

How do humans depend on their environment?

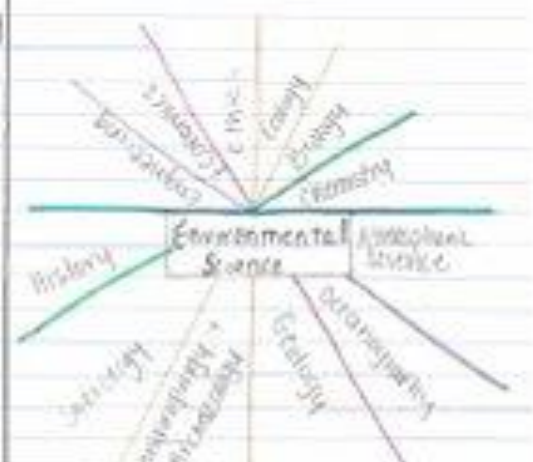
Environmental Science: How the Natural World Works

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?

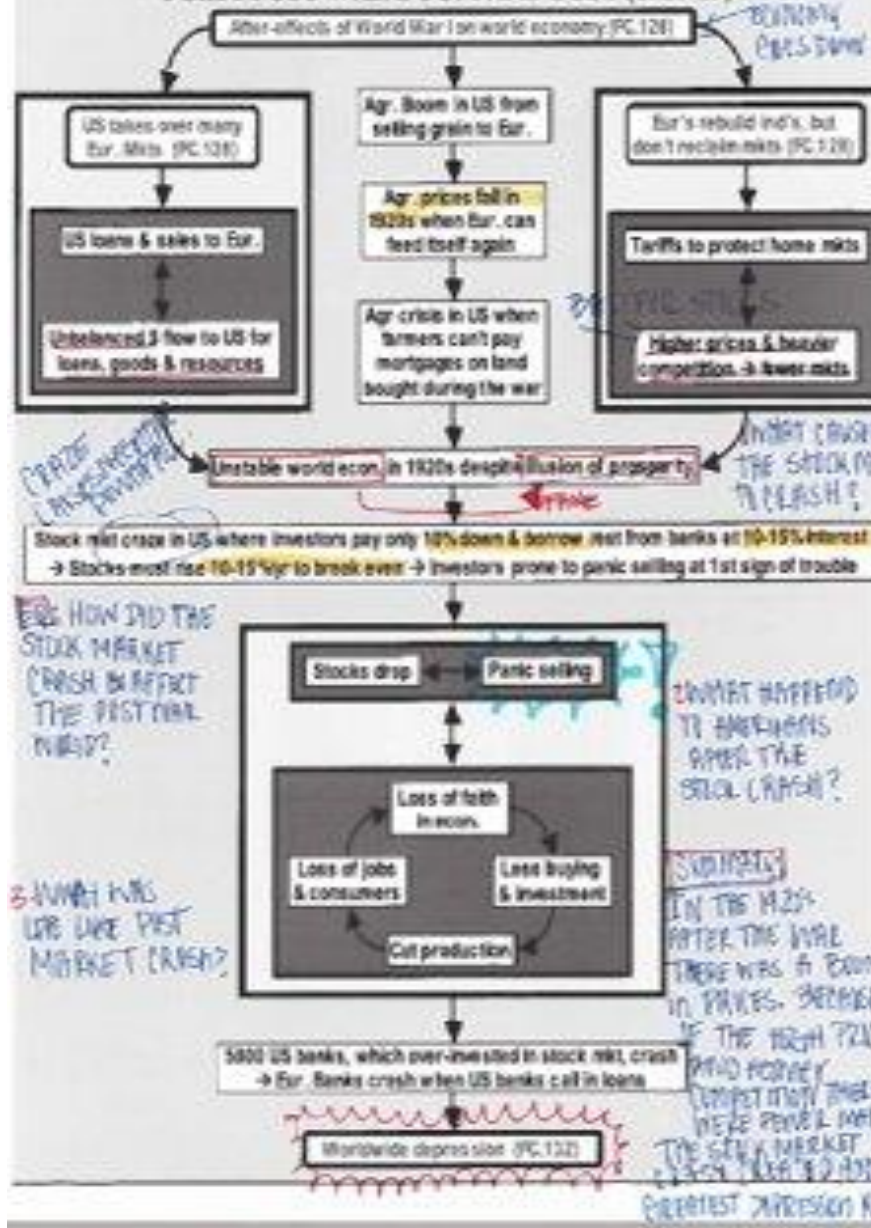
How is environmental science connected to other subjects?


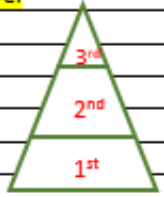


Summary

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, economic, environmental, etc.)

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



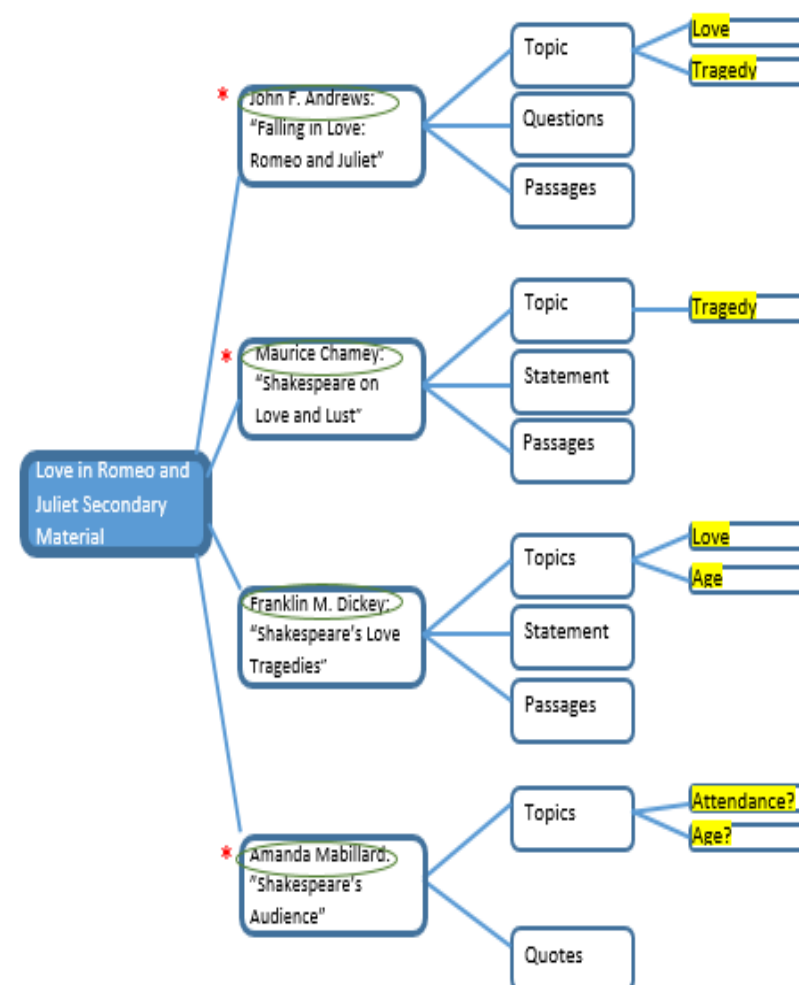
	<p>EQ: How do tropic levels and energy flow function with the help of the Sun?</p> <p style="text-align: center;">Tropic Levels and Energy Flow</p>
<p>How do nutrients and energy move through an ecosystem?</p>	<p>-both are passed from producers-consumers, BUT: *</p> <p>Nutrients are recycled (by biodegradation)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

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

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?



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

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student has at least a 2" binder |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | There are no loose papers in front or back binder flap |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Planner exhibits daily use |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student has a subject tab for every class taken |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student has a notes tab after every subject tab (additional tabs are acceptable) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student has work in binder and under the proper subject tab in chronological order |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Notes are kept under appropriate subject in notes section |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tutorials are kept in binder in chronological order |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Students may use spiral notebooks if a teacher requires it. Spiral notebooks cannot have any loose papers or work from any other subject. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Any notes in a spiral notebook must be taken in chronological order |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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

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

Tutor/Admin Name: _____

Comments/Suggestions :

Name: _____

Date: _____


Period: _____

Notes	
English	
Math	
Science	
History/ICT/Careers	
Language	
AVID/Elective (optional)	
Total:	15

Organization	
Binder is organized, contains line paper, note revisions no stuffing, all subject and "notes" tabs labeled (5 pts)	
Binder is organized but does not have materials needed <u>OR</u> has materials but is not organized (3pts)	
Binder is not organized and does not have any materials (0 pts)	Total:
	5

To earn extra credit, student must earn 15/15 on note section (5 points max)	Total: 5
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Binder kept in chronological order by date (in pen)	Total: 5
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a. 1 page per academic class <u>AND</u> 7 pages total	15 points
b. 1 page per academic class but not 7 pages total <u>OR</u> 7 pages total but not 1 page per academic class	8 points
c. less than 7 pages	1-6 points

Planner		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:
Weekly Note Participation:
10 15

GRADE
_____/30
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): _____ Subject: _____
 Date: _____ AVID Period: _____ 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.			
Collaborative Inquiry <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)	Socratic Questioning Examples <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	Reflection <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...

1. 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

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:

Subject Teacher: Mr. Levesque



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.			
Collaborative Inquiry <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)	Socratic Questioning Examples <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	Reflection <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 1/1			
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) 2/2			
What I know about My Question: 1. I know I need to solve for x 2. I know I need to do distributive property 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 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

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

- 1) distribute $\frac{5x}{15}$ or $\frac{1}{3}$
 c) ? do distribute $\frac{5x}{15}$ 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?

1/1

