidence of usage				0pts							
Comments:					GRADE						
					_____/30						
					Weekly Note Participation:						
_____ 10 _____ 15					Tutor Signature						

## Tutor Tutorial Process Checklist

- **All students take out resources** (notes, textbooks, AVID tutorial resources, etc.)
- **All students must read TQ's** developed from their POC and select student with the most need to go first.
- Ensure **board setup is in uniform (IQ/TQ/Work/Steps)**
- Ensure **IQ is written with directions** and is **clear** (ex: combine like terms  $2x+3-x-9$ )
- Ensure **TQ** is written from their POC and without personal pronouns and **developed from IQ**, identifying a **clear and specific** point of confusion (if not have presenter rewrite TQ)
- Presenter circles all academic language in **IQ/TQ**
- Presenter says **60 Second Speech (IQ, what they know, pre-work, TQ)**
- Presenter **changes marker colors** to show work from group interaction.
- Tutor **interaction with group members** and uses strategies to help them assist presenter in solving the problem
- Presenter **identifies A-HA moment** with an exclamation point (!) in the work and in the steps portion
- Presenter **writes process steps using academic language** (no specific numbers) and circle academic language within steps
- Presenter **summarizes their learning** through the **60-Second Reflect and Connect** and the **tutor** ensures **academic language is used** (review steps to solve/A-HA moment that connects learning to TQ)

## Tutorial Question Examples

- After doing the inverse operation of subtraction to both sides, what is the next step?
- What steps need to be taken to get the variable by itself?
- How can the problem be converted to molar mass after being written in compound form?
- What are the steps to detecting if an object/spring has gravitational potential energy and kinetic energy with the given information on the object?
- How does the structure of the sentence contribute to the tone of the writing?
- Which number should be plugged into the equation to solve the problem?
- If a fraction has a negative exponent, is it multiplied or divided by the number outside the parenthesis?

## Tutorial Question Sentence Starters

- What are the steps to \_\_\_\_\_ if/after/when \_\_\_\_\_?
- What is the process to finding \_\_\_\_\_ if/after/when \_\_\_\_\_?
- How does the \_\_\_\_\_ show the \_\_\_\_\_ if/after/when \_\_\_\_\_?
- What is needed to solve \_\_\_\_\_ if/after/when \_\_\_\_\_?
- How is \_\_\_\_\_ the same/different from \_\_\_\_\_ if/after/when \_\_\_\_\_?
- Is there a way to check \_\_\_\_\_ if/after/when \_\_\_\_\_?
- How can this be simplified if/after/when \_\_\_\_\_?

Name:  
 Group Facilitator (Tutor):  
 Date: AVID Period:

Subject:  
 Subject Teacher:



## Tutorial Request Form (TRF)

Before TRF Pre-Work	During Collaborative Inquiry	After Closure	Total
/10	/5	/10	/25
Indicate how the student demonstrated engagement in tutorials. Check or highlight all that apply.			
<b>Collaborative Inquiry</b> <input type="checkbox"/> Utilizes resources to investigate student presenter's POC <input type="checkbox"/> Uses Socratic questioning <input type="checkbox"/> Takes focused notes (3 column notes)	<b>Socratic Questioning Examples</b> <input type="checkbox"/> Uses higher-level questioning pertaining to the subject matter <input type="checkbox"/> Poses all communication using the Socratic method <input type="checkbox"/> Communicates clearly, both verbally and non-verbally and uses academic language	<b>Reflection</b> <input type="checkbox"/> Uses interaction checklist to revise notes in all 3 columns <input type="checkbox"/> Summarizes key academic learning points and identifies the steps taken to resolve TQ	
Topics Essential Question from Academic Class:			
Initial Question:			
Source: /1			
Key Academic Vocabulary and Definition Associated with Topic Question:			
1.			
2.			
/2			
What I know about My Question:			
1.			
2.			
/2			

### Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:

Ⓜ= A-Ha! moments Ⓜ= Point of Confusion Ⓜ= Need to research Ⓜ= I'm confident about...

- Show your thinking about your initial question and identify your Point of Confusion. /2
- List the general steps that you took leading up to your Point of Confusion. /2

SHOW  
&  
TELL

**Tutorial Question** (from Point of Confusion): Write an authentic question about your Point of Confusion that is different from your initial question. TQ Example Starters: If/After/When...

/1

Name: \_\_\_\_\_  
 Group Facilitator(Tutor): \_\_\_\_\_  
 Date: 9-5-23 AVID Period: 2

Subject: math  
 Subject Teacher: Mr Lewis

## Tutorial Request Form (TRF)

Before TRF Pre-Work	During Collaborative Inquiry	After Closure	Total
16/10	5/5	10/10	25/25
Indicate how the student demonstrated engagement in tutorials. Check or highlight all that apply.			
<b>Collaborative Inquiry</b> <input checked="" type="checkbox"/> Utilizes resources to investigate student presenter's POC <input type="checkbox"/> Uses Socratic questioning <input checked="" type="checkbox"/> Takes focused notes (3 column notes)	<b>Socratic Questioning Examples</b> <input type="checkbox"/> Uses higher-level questioning pertaining to the subject matter <input checked="" type="checkbox"/> Poses all communication using the Socratic method <input type="checkbox"/> Communicates clearly, both verbally and non-verbally and uses academic language	<b>Reflection</b> <input type="checkbox"/> Uses interaction checklist to revise notes in all 3 columns <input type="checkbox"/> Summarizes key academic learning points and identifies the steps taken to resolve TQ	
Topics/Essential Question from Academic Class: how to solve equations with variables on both sides			
Initial Question: $-5\left(\frac{x}{15} - 16\right) - 30 = 50 - \frac{1}{3}x$			
Source: math hw <span style="float: right;">1/1</span>			
Key Academic Vocabulary and Definition Associated with Topic/Question: 1. variable (unknown quantity or quantity that can vary) 2. distributive property (when a factor is multiplied by the sum/addition of two terms) <span style="float: right;">2/2</span>			
What I know about My Question: 1. I know I need to solve for x 2. I know I need to do distributive property <span style="float: right;">2/2</span>			

### Critical Thinking About Initial Question with Corresponding Steps:

Use these symbols in the Critical Thinking box and on the board to identify the following:  
 A = A-Ha! moments ? = Point of Confusion Q = Need to research 😊 = I'm confident about...

- Show your thinking about your initial question and identify your Point of Confusion. 2/2
- List the general steps that you took leading up to your Point of Confusion. 2/2

$$\begin{aligned}
 & -5\left(\frac{x}{15} - 16\right) - 30 = 50 - \frac{1}{3}x \\
 & \quad ? \\
 & 75 - \frac{5x}{3} + 80 - 30 = 50 - \frac{1}{3}x \\
 & \quad \cancel{75} \\
 & \quad -5x +
 \end{aligned}$$

- 1) distribute  $\frac{5x}{3}$  or  $\frac{1}{3}$   
 2) ? do distribute  $\frac{5x}{3}$  or  $\frac{1}{3}$

**Tutorial Question (from Point of Confusion):** Write an authentic question about your Point of Confusion that is different from your initial question. TQ Example Starters: If/After/When...

When solving equations with variables on both sides which property step is done first?

