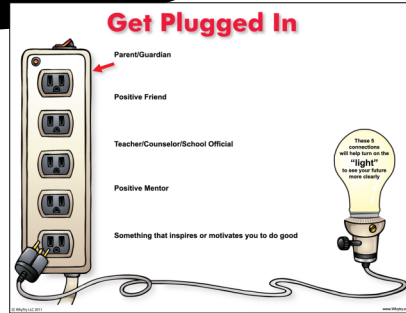


Why Try?

“No man is an island....”

- How much time am I spending with a parent of care giver?
- What ‘power struggle/conflict/argument’ can I give up today that won’t hurt me but will help my caregivers anxiety for me?
- Which of my ‘friends’ is helping me be my best?
- Which of my friends can I help bring out the best in?
- Which adult at school knows the real me and can help me figure out what I want next?
- Who can I identify that has accomplished goals and dreams similar to mine?
- What qualities does this person possess that I want to develop in myself?
- What inspires or motivates me to achieve and be my best self?

Grading Period #11



Mon	Tue	Wed	Thu	Fri
4/15 Handout: Definitions + Journal response 1	4/16 Video: Puppy support Activity: Connections Quiz	4/17 Cartoon Day-Ms C	4/18 Video: Tony Robbins on Coaching [16 mins]	4/19 Journal p 87 Handout: Who do you call?
4/22 Hand out: Circles of Influence MTv Made Part 1	4/23 Activity: Community 411	4/24 Cartoon Day– Jaun A	4/25 MTv– Made Part 2	4/26 Journal p 88 MTv-Made part 3
4/29 Slide Murals	4/30	May 1	5/2	5/3
CST Testing week. Look out for different bell schedules..Seniors take this opportunity to GET 'ER DONE!				
5/6 Tony Robbins: Break Through	5/7	5/8	5/9 CBHS Open House & Awards Night	5/10 Activity: Two heads are better than one
CAHSEE– 11th & 12th graders				

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Your grade will be determined by point values only.

Behavior:

Each day you can earn up to 10 points.

Since showing up is half the battle you earn 5 points from just being in class. However, just being present will not result in accomplishing a task. For that *you* have to put forth *effort*.

You need to be actively involved in the topic at hand via writing, talking, debating, sharing, commenting, playing, and listening to earn the remaining 5 points.

Journal/Assignments:

These will each have a point value of 10.

The grade determined will be based on:

- Does the product connect to the prompt(s)
- Completeness of entry
- Does the product reflect thought and insight into self
- Does the product reflect effort
- Product reflects respect for self & subject



GRADE	POINTS	PARTICIPATION/BEHAVIOR looks like....	Class work looks like...
A	10-9	<i>Actively</i> involved in the topic at hand via writing, talking, debating, sharing, commenting, playing, and listening the <i>entire class period</i>	Work is clearly connected to prompt & is 90-100% complete. Reflects insight, effort, thought, respect for self and subject.
B	8	<i>Actively</i> involved in the topic at hand via writing, talking, debating, sharing, commenting, playing, and listening the <i>most of the class period</i>	Work shows connection to prompt & is at least 80% complete. Reflects insight, effort, thought, respect for self and subject.
C	7	<i>Involved</i> in the topic at hand via writing, talking, debating, sharing, commenting, playing, and listening the some of the <i>most of the class period</i>	Work is shows some connection to prompt & is at least 70% complete. Reflects insight, effort, thought, respect for self and subject.
D	6	<i>Occasionally involved</i> in the topic at hand via writing, talking, debating, sharing, commenting, playing, and listening <i>some of the class period</i>	Work is a vague connection to prompt & is at least 60% complete. Reflects insight, effort, thought, respect for self and subject.
F	5-0	Off task, side bar conversations, phones out/active, roughhousing, negative feedback, put downs, aggressive behavior, insults, shutting others down, negative attitude toward others or activities	Work is blank or less than 60% complete. Product shows little to no connection to prompt, has negative connotations or impact. Reflects a lack of thought, effort, or insight.