

ALAMITOS INTERMEDIATE



STUDENT PLANNER 2021-2022

12381 Dale Street
Garden Grove, CA 92841
School Phone – (714) 663-6101 FAX – (714) 663-6277
<http://www.alamitos.ggusd.us>
Facebook: @alamitosintermediate
Instagram: alamitoscondorconxn

Garden Grove Unified School District
(714) 663-6000

THIS STUDENT PLANNER BELONGS TO:

NAME:		GRADE:		STUDENT ID #:	
Period	Fall Schedule	Rm.	Period	Spring Schedule	Rm.
1			1		
2			2		
3			3		
4			4		
5			5		
6			6		

ALAMITOS CONDORS

INTERMEDIATE



CONDORS DEMONSTRATE **PURPOSE** WHEN THEY...

- Take ownership
- Set goals
- Prepare for high school
- Use a growth mindset



CONDORS DEMONSTRATE **RESPONSIBILITY** WHEN THEY ARE..

- On time
- Prepared
- Organized with school materials and planner
- Monitoring their progress



CONDORS DEMONSTRATE **INTEGRITY** WHEN THEY...

- Display honesty in all situations
- Encourage and assist others
- Make healthy and positive choices
- Follow school and classroom rules and expectations



CONDORS DEMONSTRATE **DETERMINATION** WHEN THEY...

- Do their personal best
- Maintain a positive attitude
- Persevere towards their goals
- Ask questions and seek assistance



CONDORS DEMONSTRATE **EXCELLENCE** WHEN THEY...

- Work hard everyday
- Display pride in their work
- Go above and beyond
- Soar to greatness

ALAMITOS

CONDORS SOARING TO NEW HEIGHTS



INTERMEDIATE

IN CLASS

- *Demonstrate scholarly habits.
- *Know the "why."

BREAK/ LUNCH

- *Demonstrate patience.
- *Eat only in designated areas.

LOCKER ROOM

- *Get ready quickly.
- *Respect others' privacy.
- *Store your items.

DIGITAL/ CYBER

- *Use the internet for the assigned task.
- *Complete assignments.

PASSING PERIOD

- *Be on time.
- *Demonstrate PRIDE.

P PERSISTENCE

- *Arrive on time.
- *Be responsible to learn.
- *Show PRIDE in your work.

R RESPONSIBILITY

- *Keep your campus clean.

- *Be on time.
- *Bring your P.E. clothes.
- *Take care of your own belongings.

- *Stay on task.
- *Use technology responsibly.

- *Walk.
- *Keep your hands to yourself.

I INTEGRITY

- *Respect yourself, peers, teachers, & property.
- *Keep an open mind.

- *Be respectful.

- *Be helpful.
- *Return lost items.
- *Act appropriately.

- *Demonstrate academic honesty.
- *Use appropriate online behavior.

- *Report any problems you observe.

D DETERMINATION

- *Challenge yourself.
- *Demonstrate perseverance.

- *Practice responsibility.

- *Use time wisely.
- *Follow the rules.

- *Stay focused.
- *Persevere and complete the task.

- *Go directly to class.

E EXPERIENCE

- *Do your best.
- *Keep a growth mindset.

- *Be considerate.

- *Demonstrate PRIDE.

- *Keep it clean.
- *Encourage others.
- *Respect our differences.

- *Be your best self.
- *Be proud of what you write, create, & post.

- *Leave the campus better than you found it.

is it BULLYING?

When someone says or does something
unintentionally hurtful
and they do it once, that's
RUDE.

When someone says or does something
intentionally hurtful
and they do it once, that's
MEAN.

When someone says or does something
intentionally hurtful and they *keep doing it*—
even when you tell them to stop or show
them that you're upset—that's
BULLYING.

Alamitos Intermediate School



You can do something to end bullying!

Email: alamitoscondors@gmail.com

Text: 657-206-0478

QR Code:



- You can stay anonymous.
- Give all the information you can & include names, dates & places.





2021-2022 Alamitos Calendar

Important Dates & Bell Schedules



August 2021						
S	M	T	W	T	F	S
				12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May/June 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2		

NON-STUDENT DAYS:
8/12, 8/13, 11/5, 1/14, 6/2

FIRST DAY OF SCHOOL 8/16

MINIMUM DAYS:
112 (11/13, 5/31, 6/1)

QUARTER DATES:
1st: AUG 16th - OCT 15th (44)
2nd: OCT 18th - JAN 13th (47)
3rd: JAN 18th - MAR 18th (42)
4th: MAR 21st - JUN 1st (47)

BTSN: 9/16 (5:00-7:00)
Open House: 4/21 (5:00-6:30)

HOLIDAYS

Labor Day: 9/6
Veteran's Day: 11/11
Thanksgiving: Nov. 22-26
Winter Recess: 12/20-12/31
MLK Jr.: 1/17
Lincoln: 2/11, Pres.: 2/21
Spring Break: 4/11 - 4/15
Memorial Day: 5/30

C ³ Schedule		Regular Schedule		Collaboration Days	
1 st Period 8:17- 9:01	44	Warning Bell 8:12-8:17	5	Warning Bell 8:12-8:17	5
2 nd Period 9:05- 9:49	44	1 st Period 8:17- 9:09	52	1 st Period 8:17- 8:58	41
Break 9:49- 9:57	8	2 nd Period 9:13-10:03	50	2 nd Period 9:02- 9:43	41
C ³ : 10:01- 10:35	34	Break 10:03- 10:11	8	BREAK 9:43- 9:51	8
3 rd Period 10:39- 11:23	44	3 rd Period 10:15-11:05	50	3 rd Period 9:55- 10:36	41
4 th Period 11:27- 12:11	44	4 th Period 11:09-11:59	50	4 th Period 10:40- 11:21	41
Lunch 12:11- 12:41	30	Lunch 11:59- 12:29	30	Lunch 11:21- 11:51	30
5 th Period 12:46- 1:30	44	5 th Period 12:34- 1:24	50	5 th Period 11:56- 12:37	41
6 th Period 1:34- 2:18	44	6 th Period 1:28- 2:18	50	6 th Period 12:41- 1:22	41

Updated: 5/28/21



*“CONDORS FLY WITH PRIDE EVEN
WHEN NO ONE IS LOOKING.”*

SCHOOL POLICIES & STUDENT EXPECTATIONS

My student and I have carefully read through each section of the “School Policies & Student Expectations” section of the planner. We understand and acknowledge all the policies.

Student Signature: _____ Date: _____
Parent/Guardian Signature: _____ Date: _____

NOTE: Certain school policies are subject to change per interim pandemic guidelines.
Contact office or ask school staff for additional information.

GARDEN GROVE UNIFIED SCHOOL DISTRICT VISION

We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

GARDEN GROVE UNIFIED SCHOOL DISTRICT MISSION

To ensure student success, we will provide a rigorous and supportive academic experience that motivates all learners to meet high expectations.

COMMUNICATION WITH THE SCHOOL

Telephone – (714) 663-6101

Principal – Louie Gomez

lgomez@ggusd.us

Assistant Principal – Abbie Stirone

astirone@ggusd.us

Counselor – _____

Email: _____

School Secretary – _____

Email: _____

Attendance – Diana Macias

dmacias@ggusd.us

School Messenger:

The communication system School Messenger will call your home to give you important voice, email, and text messages from the administration and teachers. If you are not receiving these messages, or if you want these messages to go to a different phone number, please inform the office.

Aeries Parent Portal:

Aeries Parent Portal allows parents access to their student's current grade-book, attendance, transcripts, school/class calendar and much more. Parents are encouraged to access their Aeries Parent Portal account on a weekly basis to stay informed of their student's academic progress.

Parent Portal sign-in screen:

www.mykids.ggusd.us

Information about how to set up your parent portal account is available in the main office.

E-Mail:

All teachers and administration can be contacted by e-mail at www.ggusd.us/alamitos

GRADING

All teachers put grades on-line. Only those grades that are given at the conclusion of quarter are recorded on student transcripts. Students can access their grades on the Aeries Student Portal. Grades should reflect a student's mastery of district approved, state or national content standards.

ACADEMIC HONESTY POLICY

Cheating includes but is not limited to:

- Turning in any work that is not the student's own work.
- Copying another student's (or author's) work or class assignment.
- Allowing another student to copy your work or class assignment.
- Putting your name on someone else's paper/project.
- Copying another student's answers on a quiz/test.
- Using a cheat sheet on a quiz/test
- Tampering with a teacher's grade records.
- Stealing and/or selling exams.

A student's cheating offenses will be viewed as cumulative over the entire school year. The teacher is responsible for determining if cheating has occurred. Consequences for cheating may include the following: referral, home contact, loss of credit, quarter citizenship lowered, written assignment, detention and/or suspension.

HELPING STUDENTS

Alamitos Intermediate offers a variety of programs to assist students with their studies. Teachers are available before school or after school for extra help. Students should discuss with their teacher when a good time for extra help is available.

Tips for Studying:

Students

1. Have a proper study area that is quiet and free from distractions at home.
2. Establish a daily homework time.
3. Write down your assignments daily.
4. Complete your notes and study from them each day.

Parents

1. Check your child's homework daily.
2. Check your child's organizer daily.
3. Consistently praise your child's efforts.
4. Use additional incentives if necessary.

ACADEMIC STANDARDS

The Garden Grove Unified School District expects all students to:

- Maintain a minimum cumulative 2.0 GPA.
- Maintain acceptable behavior and conform to all rules and regulations.
- Attend school every day (except for illness) and arrive to class on time.

Alamitos School offers these programs to assist students in reaching the district's expectations:

- Recognition programs for attendance, citizenship, and academic performance: Principal's Honor Roll, Honor Roll, Perfect Attendance Awards, and End-of-the-Year Awards
- Student/Parent conferences with teachers
- Before & After school tutoring / intervention
- Student Success Team (SST) meetings
- Boys & Girls Club

Below 2.00 GPA:

- Possible enrollment in summer school
- Required to attend Academic Intervention Plan meeting(s) (AIP).

Below 1.50 GPA:

- Seek help from Counselor or Administrators for study suggestions and tutoring help
- Possible Student Success Team (SST) meeting
- Student/Parent conferences with teachers
- Possible enrollment in summer school
- Required to attend AIP meetings

Below 1.00 GPA:

- Possible Student Success Team (SST) meeting
- Student/Parent conferences with teachers
- Non-participation in 8th Grade Commencement or activities
- Possible enrollment in summer school and retention
- Required to attend AIP meetings.

Progress reports are mailed to parents as a warning of declining or failing grades. Report cards are mailed home after each quarter.

Report Cards

The school year is divided into 4 quarters. Grades will be given for work completed during each quarter. Students are evaluated on

Academic Achievement, Citizenship and

Work Habits. Report cards are mailed to parents at the end of each quarter.

Condor Character Counts (C3)

Alamitos students have the added benefit of learning important character traits and scholarly habits via our *ongoing* C3 lessons. Each quarter focuses on a specific theme: Condor Expectations (PRIDE), Condor Scholar, Condor Spirit and Condor Perseverance.

STUDENT RECOGNITION

Honor Roll:

Recognized Quarterly GPA

3.50 – 3.79 = Honor Roll

3.80 – 4.00 = Principal's Honor Roll

(End-of-the-Year Awards are Cumulative)

Student will receive a certificate and ice cream celebration to honor their achievement.

Condor PRIDE tickets:

Students "caught" demonstrating PRIDE will receive tickets from school staff. These tickets are eligible for WEEKLY prize drawings or "buy" treats at the monthly Condor Nest.

Student of the Month

Teachers nominate students for outstanding grades, citizenship, and participation in activities. Student receive a certificate and an ice cream celebration.

Annual Awards Ceremonies

Alamitos holds its annual awards ceremonies at the end of the school year. Eight Grade Awards Night is an evening when teacher's honor 8th grade students for outstanding achievement, effort, or improvement. If a student has been selected for an award, the student and family are invited to attend.

Seventh (7th) grade students will be recognized during a daytime awards ceremony.

Commencement

Eighth graders must have an accumulative GPA of 1.0 or higher to be eligible for the Commencement ceremony in June. Students being considered for retention or who have displayed inappropriate behavior will not be permitted to participate. Students with outstanding fines or lost textbooks must clear fines in order to participate.

Student/Parent Conferences with Teachers

Parents, Teachers or Administration may call to arrange a conference meeting if there is a concern about your child's success. Parents are also encouraged to communicate with the teacher if there is a concern about student progress.

Student Success Team Meeting (SST):

The SST looks at ways to modify or accommodate student academics due to a failure to meet current academic requirements. This process can be initiated by parent or teacher request.

Homework Policy:

Well-defined, purposeful homework should be an important aspect of a student's education. Alamitos students should expect to do homework daily. In the event of an absence, students are given one day of make-up for every day of absence. ***Homework can be requested through the office on the third day of absence.***

Student's Responsibilities

- Write down assignments completely and clearly in your student organizer
- When you are absent, get assignments from your teacher or another student
- Complete homework on assigned dates, per each teacher's individual homework policy

Parent's Responsibilities

- Show interest and give praise
- Provide favorable conditions
- Incorporate homework as a regular part of the family routine
- Communicate with school staff when necessary

Teachers' Responsibilities

- Give the pupil a clear understanding of the assignment and how to do it
- Provide motivation, challenge, and variety in homework assignments
- Contact parents when performance is below standards. The quarterly progress report is designed for this purpose.
- Teach CA State Standards as authorized by GGUSD

HOW TO GET EXTRA HELP

- Ask your teacher
- Attend Tutoring/HW club/Media Center
- Boys and Girls Club Power Hour

STUDENT BEHAVIOR EXPECTATIONS

The focus of our school is LEARNING! For themselves and others, all students are expected to act in ways that support this crucial objective.

Student Conduct Expectations:

At Alamitos Intermediate School, we expect the following ***minimum*** acceptable standards of behavior for all students:

- Show respect for the authority of all staff and students.
- Cooperate in the classroom and during school activities.
- Respect the property and rights of other people and the school, and keep your hands and feet to yourself.
- Follow all school and classroom rules.

Students are expected to

- Attend school and do their academic best every day
- Understand that education is the key to future success
- Be an active part of the learning process
- Complete daily assignments and homework
- Record all assignments
- Maintain a 2.0 or higher Grade Point Average (GPA)
- Achieve "proficient" or "advanced" on GGUSD Benchmark Exams.

Harassment and Bullying Policy:

Alamitos Intermediate School prohibits any harassment or bullying of any person by another person. This policy addresses both sexual harassment of any kind and bullying, which includes, but is not limited to teasing, intimidating, and pestering behaviors. Students who harass or bully others may be suspended from school and / or recommended for expulsion. Teasing is also a form of bullying and will result in disciplinary consequences.

Prohibited Items on Campus:

All electronic devices are a potential distraction and may not be used in class without teacher permission. Alamitos is not responsible for stolen items.

Other items not permitted are:

1. Drugs, all vaping devices, tobacco products and/or alcoholic beverages
2. Explosive devices, including firecrackers, fireballs, cherry bombs, stink bombs, snap caps
3. Dangerous objects (laser pens, shocking devices, etc.)
4. Sharpie markers or any permanent markers
5. Aerosol cans including Axe deodorant
6. Gang paraphernalia
7. Weapons, look-a-like weapons
8. Medications or pills (*see medication policy)
9. Animals, pets, etc.
10. Toys or ***anything considered a learning distraction or deemed inappropriate by staff***

Disciplinary consequences for bringing and/or being in possession of these items on a school campus and could result in any of the following:

- Detentions or S.H.I.P.
- Suspensions
- Possible transfer/expulsion
- Law enforcement intervention.

Students Will Not...

- Bully, fight, intimidate, harass, and /or confront others
 - Watch a fight or act as back up
 - Rough house (i.e. excessive physical play)
- Display intolerance of others based on gender, appearance, religion, sexual orientation, or race
- Use profanity
- Defy authority
- Dress inappropriately
- Deface property
- Make inappropriate displays of affection
- Disrupt the learning environment

Alamitos Cell Phone Policy:

The policy prohibits use of cell phones / earphones while on school grounds.

Cell phones & other electronic communication devices must be on *silent/vibrate* and *kept out of sight* while on campus (unless granted permission by a school official for instructional use in the classroom).

If a student violates the cell phone use policy:

- 1st Offense: SHIP & phone confiscated for the day, Student pick-up end of day
- 2nd Offense: SHIP & parent pick-up
- 3rd Offense: SHIP, conference and parent pick-up

Repeated offenses will result in additional consequences (e.g. suspension, phone check-in, etc.).

Dress Code:

Alamitos Intermediate and the Board of Education expect students to dress in a manner appropriate to study and educational advancement. Personal grooming and dress should be neat, clean and appropriate. Parents have a major responsibility for their child's appearance, not only in providing the clothing, but in guiding the student in the selection of appropriate student dress at school.

The dress and grooming of students shall be clean and should not encourage the following:

1. Cause distraction or disturbance to a school activity
2. Create a health or safety hazard to themselves or others
3. Invade the rights of others

The apparel and accessories listed below are inconsistent with Alamitos' dress standards and are deemed to interfere with a safe and healthy learning environment.

Unacceptable:

- Bare midriff: tops and shorts/pants/skirts must meet with no bare skin showing. Jackets/shirts tied around waist to cover bare skin will not be accepted
- Sandals or flip-flops or any shoes that impede safety
- Any clothing that is tight, too short, revealing, or immodest.

- Halter top/underwear style tops, tops with no straps, spaghetti straps or tops with low necklines
- Tank tops must have straps at least 2" wide, no racer back tops or loose basketball shirts
- Any clothing which allows undergarments to be exposed
- Pajama tops, pajama bottoms, underwear
- Excessively oversized pants (not more than two sizes above student's waist size); or sagging pants
- Wearing hats, caps, hairnets, beanies, bandannas, etc. or *sweatshirt hoods over heads*
- Jewelry deemed distracting and/or unsafe
- Chains, dog collars, bracelets with spikes
- Apparel or accessories that advertise drugs, alcohol, tobacco, sex, violence, criminal activity, degrade cultures, ethnic values, religion, gang initials, name or insignia
- Any accessory that causes a distraction or disturbance or that can create a health or safety hazard (e.g. earbuds, headphones).
- PE clothes are not to be worn outside of Physical Education class.
- Any apparel, accessory or writing that reflects gang affiliation, gang activity, or gang identity by virtue of its color, trademarks or other design arrangements

If students come to school wearing clothing that does not meet dress code rules, students will change into school-issued clothing for the day or have parent/guardian bring appropriate clothing. Repeated offenses for dress code will result in detentions, behavior contract and/or in-house suspension. Students are to dress out in their PE clothes daily.

Public Display of Affection is limited to high-five's and handshakes. Holding hands and kissing are not allowed on campus. Provide respectful space to your peers.

SCHOLARLY HABITS INTERVENTION PROGRAM (SHIP)

In lieu of traditional detention, Alamitos offers SHIP on certain days of the week after school. The goal of SHIP is to develop scholarly habits and help students catch up on missing assignments. School staff may assign SHIP to students who have violated school rules and

need a reminder of Condor PRIDE traits. Students may voluntarily attend SHIP.

COUNSELING AND GUIDANCE SERVICES

The school counselor assists students in the development of academic, career, personal/social goals, and leisure needs of students.

Schedule changes:

Students should see the counselor if any of the following conditions exist with their schedule:

1. They are placed in the wrong level math or English class.
2. They have a class listed twice in the same day (Ex: Two P.E. classes)
3. They already have had the elective scheduled for the second semester.
4. They are missing a class (Ex: Only 5 periods) **There will be no schedule changes for any other reason.**

PSYCHOLOGIST

The school psychologist is an educational consultant who assesses students for learning disabilities in order to improve their success at Alamitos. The psychologist is at Alamitos on a regularly scheduled basis. Please contact the office for information regarding the assigned days.

STUDENT IDENTIFICATION CARDS

ID cards must be carried at all times while at school. Students will use the card for library books, dances, check-out of equipment, and various other activities. **Students will not be admitted into a school activity, such as dances, without a proper Alamitos I.D. card. Students will not be allowed to use a computer in the Media Center without showing their identification card. Students who have lost their ID card will need to purchase another card (\$5.00 replacement fee).**

BREAKFAST AND LUNCH

Students may buy a hot breakfast and/or lunch, bring a lunch, or purchase a la carte items (sandwiches, salads, etc.). The designated lunch areas are the multi-purpose room and the lunch table area. All food and drinks must be kept in the designated break/lunch areas.

Students are expected to be respectful of cafeteria staff, custodians, and noon duty supervisors. Students are to wait their turn in line; cutting is not allowed and “saving a spot” is not allowed. All students are responsible for keeping the campus clean.

LOST AND FOUND

Found clothing is sent to the attendance office. Please find lost clothing or bring any found clothing to this location. Items of value (e.g. cell phones, jewelry, keys, etc.) may also be turned into the office.

FIRE/EMERGENCY DRILLS

These drills are scheduled and practiced quarterly. Each classroom is equipped with an emergency backpack. The backpack contains basic emergency supplies for the students and teacher. Please keep a copy of your child’s schedule on you, which can be used during an emergency such as earthquake or fire.

TRANSPORTATION

Drop-off and Pick-up procedures

For safety purposes, students should not arrive earlier than 7:45 a.m. when campus supervision is available. Students or parents with an earlier appointment with a teacher will need to enter campus through the office. Students must leave campus by 2:30 p.m., unless they are in a school related activity, attending after school tutoring/support or are serving detention.

Bicycle / Skateboard / Scooter:

Riders may park their bikes and skateboards in the designated rack area by the office. Alamitos is not responsible for stolen items. By law, students should wear helmets when riding a bike, skateboard or scooter. For safety reasons students must walk their bikes or carry their skateboards anytime they are on Alamitos Intermediate property. Students who do not follow these guidelines will receive disciplinary consequences, including confiscation of the bike or skateboard.

ATTENDANCE PROCEDURES

Students are required by California law to attend school regularly and promptly. Excused absences are for illness, medical appointments, or death in the immediate family.

Absences:

When a student is absent, a parent/guardian is to phone the attendance clerk after 8 AM at 663-6101 on the day of the absence. If a parent or guardian does not call, **a note must be sent with the student upon returning to school.**

The note must have the student’s name, date(s) of absence, the specific reason for the absence, and have the signature of the parent/guardian. It should be taken to the office before school. Absences not cleared after two days will be considered truant.

Students should call peers for homework assignments during the first two days of absence.

Truancy:

A student absent or tardy without permission is considered **TRUANT**. Truant students will receive 2 hours of SHIP for every period missed from school, a possible referral to the Truancy Reduction Center, Community Service hours, and/or a referral to the School Attendance Review Boards. Teachers are not required to provide missing assignments for students who are truant. Students with excessive absences may be considered “truant” and subject to school and district action.

Tardy Policy:

Students should be on time to each class. Students who are tardy will be subject to the following consequences:

- 1st tardy = Warning
- 2nd tardy = afterschool SHIP & phone call
- 3rd tardy = after school SHIP & parent / student conference
- 4th + tardy = detentions, parent conference, behavior contract, in-house suspension and/or consideration for SART process

*Students with excessive tardies will be subject to additional consequences (e.g. SART referral).

PHYSICAL EDUCATION

Students are required to change into a PE uniform to participate in the required PE program. Students are to lock their belongings in the PE cabinets. If students forget their uniforms, they will be issued “loaners.” Repeated non-suits may result in not passing the class and/or disciplinary action.

VISITING THE SCHOOL

In order to maintain a safe campus, all visitors must report to the office before visiting a classroom. A visitor's badge is to be worn at all times while on campus.

Appointments:

Alamitos Intermediate is a closed campus, and students may not leave school grounds during the school day. Students who need to leave for medical appointments will be released to his/her parent or guardian in the attendance office. Students will not be released to any person not on the emergency card without the office receiving verbal or written approval by parent. Any person picking up a student must be 18 years of age or older and must present a form of identification.

Item Deliveries for Students:

Items delivered to the students must be brought to the office. The student will only be called up during passing periods, lunch or after school to retrieve the item. Deliveries are held so that learning of all students in the classroom will not be disrupted. Classrooms will only be disturbed when a student has to leave for an appointment or an emergency. Items that are distracting to students are not allowed at school. **Students may not order lunch to be delivered.**

Change of Address or Phone Number:

Report any CHANGE of ADDRESS or PHONE NUMBER to the Main Office as soon as possible. Proof of address **must** be provided to make address changes. Up-to-date emergency cards are essential for the main office to communicate with the home. Siblings must be 18 or over to be on the Emergency Card.

HEALTH SERVICES

Alamitos Intermediate has an assigned nurse who has regularly scheduled visits. Among the services that the Garden Grove USD currently provides are hearing and vision screening. The nurse will notify parents/guardians prior to screening.

Illness at School:

If a student becomes ill at school, he or she should report to the office after receiving an office pass from the teacher. The student's parent / emergency contact will be called and

she/he will be excused to go home with the parent/guardian. A student should not be using his/her cell phone during instructional time to call parents directly. If parents cannot be contacted, a student not seriously ill will remain in class or in the nurse's office.

Medication Policy:

(Prescription or non-prescription)

Medicine that must be taken during school hours must be left in the office in its original container along with written orders from the doctor and a signed parental consent form.*

**All medicine, whether prescription or non-prescription, must be turned into the office.*

Students may come to the office to take their medicine at the prescribed time. The school requires that medication for students be administered under safe conditions, as per Education Code Section 49423.

First Aid:

School personnel will administer minor first aid as necessary per district guidelines. In the event of serious injury, it is imperative that the school has a current telephone number on file where the parents or a responsible individual may be contacted. In the case of emergencies the school reserves the right to call 911 for services.

Medical Excuses from PE:

A parent or guardian may write a written excuse from P.E. activities for up to three days. Notes should include the student's name, date(s) to be excused, reason for the excuse, parent signature and a telephone number. **If a student needs to be excused for more than three days, a doctor's note is required.** A student with asthma, a heart condition, diabetes, or any other physical limitation or illness must bring in a doctor's note outlining the modifications that are needed for a daily physical education routine, including duration of medical exemption.

Student will dress out and P.E. activities will be modified according to the standards specified in the doctor's note. Any forged note in P.E. results in an F for the day and detention.

ACTIVITIES

To be eligible for all extra-curricular activities, students must have a minimum 2.0 GPA for the

previous quarter and no more than 2 U's in citizenship on their report card. All students attending school-sponsored on-campus and off-campus activities must have a signed permission slip by a parent and a student ID card for admission.

SCHOOL SITE COUNCIL

The School Site Council is a committee comprised of elected parents, students, and teachers, along with administrators. This committee meets three times a year and oversees expenditures from the school's state and federal categorical budgets, and implementation of the school plan.

ENGLISH LANGUAGE ADVISORY COMMITTEE (ELAC)

The ELAC is a committee comprised of parents of English language learners, administrators, and staff. This committee discusses issues relating to ELL students. ELAC advises the School Site Council, principal and staff on topics relating to English learners.

OPTIONAL STUDENT PURCHASES

*P.E. Shirt	\$7.00
*Shorts	\$7.00
*Long-sleeve PE shirt	\$8.00
PE Bag	\$2.00
Replacement planner	\$5.00
Yearbook	\$25.00 (pre-sale)
Condor PRIDE Wear	\$10.00
ID Card replacement	\$5.00

***All students must wear appropriate PE clothing. Students may purchase optional school PE shirt and PE shorts. 8th graders may wear uniforms used during the previous school year.**

**CONDORS FLY WITH
PRIDE!**

TEXTBOOKS

Students are loaned textbooks free of charge; however, students are required to keep the textbooks in good condition and keep them covered at all times. Students are responsible for the replacement costs of textbooks that are lost or damaged. Students must pay for the lost book before a replacement is issued and to participate in activities.



USING YOUR ORGANIZER

Open your organizer **every day in every class** in order to write down:

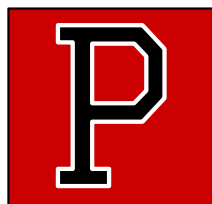
1. Assignments and/or learning objectives: These may or may not be written on the board. Do not leave the space blank. Be proactive and summarize what you learned in class.
2. Homework: Show that the assignment is to be completed at home with a marking like "HW."
3. Quizzes / Tests: Write down the dates of each scheduled assessment. Consider scheduling study days prior to the tests.

Open your organizer **every day at home** in order to complete the following:

1. Assignments you did not finish in class (i.e. Look for the marking "HW" and complete each assignment. Place a check mark next to the assignments you completed).
2. Homework: Look for the "HW" marking and complete each assignment
3. Check and prepare for upcoming quizzes/tests

ALAMITOS CONDORS

INTERMEDIATE



CONDORS DEMONSTRATE **PURPOSE** WHEN THEY...

- Take ownership
- Set goals
- Prepare for high school
- Use a growth mindset



CONDORS DEMONSTRATE **RESPONSIBILITY** WHEN THEY ARE...

- On time
- Prepared
- Organized with school materials and planner
- Monitoring their progress



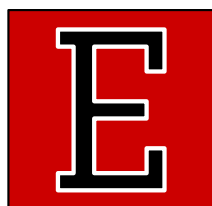
CONDORS DEMONSTRATE **INTEGRITY** WHEN THEY...

- Display honesty in all situations
- Encourage and assist others
- Make healthy and positive choices
- Follow school and classroom rules and expectations



CONDORS DEMONSTRATE **DETERMINATION** WHEN THEY...

- Do their personal best
- Maintain a positive attitude
- Persevere towards their goals
- Ask questions and seek assistance



CONDORS DEMONSTRATE **EXCELLENCE** WHEN THEY...

- Work hard everyday
- Display pride in their work
- Go above and beyond
- Soar to greatness



STUDENT RESOURCES & SCHOLARLY HABITS

*“CONDORS FLY WITH PRIDE EVEN
WHEN NO ONE IS LOOKING.”*

Alamitos Parent & Guardian Checklist ☒

The following suggestions will help you provide support for student success...



General things students should do around campus.

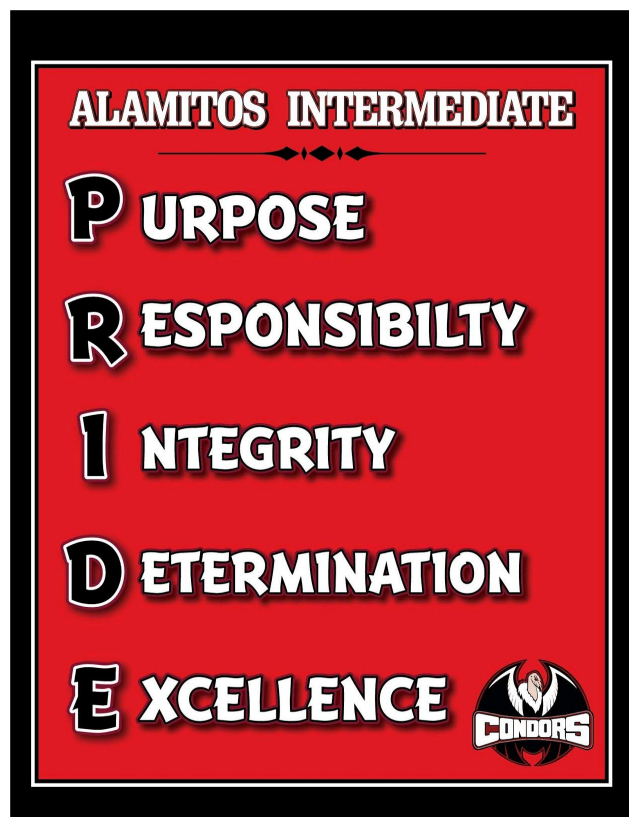
<input type="checkbox"/> Student Planner	<ul style="list-style-type: none"> Students should record their homework and upcoming tests or quizzes each day.
<input type="checkbox"/> Parent / Student Portal	<ul style="list-style-type: none"> Students should check at least once a week for missing assignments / current grade If student/parent cannot access their portal, please contact Ms. Clanahan, School Counselor, for support.
<input type="checkbox"/> Homework Help & Tutoring	<ul style="list-style-type: none"> The Media Center Schedule is available in the Main Office Students can get help with homework before and after school Students should always ask their teachers for help as a first step when stuck or confused.
<input type="checkbox"/> Academic Prep	<ul style="list-style-type: none"> Students should review notes at home on a daily basis Students should designate a day to organize their binder/backpack weekly (Sunday is a good day to clean out backpacks in preparation for the upcoming week)
<input type="checkbox"/> General Prep	<ul style="list-style-type: none"> Students should use the restroom before/after school, during passing periods, at break or lunch. Students are not excused from school work even when absent. Students need proper sleep for school. Manage technology at home to ensure it is off at a reasonable hour.

CORE 4 & MORE: Supporting Student Success

All Subjects	<ul style="list-style-type: none"> <input type="checkbox"/> Encourage student to write in and review their planner daily <input type="checkbox"/> Avoid asking "Did you do all your homework?" or "Do you have homework?" <ul style="list-style-type: none"> <input type="checkbox"/> If you asked the above question and students says "Yes, I finished it." Make sure to follow up with "Show me your homework." <input type="checkbox"/> If student says they don't have homework, say "Show me what you did in (Math, English, History, Science) today." or "Tell me about what you learned in (Math, English, History, Science) today." <input type="checkbox"/> If student cannot explain what they've learned, they need to revisit their classwork/notes. <input type="checkbox"/> If student has no assigned work from class, they should review their classwork/notes for 10-15 minutes daily.
Science	<ul style="list-style-type: none"> <input type="checkbox"/> Show me a page in your binder. What is one thing you learned from this lesson? <input type="checkbox"/> When is your next quiz/test? <input type="checkbox"/> Show me your Cornell Notes (or any notes) for the chapter you are studying. Did you underline or circle the vocabulary words? Do you know what those words mean? <input type="checkbox"/> If students do not know vocabulary / terms, have them make flashcards

History	<input type="checkbox"/> Show me what you did today in class <input type="checkbox"/> Look through his/her notebook <input type="checkbox"/> Students should review the day's work, notes, etc. for 15 minutes daily
English Language Arts	<input type="checkbox"/> What is the topic/subject/theme of the literature unit you are reading? <input type="checkbox"/> What project do you have at the end of the unit? <input type="checkbox"/> Show me class notes or a sample of what you are doing in class this week. Explain to me or teach me about what you are learning. <input type="checkbox"/> Tell me about a text you are reading this week. Summarize it for me. <input type="checkbox"/> Open Google Classroom for your English class and share with me this week's assignment.
Math	<input type="checkbox"/> Do you know how to do math problems independently in class? If you do not, then check back with your teacher and/or attend the tutoring in the Media Center school at least twice a week. <input type="checkbox"/> Have you asked for help, if you do not understand? <input type="checkbox"/> When is your next quiz/test? <input type="checkbox"/> Show me one page in your binder? Can you show me how to.... Can you teach me how to...
Physical Education	<input type="checkbox"/> What was your last mile time? What time do you need to pass? <input type="checkbox"/> Are your P.E. clothes clean and ready for school? <input type="checkbox"/> Have you been absent? If so, speak to your teacher about earning your participation points back.

ALAMITOS STUDENTS AND FAMILIES SHOW P.R.I.D.E!



SCHOOL CONTACT INFORMATION

(714) 663-6101
www.Alamitos.ggusd.us

Louie Gomez
Principal
lgomez@ggusd.us

Abbie Stirone
Assistant Principal
astirone@ggusd.us

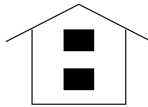


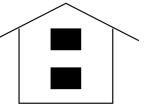
Counselor

Visit us on Facebook:
www.facebook.com/alamitosintermediate

For Additional Informations:
 School Marquee
 Parent Portal (Grades)
 School Messenger



Alamitos Intermediate Self-Reflection for Academic Progress

<p>Before School</p> 	<p style="text-align: center;">PREPARATION FOR SCHOOL</p> <ul style="list-style-type: none"> ★ Have supplies ready the night before leaving for school ★ Have work organized in the notebooks by class subject and dates ★ Get a good night's sleep (turn off electronics) ★ Eat breakfast ★ Attend School/arrive on time ★ Come ready to learn with a growth mindset and positive attitude
<p>At School</p>  	<p style="text-align: center;">IN THE CLASSROOM</p> <ul style="list-style-type: none"> ★ Be in seat and ready to work at the bell ★ Copy assignments in planner/ Table of Contents of folder ★ Be an active listener (i.e. teacher, partner, group members) ★ Ask questions when confused ★ Be a risk-taker and volunteer answers ★ Pay attention and do not disturb others from learning ★ Actively engage in partner talk or group discussions ★ Record notes in class (label with dates, heading, name, and summary statement)- Refer to Focused Notes Reference on page 22 in planner ★ Use Academic Language in verbal and written responses. Answer in complete sentences <p style="text-align: center;">WHEN CONFUSION SETS IN</p> <ul style="list-style-type: none"> ★ Review notes in class/outside of class daily- mark up for future questions ★ Ask questions in class ★ Visit teacher and/or Homework Center or Math Zone for help. Be ready with questions. ★ Use time in Homework Center and Math Zone wisely (minimize socializing). ★ Look up on-line support (Google Classroom, YouTube for class help, Khan Academy, etc.)
<p>After School At Home</p> 	<p style="text-align: center;">HOMEWORK/ STUDY TIME AFTER SCHOOL</p> <ul style="list-style-type: none"> ★ Have a quiet place to study and complete homework (away from distractions like TV., cell phone, video games, etc.). ★ Check agenda for assignments to be completed for each class period; prioritize per due date ★ When you finish an assignment, edit your work (check spelling, grammar, complete sentences, etc.). If you have a question on the assignment, mark it so you can ask your teacher the next day. ★ If you have no homework assigned: ★ Study notes daily; interact with the content (page 20 of planner) ★ Practice reading to improve vocabulary and writing ★ Review agenda for upcoming quizzes/tests & create a study plan- Remember how to Study for the Core Four ★ Organize folders, notebooks and supplies in preparation for the next day.



ALAMITOS SCHOLAR EXPECTATIONS

Academic Language Scripts

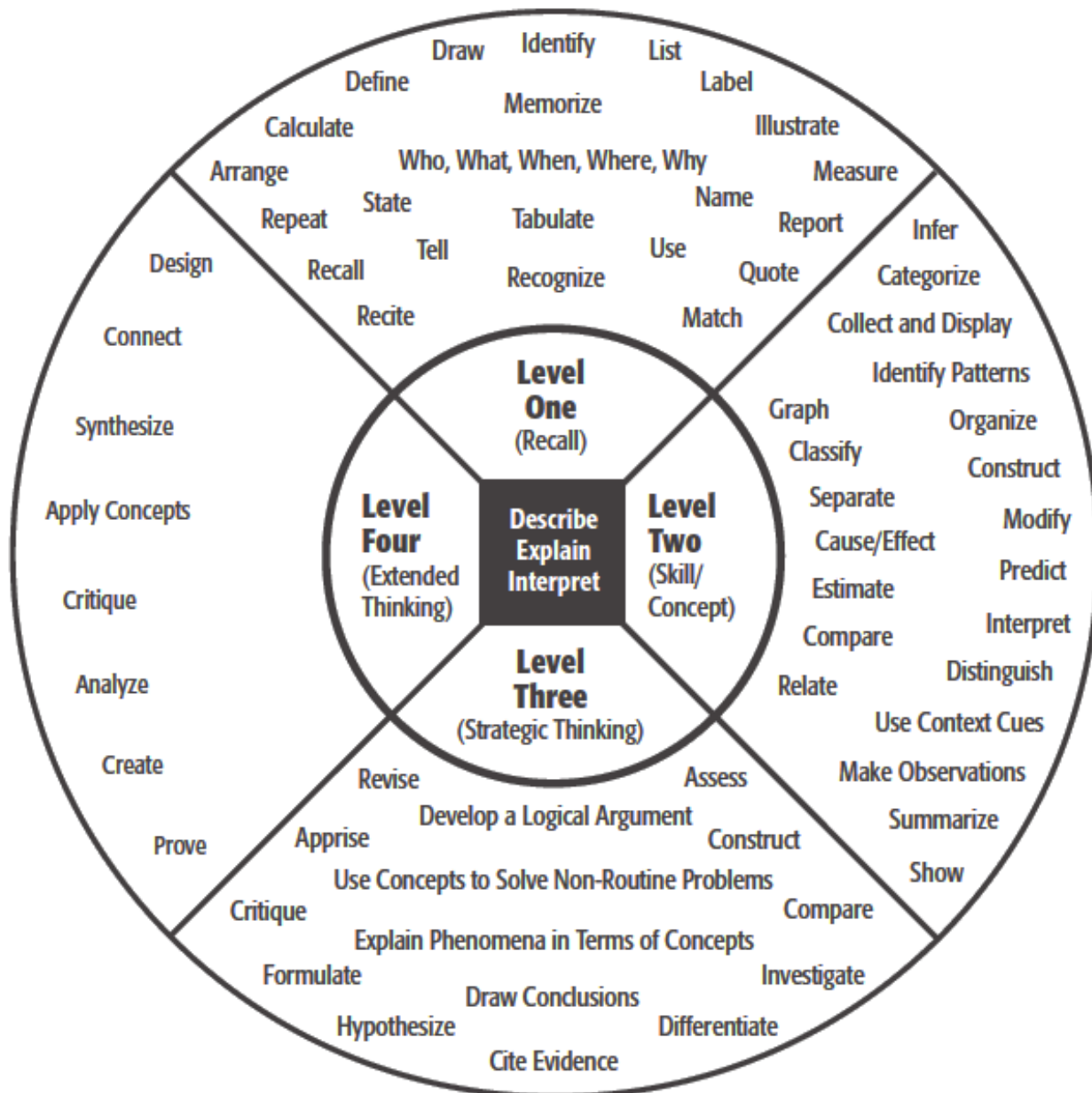


I want to.....

Ask for help	<ul style="list-style-type: none">★ I'm having trouble with this. Would you mind helping me?★ Could you please show me how to do/write/draw/ pronounce/ solve....?
Clarify an idea	<ul style="list-style-type: none">★ I am not sure I understood _____. Could you please give us another example or explain?★ Could you please repeat that?
Give my opinion	<ul style="list-style-type: none">★ I think/ believe/ predict/ imagine that....★ In my opinion....★ It seems to me that
Support my idea	<ul style="list-style-type: none">★ In the ____ paragraph, it says.....★ According to _____,★ Based on the evidence,
Add to the discussion/ build upon what was said (agree/disagree)	<p>Agree</p> <ul style="list-style-type: none">★ I agree with what _____ said because.....★ That is an interesting idea/ I hadn't thought of that before. I wonder.....★ I think _____.... what do you think? <p>Disagree</p> <ul style="list-style-type: none">★ I see it another way. I think.....★ I have a different answer than you.....★ Others may say that _____ but I argue _____.
Include another student (small group work)	<ul style="list-style-type: none">★ _____(name), what do you think?★ _____(name), what did you understand from that answer?★ What/ How did you respond to this question?
Paraphrase	<ul style="list-style-type: none">★ So you are saying that★ Another way to say that is
Synthesize/ share my partner's thoughts	<ul style="list-style-type: none">★ _____(name) explained to me that★ _____(name) pointed out something interesting/ intriguing/ surprising.....

Levels of Thinking:

Use these pages as a resource to think critically and ask higher levels of questions. By asking higher levels of questions, you will deepen your knowledge and create connections to the material being presented. Thinking critically will help you become *"Future Ready!"*

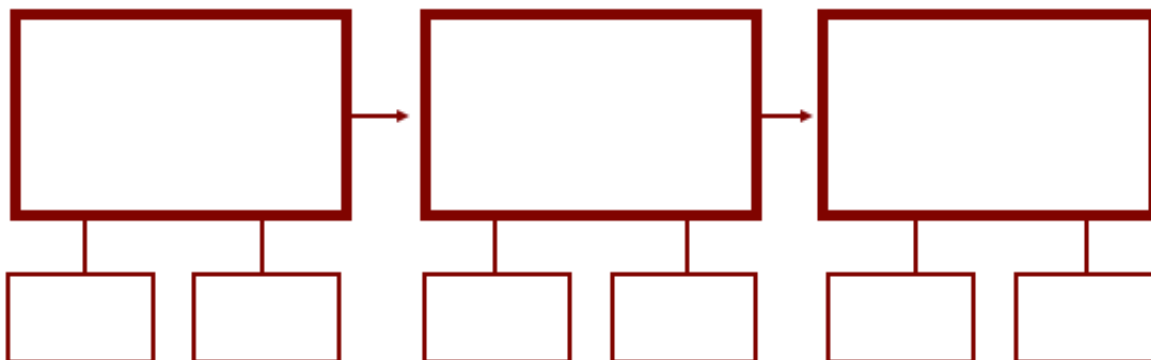


DOK: Depths of Knowledge

Levels of Thinking: Bloom's and Costa's Levels

Bloom's Taxonomy	Common Description	Costa's Levels of Intellectual Functioning
Knowledge define, label, repeat, record, list, recall, memorize, relate, name	Gathering Information	Input tell, recall, define, observe, identify, describe, recognize, demonstrate, connect, count, list, match, label, name, select, discuss
Comprehension restate, discuss, describe, recognize, explain, express, identify, locate, report, review		
Application demonstrate, dramatize, practice, operate, imply, schedule, apply, illustrate, translate, interpret	Thinking about the Information	Process sort, infer, analyze, sequence, organize, distinguish, solve, explain, compare, contrast, group, classify, construct, relate, determine, differentiate, deduce, isolate, specify, characterize, make analogies, reason,
Analysis debate, diagram, distinguish, compare, question, inventory, differentiate, criticize, solve, experiment		
Synthesis compose, design, propose, arrange, formulate, organize, assemble, prepare, construct	Applying the Information to New Situations and Making Judgements	Output conclude, criticize, reconstruct, reorganize, justify, judge, evaluate, imagine, predict, speculate, forecast, estimate, create, modify, generalize, theorize, make a model, extrapolate, apply a principal, interpret, hypothesize, if/then
Evaluation judge, rate, predict, assess, choose, evaluate, estimate, select, value, measure		

LANGUAGE FUNCTION: SEQUENCE



Flow Map

SIGNAL WORDS WORD BANK		
first, second	now	next, later, then
preceding	while	following
prior to	meanwhile	eventually
previously	during	finally
earlier	before	beginning, middle, end
initially	after	since

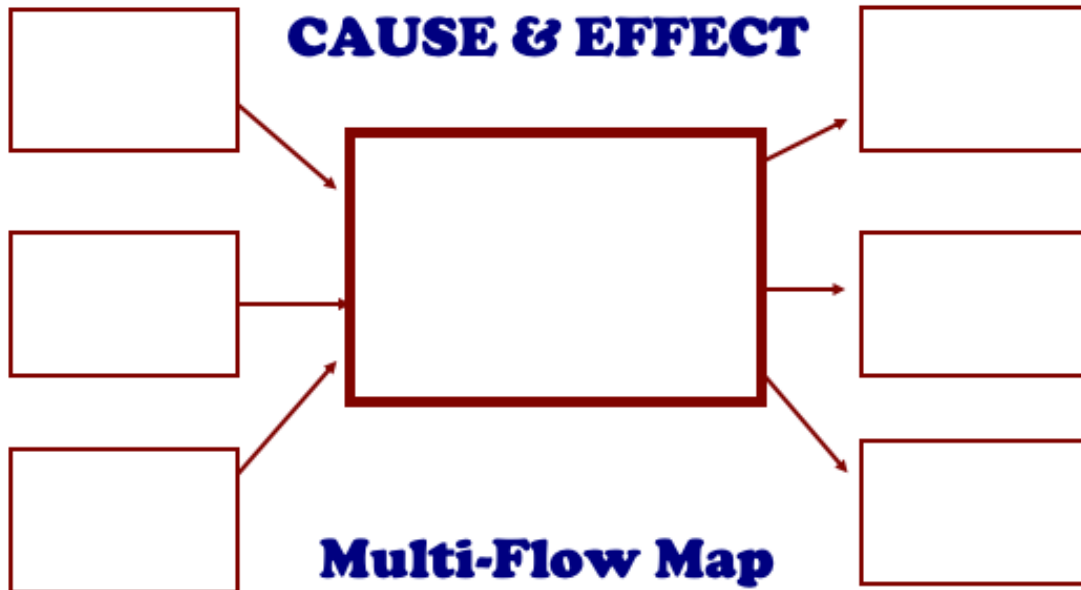
GUIDING QUESTIONS

- ★ What are the major steps in this sequence?
- ★ Did a pattern of chronological ordering emerge?
- ★ What details should be included (people, places, etc.) with each step?
- ★ Are any events in the sequence more important than others?
- ★ Is there a conflict in this sequence?
- ★ Where does it get resolved?
- ★ Why is the sequence important?

SAMPLE SENTENCE FRAMES

- ★ In the **beginning/middle/end**, _____.
- ★ For the **past** _____ (set time frame), _____.
- ★ **First**, _____. **Then**, _____. **Next**, there was _____ and _____.
- ★ **Before** _____, _____.
- ★ **Initially** _____, **then** _____.
- ★ **After** _____ (action), _____.
- ★ Immediately **after** _____, _____.
- ★ Immediately **following** the _____, the _____ took place/ occurred.
- ★ **First**, _____ happened. **Then**, _____ occurred and _____.
- ★ **Meanwhile**, _____ was taking place/occurring/happening.
- ★ **Once** _____ happened, then _____.
- ★ As a **result** of _____, _____ happened.
- ★ **Previously**, _____.
- ★ **Preceding** the events of _____, _____.
- ★ **Following** _____, _____.
- ★ **Eventually**, _____.

LANGUAGE FUNCTION: CAUSE & EFFECT



Multi-Flow Map

SIGNAL WORDS WORD BANK

because	nevertheless	may be due to
since	accordingly	effects of
therefore	if...then	due to
consequently	thus	the cause was
as a result of	subsequently	for this reason
this led to	because of	this led to (caused)
so that	in order to	might be due to

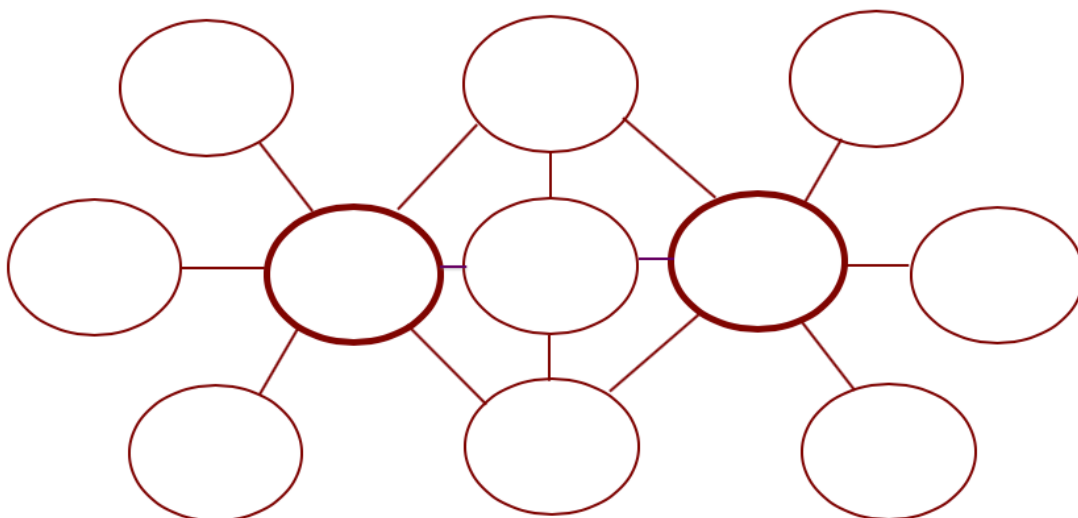
GUIDING QUESTIONS

- ★ What is the cause-and-effect process the author is describing?
- ★ When did a cause-and-effect relationship emerge?
- ★ What is it that happens?
- ★ What causes it to happen?
- ★ What is the effect?
- ★ What are the important elements or factors that cause this effect?
- ★ How do these factors or elements interrelate?
- ★ Will this result always happen from these causes? Why or why not?
- ★ How would the result change if the elements or factors were different?

SAMPLE SENTENCE FRAMES

- ★ _____ was **caused** by _____.
- ★ As a **result** of _____, _____.
- ★ **If** _____, **then** _____.
- ★ **In order** to _____, _____.
- ★ **For this reason**, _____.
- ★ **Due to** the fact that _____, it seems evident that _____.
- ★ _____ has **led to** _____. For this reason, I believe that _____.
- ★ **If** _____ is **then** I predict that _____.

LANGUAGE FUNCTION: COMPARING & CONTRASTING



Double Bubble Map

SIGNAL WORDS WORD BANK

however	on the contrary	just like
but	as opposed to	have in common
same as	share common traits	difference between
[-er], [-est]	both	whereas
are similar	different from	on the other hand
as well as	[-er] than	not only...but also

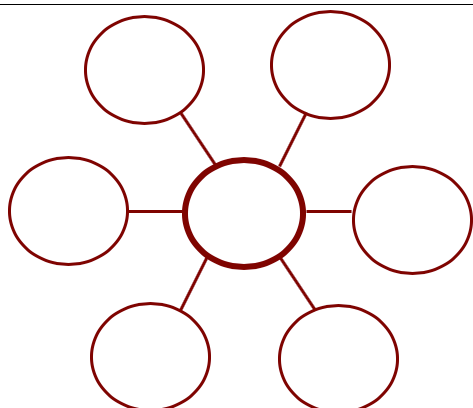
GUIDING QUESTIONS

- ★ What is being compared and contrasted?
- ★ Why are these things being compared and contrasted?
- ★ What categories of characteristics or attributes are used to compare and contrast these things?
- ★ How are the things alike or similar?
- ★ How are the things not alike or different?
- ★ What are the most important contrasting characteristics or attributes?
- ★ What are the most important comparable characteristics or attributes?
- ★ What can we conclude about these things or items?

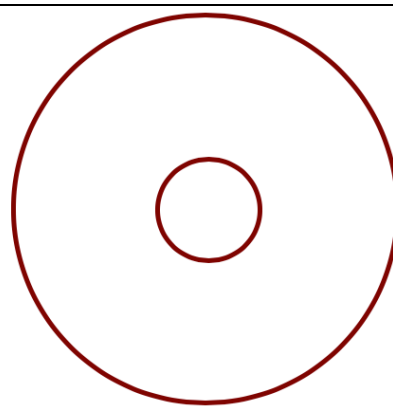
SAMPLE SENTENCE FRAMES

- ★ _____ is **[-er]/[-est]** when **compared** to _____.
- ★ _____ and _____ **are similar** because they are both _____.
- ★ _____ and _____ are **different** because _____ is _____ and _____ is _____.
- ★ _____ and _____; **however**, _____ is _____.
- ★ While _____ is **different** from _____, _____.
- ★ _____ is, _____ **as opposed to** _____, which is _____.
- ★ Although _____ and _____ have some **similar** characteristics, they are very **different** because _____.
- ★ The most important **difference** is that _____ has, _____ while _____ has _____.
- ★ By **comparing** _____ and _____, it is clear that/I realized that/I learned that _____.

LANGUAGE FUNCTION: DESCRIPTION & ELABORATION



Bubble Map



Circle Map

SIGNAL WORDS WORD BANK

includes	also	another	identified by
explains	in addition	reflects	associated with
to begin with	for example	first	between
shows	such as	second	near
for instance	to illustrate	in other words	characterized by
in fact	furthermore	most important	among

GUIDING QUESTIONS

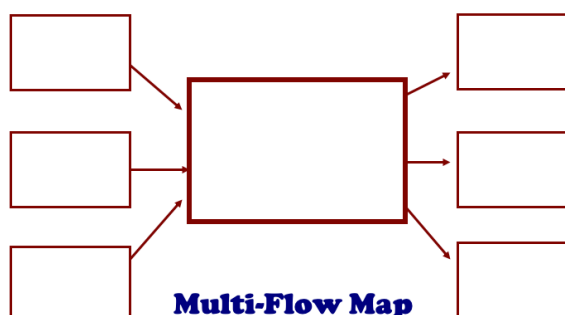
- ★ What is the concept?
- ★ To what category does the concept belong?
- ★ What are the characters, places, and objects in the text passage?
- ★ What are the most important attributes of the thing being described?
- ★ How does the thing being described work or function?
- ★ Why is this description important?
- ★ How are the pieces related or connected?
- ★ What are the functions of the pieces?
- ★ What are examples of the thing being described?
- ★ What are examples of things that share some of its characteristics/ attributes?

SAMPLE SENTENCE FRAMES

- ★ _____ **shows** _____.
- ★ _____ can be **described** as _____.
- ★ Usually, _____.
- ★ _____ is called _____ and is **related** to _____.
- ★ _____ is used to **illustrate** _____.
- ★ Characteristics of _____ **include** _____ and _____.
- ★ _____ can be **characterized by** _____.
- ★ _____; **in other words** _____.
- ★ _____ can be defined as **first** _____ and **second** as _____.
- ★ _____ is _____; **for instance**, _____.
- ★ **An example** of _____ is _____.

LANGUAGE FUNCTION:

CLAIM AND EVIDENCE (Proposition & Support)



SIGNAL WORDS WORD BANK		
believes	nevertheless	evidence
the question is	states	refutes
suggests	persuades	asserts
one answer is	position	against
reasons	opposes	claims
therefore	proposes	defends
for example	argues	contends

GUIDING QUESTIONS

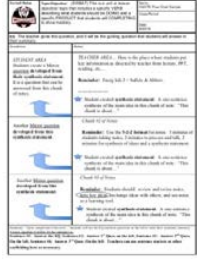

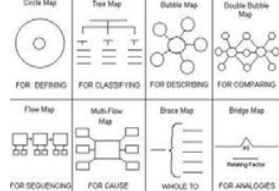
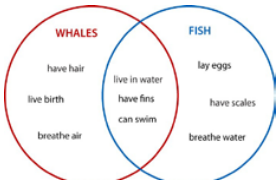

- ★ What is the claim or position?
- ★ Why is this important?
- ★ Who will this impact?
- ★ What evidence is given to support the position/claim?
- ★ What reasoning is given using the evidence?
- ★ What might an opponent say to argue against this position (rebuttals)?
- ★ What arguments can be made against the rebuttals (counterarguments)?
- ★ What are the consequences or benefits of this position?

SAMPLE SENTENCE FRAMES

- ★ I **believe** _____. I **believe** this because _____.
- ★ I **disagree** with _____ because _____.
- ★ The evidence **suggests** that _____.
- ★ (author/proponent of a position) **proposes** that _____.
- ★ She/he/they **supports** her/his/their position by _____.
- ★ It is clear that _____; therefore, _____.
- ★ (author/proponent of a position) **justifies** this position by _____.
- ★ While she/he tries to **persuade** us that _____, the evidence **suggests** _____.
- ★ **Nevertheless**, the evidence strongly points to _____.

Focused Note Taking Reference Sheet

While format choice is in the first phase of note-taking, the format should be selected based on the intended application (Phase 5).

Type of Note	Description	Examples
Cornell Note	EQ at the top, large right---side column for notes, smaller left---side column to add question, add in synthesis statements, and a place for the summary at the end. Designated space for taking notes, connecting, and summarizing.	
Two and Three Column Notes	Structured form of note---taking where content is organized into columns based on note---taking objectives and purpose. Useful when information is highly structured or there is a repetitive pattern. Space can be added with an additional column for individual/student analysis. Columns can be adapted to many situations	
Thinking Maps	Graphic forms of notes in which information is represented with a combination of pictures, shapes, symbols, and text. Visual nature allows for creativity, allows for connections to ideas.	
Graphic Organizers	Diagrams, Webs, Flowcharts, concept maps, and other visual organizers that use shapes, arrows, and lines to show connections between ideas. Shows patterns, relationships, connects ideas, and produces a visual representation of ideas.	
Charts, Tables and Text	Fill out the chart or table during the presentation, video, or reading. Mark up or annotate a reading or text. Focuses information and key ideas and terms.	
Combination Notes	Flexible style of note---taking using more than 1 of the above.	

All Focused Notes should have:

- An Essential Question (EQ)
- Student generated content and analysis of material
- An opportunity to collaborate with classmates
- Summary or Reflection

Students should be given opportunities to have multiple interactions with their notes!

The Five Phases of Note-Taking:

- Phase 1 - Taking Notes
- Phase 2 - Processing Notes
- Phase 3 - Connecting Thinking
- Phase 4 - Summarizing & Reflecting on Learning
- Phase 5 - Applying Learning

EQ: How can I study for the CORE 4 and prepare for High School?

English		Math					
Organization - notebooks, planners Use your Tech resources -HMH, quizlet, Kahoots, G Drive Study review sheets for Benchmarks Everyday <ul style="list-style-type: none">- class readings - connect to universal concept and author's purpose- TDQ's, close readings, annotated texts, CNotes- Review resources- formative quizzes & writings Plan my summative writing - Show what you know <ul style="list-style-type: none">- Write to the prompt: Deconstruct and attack- Use FORMAL voice & correct grammar practices- CER (Claim - Evidence - Reasoning)- Edit - Revise - Publish If you want to be a better writer.... READ MORE! Reading helps you build knowledge and see sentence structures!		PRACTICE-PRACTICE Organization Review errors. Find out what you did wrong. Review daily- Ongoing (HELP YOUR BRAIN REMEMBER BETTER, pace yourself. Small chunks) Try to understand and not to memorize. <ul style="list-style-type: none">• Correct Quiz/Test- Redo problems from warm-ups, notes, assessments (correct answers and process is provided)• Attend the Media Center. Watch a Youtube video. Textbook resources, google classroom• Explain what you have learned. Mnemonic device, song, visualize, and act it out.• Try your best every day and ask questions. Create a study guide or explain what you have learned.					
History		Science					
<table><tr><td>Focus</td><td>Set Goals:<ul style="list-style-type: none">• Believe in yourself/Growth Mindset• Grade/Benchmark• Participation (ask/answer questions)</td></tr><tr><td>ACT</td><td>Organization:<ul style="list-style-type: none">• Assignments, Notes, etc. kept in chronological order (by page # or date received) in notebook• Daily Review of class activities (15 minutes).• Write down questions that you need answers to (Points of Confusion).• Get answers to your "Points of Confusion" (from teacher, friends, tutors or Homework Center).• Create Multi-Flow/Sequencing Maps out of your notes/assignments.• Create Flashcards from information in the study guide.</td></tr><tr><td>REFLECT</td><td>Make Changes: Reexamine goals & adjust</td></tr></table>	Focus	Set Goals: <ul style="list-style-type: none">• Believe in yourself/Growth Mindset• Grade/Benchmark• Participation (ask/answer questions)	ACT	Organization: <ul style="list-style-type: none">• Assignments, Notes, etc. kept in chronological order (by page # or date received) in notebook• Daily Review of class activities (15 minutes).• Write down questions that you need answers to (Points of Confusion).• Get answers to your "Points of Confusion" (from teacher, friends, tutors or Homework Center).• Create Multi-Flow/Sequencing Maps out of your notes/assignments.• Create Flashcards from information in the study guide.	REFLECT	Make Changes: Reexamine goals & adjust	<ul style="list-style-type: none">• ORGANIZATION<ol style="list-style-type: none">1. PLANNER-<u>mark important dates</u>2. BINDER is <u>your study guide</u>• REVIEW<ol style="list-style-type: none">1. <u>Notes</u>2. <u>Labs</u>3. <u>Handouts</u>• EXPLAIN, EXPLAIN, EXPLAIN <u>Claim</u> + <u>Evidence</u> + <u>Reasoning</u> = EXPLANATION• VOCABULARY<ol style="list-style-type: none">1. <u>Flash Cards</u>• RESOURCES<ol style="list-style-type: none">1. <u>YouTube</u>2. <u>Explore Learning</u>3. <u>Bill Nye</u><p>It's all about the <u>WHY</u>? What do you <u>WONDER</u>? Science is all around <u>YOU</u>... Where do you see it?</p>
Focus	Set Goals: <ul style="list-style-type: none">• Believe in yourself/Growth Mindset• Grade/Benchmark• Participation (ask/answer questions)						
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REFLECT	Make Changes: Reexamine goals & adjust						

<p>Common Strategies In ALL Subject areas:</p> <p>Get enough sleep... put your TECH away</p> <p>Be an active learner</p> <p>Organization</p> <p>Check student portal for grades</p> <p>Ask Q's</p>	<p>Take notes</p> <p>Annotate reading</p> <p>Backwards plan</p> <p>Have a growth mindset</p> <p>Reflection - What did I do wrong? Learn from this</p> <p>Designated study area at home - minimize distractions</p> <p>Get help (tutoring Media Center, your teachers)</p>
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Literary Response & Analysis Format

<p>C Claim</p>	<ul style="list-style-type: none"> Start with TAG (title, author, genre) and restate the key words from the question in your answer.
<p>E Evidence</p>	<ul style="list-style-type: none"> Each answer must contain textual evidence from the story. Find a sentence or portion of a sentence from the story that supports your answer. Use “quotation marks” for direct quotations and a (parenthetical citation) to cite the source of your quotes. <i>The narrator describes Johnny as, “a little dark puppy that has been kicked too many times and is lost in a crowd of strangers” (Hinton 11). He wants to reader to know that Johnny is often scared and insecure, but is well cared for by his gang of friends.</i>
<p>R Reasoning</p>	<ul style="list-style-type: none"> Always introduce and explain your quote. Ties together the <u>claim</u> and the <u>evidence</u>. Never end your answer with a quote from the book. Conclude in your own words

Additional Notes for Success:

- **DO NOT** use 1st person POV (I think) or 2nd person POV (you, your)
- Use present tense verbs when discussing fiction or literature
- Use formal language (no “gonna” or “wanna”)
- Use capitalization and punctuation in all writing
- Numbers one through one hundred need to be spelled out
- Dialogue must be in proper format
- No abbreviations or contractions may be used

Works Cited

Author's last name, first name. “Title of Text.” Title of Source (Textbook), Grade

Level, Publisher, Year Published, page numbers of text.

Taylor, Theodore. “Rogue Wave.” California Collections, Grade 7, Houghton Mifflin

Harcourt, 2017, p.3-14.

MLA Format

Formatting Guidelines

- Margins: One-inch
- Font: Times New Roman, 12 point font
- Line-Spacing: Double-space the entire paper, including the heading
- Header: In the upper right, insert your last name and page numbers, Times New Roman, 12 point
- Heading: On the left, type your name, your teacher's name, class period, and the date on separate lines
- Title: Center title. Times New Roman, 12 point

SAMPLE:

Sanchez 1

Joseph Sanchez

Mrs. Smith 2

Period 2

8 September 2018

Ambition, Betrayal, and Guilt

Be sure to indent the first line of your paragraph. The rest of the paper should remain left-aligned and be double-spaced. When you are ready to add the Works Cited page, insert a page break to keep the Works Cited on a separate page from the rest of the paper. You now have everything you need to have a perfectly formatted essay.

STUDENT ACADEMIC PROGRESS TRACKER

Quarter Grades

	English	Math	Science	History	PE	Other	GPA
Quarter 1							
Quarter 2							
Quarter 3							
Quarter 4							

GRADE POINT AVERAGE (GPA): A=4 B= 3 C=2 D=1 F= 0 (Points ÷ number of classes)

Benchmarks

	English	Math	Science	History
Quarter 1				
Quarter 2				
Quarter 3				
Quarter 4				

English Language Assessment- ELPAC

Reading	Writing	Listening	Speaking	Overall

SMART GOAL (from C³ Lesson):

SMART Goal Setting

Directions: Use the form below to complete the **SMART** (Specific, Measurable, Action-oriented, Realistic, and Timely) goal setting outline. After some time has gone by, return to your **SMART** goal and make it **SMARTER** by Evaluating it and either Reassessing it (do you need to adjust the goal?) or Rewarding yourself for achieving it!

S	<p>Use the space below to describe a very specific goal.</p> <p>Today's date: _____</p>
M	<p>Use the space below to explain how you will measure the success/attainment of your goal. Include a date by which you will achieve or re-evaluate this goal.</p> <p>I will achieve or re-evaluate this goal by: _____</p>
A	<p>Use the space below to list the action steps you will take to achieve this goal.</p> <p>1. _____</p> <p>2. _____</p> <p>3. _____</p>
R	<p>Use the space below to explain why this goal is realistic for you to achieve within the timeframe.</p>
T	<p>Use the space below to explain the deadline for reaching your goal. Timely means that your goal will be accomplished in a set time frame.</p> <p>This goal is:</p> <p><input type="checkbox"/> Short-range (1-4 weeks)</p> <p><input type="checkbox"/> Mid-range (1-4 months)</p> <p><input type="checkbox"/> Long-range (5 months-1 year)</p>
Re-visit your SMART goals at the planned completion date or before and do the following:	
E	<p>Use the space below to evaluate your SMART goal. How close are you to achieving it? If a new date should be set for completion, include it here.</p> <p>I will achieve or re-evaluate this goal by: _____</p>
R	<p>Use the space below to re-assess your goal and write a revised version. OR If you have achieved your goal, how will you reward yourself?</p>



CONDOR CHARACTER COUNTS

1st Semester:

2nd Semester:

Quarter 1: Condor Expectations

Date/Lesson Title	Essential Question: How can you apply this lesson?
★	
★	
★	
★	

Quarter 2: Condor Scholar

★	
★	
★	
★	

Quarter 3: Condor Spirit

★	
★	
★	
★	

Quarter 4: Condor Perseverance

★	
★	
★	

PHYSICAL EDUCATION

To participate in the required PE program, students are required to change into a PE uniform. During PE, students are to lock their belongings in the PE room. If they forget their uniforms, they will be issued "loaners." ***Students are not to wear their uniform to other classes.*** When not in use, PE uniforms must be put in their back packs or left in the PE room. **Alamitos PE uniforms cost \$16.00 (\$7 Shirt, \$7 Shorts and \$2 Bag).**

Non-Suits: 1st: Warning, **2nd:** Teacher Conference, **3rd:** Teacher Detention & Phone Call Home, **4th:** after school detention, **5th:** Referral to counselor (and additional consequences), **6th:** Referral to A.P. (and additional consequences). ***Non-suits lower a student's grade in P.E.***

Exercise Log:																				
Exercise: Reps/Time	Sep	Sep	Oct.	Oct.	Nov	Nov	Dec.	Dec.	Jan.	Jan.	Feb.	Feb.	Mar	Mar	Apr.	Apr.	May	May	Jun.	Jun.
Push-Ups																				
Sit-Ups																				
Burpees																				
J. Jacks																				
Squats																				
Planks																				

Fitness Test Standards

Female	
≤ 9:00	10 points
9:01-12:00	8 points
12:01-13:30	6 points
*Mile Club is under 8:00 minutes	



Male	
≤ 8:00	10 points
8:01-11:00	8 points
11:01-12:30	6 points
*Mile Club is under 7:00 minutes	

Mile Times										
Q. 1	Date									
	Time									
Q. 2	Date									
	Time									
Q. 3	Date									
	Time									
Q. 4	Date									
	Time									

THE MULTIPLICATION TABLE

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	30	45	60	75	90	105	120	135	150	165	180	195	210	225

REMEMBER:

*“CONDORS FLY WITH PRIDE EVEN
WHEN NO ONE IS LOOKING.”*



Alamitos Intermediate Peer Mediation Contract



At Alamitos Intermediate School, you have 2 options:

- 1) We can be **FRIENDS**. That means:

We hang out together	We help each other	We don't gossip about each other
We stick up for each other	They like you, you like them	We trust each other

OR:

- 2) We can be **CLASSMATES**, but not friends. That means:

We respect each other	We are polite to each other	We do not talk about each other
We are not mean to each other	We do not stop the other person from having friends	We do not try to hurt the other person (physically, verbally, or online)

THIS IS NOT AN OPTION:

Being **RIVALS**. If we act like rivals there will be **CONSEQUENCES**. Being a rival means:

You try to hurt the other student (physically or verbally)	You make fun of the other person	You stop the other person from having friends (telling others not to sit with them at lunch, etc.)
You try to get them in trouble for something they didn't do	You post and text negative comments/pictures about them	You intimidate them with body language or posturing (eye rolling, glaring, physical presence, relational aggression)

By signing the agreement, I acknowledge and understand Alamitos' School Behavior Expectations. I will be a model for positive behavior and seek the help of school staff and my parents/guardians in addressing peer conflicts. I understand that consequences will follow with repeated conflicts. I will continue to FLY WITH PRIDE in all my actions.

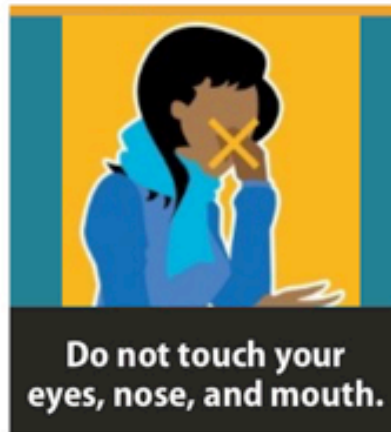
FOR OFFICE USE ONLY: Agreement Signed On The Following Dates:

Student Signature:

Parent Signature:

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



cdc.gov/coronavirus

HAND WASHING STEPS



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