

**Roosevelt Middle School
International Baccalaureate Magnet
2020-2021**

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www.sandi.net/roosevelt



Roosevelt Mission Statement

Educating internationally minded students who live and promote peace one day, peace every day.

Daily Bell Schedule

REGULAR DAY			
Period	6th Grade	Period	7th /8th Grade
0	7:38-8:35	0	7:38-8:35
1	8:40-9:37	1	8:40-9:37
2	9:42-10:39	2	9:42-10:39
Nutrition Break			
3	10:46-11:43	3	10:46-11:43
Lunch	11:48-12:18	4	11:48-12:45
4	12:23-1:20	Lunch	12:50-1:20
5	1:25-2:22	5	1:25-2:22
6	2:27-3:24	6	2:27-3:24

LATE START DAY			
Period	6th Grade	Period	7th /8th Grade
0	8:48-9:35	0	8:48-9:35
1	9:40-10:27	1	9:40-10:27
Nutrition Break			
2	10:34-11:21	2	10:34-11:21
3	11:26-12:13	3	11:26-12:13
Lunch	12:18-12:48	4	12:18-1:05
4	12:53-1:40	Lunch	1:10-1:40
5	1:45-2:32	5	1:45-2:32
6	2:37-3:24	6	2:37-3:24

ADVISORY DAY			
Period	6th Grade	Period	7th /8th Grade
0	7:46-8:35	0	7:46-8:35
Advisory	8:40-9:23	Advisory	8:40-9:23
1	9:28-10:17	1	9:28-10:17
Nutrition Break			
2	10:24-11:13	2	10:24-11:13
3	11:18-12:07	3	11:18-12:07
Lunch	12:12-12:42	4	12:12-1:01
4	12:47-1:36	Lunch	1:06-1:36
5	1:41-2:30	5	1:41-2:30
6	2:35-3:24	6	2:35-3:24

MINIMUM DAY			
Period	6th Grade	Period	7th /8th Grade
0	7:48-8:35	0	7:48-8:35
1	8:40-9:27	1	8:40-9:27
2	9:32-10:19	2	9:32-10:19
Nutrition Break			
3	10:26-11:13	3	10:26-11:13
Lunch	11:18-11:48	4	11:18-12:05
4	11:53-12:40	Lunch	12:10-12:40
5	12:45-1:32	5	12:45-1:32
6	1:37-2:24	6	1:37-2:24

Student Name: _____ **Grade:** _____

Planners are an important organizational tool for success at Roosevelt.
Los planificadores están disponibles in español en la oficina o sitio web

Roosevelt Vision Statement:

At Roosevelt International Middle School, we envision a quality neighborhood school where all students enthusiastically and innovatively solve problems and take responsibility for their own learning. Students learn in an engaging and collaborative environment with rigorous instruction rooted in the IB learner profile traits. Our students will be prepared to participate in the global society of tomorrow. Peace one day, peace every day.

Uniform/Dress Code Policy

The Roosevelt Middle School uniform policy is in place to develop a positive learning environment that promotes school community spirit, encourages positive behavior, and ensures student safety. It is a school-wide expectation that all Roosevelt students abide by the guidelines below. Uniform attire may be purchased at the Financial Office. Students not in uniform will be sent to the Loaner Room to borrow appropriate clothing for the day.

Tops	Roosevelt shirt or solid-colored polo shirt in gray, white, beige or maroon; includes shirts as part of SCHOOL-SANCTIONED clubs/activities; no visible undergarments. College t-shirts and outerwear are allowed on Fridays.
Bottoms	Pants and shorts in solid khaki or black only; plaid skirts in school colors; no athletic wear such as sweat pants or yoga pants; no visible undergarments
Jackets & Sweaters	School colors - gray, white, khaki, or maroon solids or stripes, black is okay, no logos (except IB), no lettering or designs, hoods cannot be worn in classrooms or on campus
Shoes	Closed toe, rubber soled; no slippers, flip flops, sandals, etc.
Headwear	Roosevelt hats only – No beanies, doo-rags, bandanas, or other headwear
Jewelry/Body Art	No facial piercings, spiked jewelry, or visible tattoos (including temporary tattoos)
PE Uniforms	PE uniforms (grey t-shirt, maroon shorts, maroon sweatpants) are to be worn only during PE class. They are not to be worn under or over the standard uniform. PE shirts and shorts may be purchased from the financial office. All PE clothes must have students full name on them.

Name X _____ Date _____

I understand and agree to abide by the policy stated above.

Promotion Ceremony Requirements for Eighth Graders

Everyone wants to celebrate the success of students who have worked hard and fulfilled certain expectations for the eighth grade promotion ceremony. Roosevelt sets a high standard. Students who put forth the effort to meet the requirements listed below may participate in activities and celebrations to mark the end of the middle school experience. These include social events and the promotion ceremony itself that is held the last day of school at the San Diego Zoo. After the ceremony, students and their families are free to enjoy a day at the zoo. This is a very special day for eighth graders, and the privilege of participating is earned by fulfilling the following requirements:

1. 2.0 Academic Grade Point Average (GPA)
2. 2.0 Citizenship GPA
3. Passing grades in every course, no F's
4. IB learner with no suspensions
5. Completed IB community project and presentation
6. Library or department fines are cleared
7. Good attendance - Unexcused absences/truancies cleared
8. Punctual - Excessive tardies must be cleared

The **International Baccalaureate Community Project** is a service learning project completed in year three (8th grade) of the MYP program. The community project gives students the opportunity to develop awareness of needs in various communities and address those needs through service learning.

San Diego Unified School District also has certain requirements for students promoting to the ninth grade. If a student does not fulfill these requirements, he/she may be retained and would repeat the eighth grade. In early spring, counselors and teachers will inform students of promotion requirements, meet with students at risk of failing or retention, explain high school enrollment options, and communicate other information about the move to high school.

Name X _____ Date _____

I understand and agree to abide by the policy stated above.

School Expectations Policies

The Roosevelt PRIDE Contract

“PERSONAL RESPONSIBILITY IN DAILY EXCELLENCE”

At Roosevelt Middle School, all staff and students exemplify *personal responsibility* toward the community, ourselves and others. We are all *responsible* for creating a *safe* environment where we are all *respected* and valued. We are considerate of each other and we recognize that we all have *responsibilities* as well as rights. We treat ourselves and others with dignity and worth.

I understand that as a member of the Roosevelt Middle School community I will follow the **Roosevelt Code of Conduct** and I shall behave in a *respectful* way. This means that:

I will treat others with *respect*, the way I want to be treated.

- I will physically and verbally act in a way that is appropriate and conducive to a successful school environment.
- I will be *safe* and not cause physical or verbal harm to another student or staff member.

I will speak and act *respectfully*.

- I will be courteous and polite at all times when talking with fellow students and staff.
- I will not use put downs or other negative language that hurts the feelings of my fellow students and Roosevelt staff.
- I recognize that I represent Roosevelt while walking to and from school and I will be *responsible* and *safe*, I will choose appropriate actions and words.

I will show *respect* for my surroundings and belongings. If I make a mess, I will be *responsible* and clean it up. I will help others to do the same.

- I will dispose of trash in an appropriate way before, during and after school.
- I will not take things that do not belong to me without asking permission.
- I will treat the property of others in a *respectful* manner.
- I will stay focused on my education and will not bring distracting items to school such as toys, balloons, gum, etc.

I will treat myself and my education with *respect*. I will “take charge” of my education to be the most successful person that I can be.

- I will come to school prepared to learn; I will be on time, in uniform, with school supplies, and with the necessary tools to learn. The uniform must be worn appropriately at all times while on the Roosevelt campus. Authorized clothing includes the Roosevelt Logo Shirt, including school-sanctioned organizations (e.g. ASB, Clubs); solid-colored polo shirts in gray, white, beige or maroon; pants, shorts or skirts in khaki or black, or burgundy plaid skirts. Outerwear must be gray, white, beige, black or maroon solids or stripes, no logos (except IB), no lettering or designs.
- I will strive to meet the IB Learner profiles. I will keep a positive attitude and stay motivated.

Student Name (print)

Student Name (sign)

Date

Teacher Name

Parent Signature

Date

Schoolwide Discipline Plan

At Roosevelt, we believe that all students deserve to learn in a positive school environment. We will work with teachers, students and parents to make sure that student behavior is conducive to academic success.

Classrooms will use the following levels of intervention for misbehavior:

Level 1 - Teacher gives verbal warning or "reset."

Level 2 - Teacher makes phone call home and issues a Buddy Room referral. (Buddy Room assignment includes a reflection and must have an academic focus.)

Level 3 - Teacher makes phone call home and issues a referral.

Severe classroom violations for the following infractions will result in a Referral to Campus Security, Counselor and/or Administrator:

- Zero Tolerance violations
- Fighting
- Theft or Vandalism
- Extreme defiance or disrespect
- Bullying and/or harassment

Suspension Guidelines

Students have choices and their decision should be to behave appropriately in school. Those who have severe behavior in school will be suspended. Suspendable offenses include, but are not limited to the following:

- | | |
|--|---|
| <ul style="list-style-type: none">● Bullying● Fighting or play fighting● Defiance/profanity to a staff member● Classroom endangerment/major disruption● Bringing, possessing, or using tobacco, alcohol, e-cigarettes or any drugs on campus | <ul style="list-style-type: none">● Sexual harassment● Hate violence● Theft● Vandalism or graffiti (defacing school property)● Multiple referrals |
|--|---|

Zero Tolerance Violations that may result in a recommendation for expulsion include:

- Three Fights
- Possession of a Weapon, including knives, guns, explosives, fireworks, or any dangerous object
- Furnishing or selling drugs
- Assault or battery on a school employee
- Sexual assault or sexual battery
- Robbery
- Hate incidents

Bus Expectations

Students transported in a school bus are under the authority of, and responsible directly to the driver of the bus. Continued disorderly conduct or persistent refusal to follow directions of the driver may result in suspension or denial of transportation services. Some safety tips for riding the bus are:

- Always have your bus pass
- Arrive at the bus stop at least 10 minutes before the scheduled arrival of the bus
- Stay out of the street and don't horseplay while waiting.
- Wait for the bus to come to a complete stop before getting on or off.
- Remain seated and keep head and arms inside the bus at all times.
- Do not shout or distract the driver.
- Do not walk in the driver's "blind spot" -- the area from the front of the bus to about 12 feet in front of the bus.

Cell Phone Policy

- Cell phones may be used only before and after school. After the first bell and until dismissal (including lunch and passing periods), cell phones should be turned off and put away in backpacks or pockets, out of sight.
- Cell phones that ring, vibrate, or are visible anywhere on school grounds during the school day may be confiscated by any staff member and will be turned in to Administration in the front office for safekeeping.
- Student will use school phone to notify parent that phone has been confiscated.
- Parents will need to come to school and show ID to pick up the cell phone.

Name X _____ Date _____

I understand and agree to abide by the policies stated above.

School Policies

Academic Integrity

Principled behavior is expected of all students. Cheating, falsification, unauthorized collaboration, plagiarism, forgery, or theft can result in failing grades, suspension, or legal action.

Attendance

****It is critical that parents keep contact phone numbers updated so that the office can call you in case of emergency!!**

Any adults picking up a student must be on the contact list and must show ID. Daily attendance is the responsibility of both the students and their parents. Each student is responsible to be on time to all his or her classes. It is very important to be on time so learning time is not missed. Students must be in their seats or at their designated stations on time.

If you are absent, your parent must call the school within 72 hours at (619) 362-3850 and follow the prompts. Any absence not cleared by a phone call requires that your parent write a note for you to take to the attendance office before school. Any absence not verified within 5 days becomes an unexcused absence. **Students with excessive absences (illness, excused, unexcused, truancy) will be encouraged to attend CASSAS (Core Academy: Supporting Student Achievement Success).** If absences continue, the school will refer the case to the School Attendance Review Board (SARB).

Students who will be absent from school for 5 days or more should obtain a *Contract for Independent Study* from the Attendance Office **at least one week prior to the absence.** Teachers reserve the right to not assign homework for the duration of the contract resulting in no credit earned. Students must maintain good attendance in order to qualify for an Independent Study Contract.

Please make medical appointments on Tuesday afternoons (our minimum day) to avoid unexcused absences and lost instructional time. All students who leave school for a medical appointment must provide proof of such appointment upon returning to school.

Attendance - Truancies

State Law dictates that truancies will not be tolerated. Consequences for truancies include receiving a citation and/or being encouraged to attend CASSAS. Parents must clear all absences and tardies with the Attendance Office. If truancy continues, the school will refer the case to the School Attendance Review Board. Students who are found out of school during school hours without a parent or guardian may be cited to court by a police officer. The fine for the first offense is approximately a \$200 fine from court.

Bullying – District Policy BP 5131.2

All students have the right to learn without being bullied or harassed. Bullying is defined as unwanted, aggressive behavior that involves a real or perceived power imbalance. We do not tolerate any student being bullied (including cyber-bullying) or intimidated in any form at school or school-related events, (including off-campus events, school-sponsored activities, school buses, any event related to school business), or outside of school hours with the intention to be carried out during any of the above. Bullying includes acts being motivated either by an actual or perceived attribute that includes but is not limited to race, religion, creed, color, marital status, parental status, veteran status, sex, sexual orientation, gender expression or identity, ancestry, national origin, ethnic group identification, age, mental or physical disability or any other distinguishing characteristic.

The first step in preventing bullying is to tell the person to stop. If that is not effective, then tell an adult until the bullying stops. Students can write a statement at home on a piece of paper or at school in the counseling office so that the counselors, teachers and administrators can intervene to stop the bullying. There is also an electronic form on our Roosevelt website to report bullying incidents.

Celebrations

While we acknowledge that birthdays are important to our students, school is not the appropriate place to celebrate. Balloons, flowers, cupcakes and other party items are not allowed at school.

Emergency Bells

Emergency Type:	Signal:
Fire	Series of Short Bells ●●●●●●●●●●●●●●●●
Earthquake	Movement/Vibration of Ground
Lockdown	One Long Bell
Shelter in Place	Alternating Long Bell/Two Short Bells

Financial Office

Students may purchase uniforms and PE clothes, combination locks, and yearbooks in the Financial Office. Replacement student planners or ID cards may also be purchased and lost or damaged library books or textbooks can be paid.

The Financial Office is located in the Main Office. Acceptable forms of payment are cash, money orders and checks (payable to Roosevelt I.B. Middle School). Personal checks will NOT be accepted after April 30 – cash, cashier's check, or money order only.

Help and/or Reporting Information

There are many adults on campus that can help if students have questions or concerns. If students have important information to report, please see an adult right away. These adults include, but are not limited to teachers, paraeducators, grade level counselors, Vice Principals, or the Principal. There is also an online bullying report form and the Crime Stoppers anonymous tip line at 888-580-TIPS (up to a \$1,000 reward.)

Health Office

The Health Office is open during regular school hours. Students need a pass to the Health Office, even at lunch.

Reasons to visit the Health Office	Serious illness, bleeding, vomiting, or being injured at school.
Health problems	Parents must inform the Health Office as soon as possible if their student has a serious health problem such as diabetes, epilepsy, asthma, and allergies. Please contact the nurse if these problems result in being frequently absent from school.
Medications	Students may not carry any type of medication at school, even "over the counter" medicine. For medications to be taken at school, the Health Office must have forms signed by the doctor or parent. Contact the Health Office for consent forms.
Illness	Students should remain home for 24 hours after a fever, vomiting, diarrhea, or severe respiratory symptoms.
PE Medical Excuse	A note from parent will be accepted for 1-3 days. A doctor's note is required for anything more than 3 days. Both need to be taken to the Health Office.
Emergency Phone Numbers	Please keep current phone numbers with the Attendance Office and the Health Office. In case of an emergency, these numbers are essential. Adults picking up a student must be on the contact list.

Library/Media Center The library is open for students from 7:10 AM to 7:25 AM before school and during lunch. Students are welcome to use the library to read, check out books, use the library computers for schoolwork, study and play board games. Library rules: Be respectful at all times, take care of the books, finish food and drinks outside before coming in, use walking feet and quiet voices. Students who cannot follow these rules may lose their library privileges. Students may use the library during class if they have a signed pass from their teacher. These hours are subject to change based class visits, meetings, etc.

Library Policies

This page must be signed before students check out any materials.

Students are required to bring in planner in order to check out books.

All students will receive textbooks unless a signed permission slip to use online textbooks is turned in. Students are responsible for returning these textbooks in the same condition they were issued, or may be subject to fines for damage or replacement.

- Library books are due four weeks from the date they are checked out. If more time is needed, students may receive one renewal, unless there are other students waiting for that title.
- Students may check out up to 2 books (no more than 1 graphic novel/manga) at one time.
- There are no overdue fines, but students are expected to return books on time so other students may enjoy them. If an item is kept 4 weeks beyond its due date, it will be assumed lost and the student will be charged for replacement value.
- Students that wish to use a computer to complete an assignment during class must have the assignment written in their planner and signed by the teacher who assigned the work.

Students should always have an independent reading book in their backpack and should read at least 30 minutes a day.

Name X _____ Date _____

I understand and agree to abide by the policy stated above.

Lost and Found

Searching for a lost item? If a good citizen has turned it in, missing clothes are located in the Main Office. Items not claimed by the end of the semester will be given to charity. Found valuables will be kept in the Main Office. If your property is lost or stolen, fill out an incident report. Forms are located in the Main Office.

Lunchtime Expectations

- Stay on the lunch court: eat within the blue lines
- Treat everyone with respect
- No cutting in line and No running
- Don't touch anyone's possessions without permission
- Keep RMS clean – pick up your litter

Messages/Deliveries to Students

School staff can NOT deliver non-academic, non-health-related items (e.g. money, lunches, balloons, flowers, gifts, shoes, etc.). School staff can NOT deliver PHONE MESSAGES regarding a change in student pick-up or attendance/non-attendance in after school programs. School staff WILL deliver messages in an emergency situation.

Minimum Days

There are several Minimum days for parent conferences and teacher professional development. Dates and schedule will be announced at the beginning of the year.

Participation in School-wide Activities

The ASB sponsors various fun activities throughout the year. In order to participate in activities such as school dances, yearbook signing party, eighth grade celebration, eighth grade standouts, and more, you will need to have a minimum of 2.0 GPA in citizenship and academics for the reporting period. Students must also have a 2.0 GPA to be eligible to participate in after school sports.

Public Displays of Affection (PDAs) There will be no public displays of affection (PDAs) on campus, whether in the classroom or outside classes. PDAs include kissing, holding hands, prolonged hugs and/or inappropriate touching or disrespecting one's personal space (touching in a sexual manner).

Physical Education Program

Physical Education (PE) is a required class for all students. Students may only be excused from physical activity by a doctor's note, and will be required to do written work instead. All students MUST be in the official PE uniform daily. Coaches will assign individual lockers for storage of PE uniforms, and it is ideal for students to have a combination lock. When you are in PE class, you should lock up school clothes and backpacks. Backpacks, binders, jackets and other personal items are not allowed on the fields or in the PE activity areas. When you are NOT in PE, it is highly recommended you lock up your PE clothes. **Spray deodorants or perfumes are not allowed at school or in the locker room.**

Powerschool

Powerschool is a very important online tool for checking grades, homework, assignments, and attendance. Students will be given information at the beginning of the year to log on and check their grades. ~~The link for Powerschool is on our Roosevelt website.~~ Parent log in information to create a parent account will be mailed home or can be picked up in the office. The parent account can be set up to send automatic updates on a weekly or daily basis regarding grades and attendance. **It is highly recommended that students and parents check Powerschool at least once a week to monitor academic progress!**

School Safety

Students have an active role in creating a safe school environment at Roosevelt. To ensure the safety of all students, we ask every Roosevelt student to pledge to:

1. Report immediately to an adult if you have knowledge of a student bringing a weapon or drugs to campus.
2. Report immediately to an adult if you have knowledge of a student planning to harm him/herself or others (for example, suicide or fights after school).
3. Never threaten, put down, push, hit or otherwise harm fellow students. No bullying on our campus! Keep your hands to yourself. ~~(Refer to SDUSD Administrative Procedure #6381)~~
4. If you see something, say something.

Student Store

The Student Store is run by the Associated Student Body (ASB) to support fun activities throughout the year. The store sells snacks, drinks, and student supplies for cash only. Store is usually open all days when the school is open during lunch.

Technology Equipment and Internet Use

The Internet is used for many purposes in education. These resources make it possible for students and teachers to participate in collaborative projects, online quizzes and tests, high quality research, discussion groups, and many other activities. ~~Privileges~~ The use of technology equipment, district networks, and the Internet is for school work ONLY. Inappropriate use may result in disciplinary and/or legal action. Since technology equipment, the district network, and Internet access are provided and maintained by the district for appropriate educational use, privacy is not assumed. ~~Staff Technicians, teachers, and other district personnel~~ have the right to view material on district equipment and monitor activity on the network. ~~Here is a good rule to follow: never view, send, or write anything you would not want to share with your teacher, the principal, and your parents.~~

Technology Use Agreement - As a responsible, principled Roosevelt student, I will:

- Use the technology and Internet for schoolwork ONLY. Viewing, sharing, or downloading inappropriate material or software may result in loss of privileges, suspension, or other disciplinary action, including legal action.
- Notify my teacher whenever I come across digital content that is inappropriate, dangerous, threatening, or makes me feel uncomfortable. Although the district has an Internet safety plan in place, I know it is my responsibility to use the technology for educational purposes.
- Tell my teacher if I have identified or know about a security problem or availability of inappropriate material, and will do so without discussing it with other students.
- Comply with copyright laws and respect the intellectual property rights of others. I will not plagiarize content of any kind from the Internet, other students, or anyone else, and understand that all work submitted must be entirely my own. ~~Act ethically in regards to the work of others, including accessing another person's account, computer, portable drive, or other storage device without his/her consent or knowledge. This is considered theft/hacking and is prohibited at all times.~~
- Keep personal and confidential usernames and passwords secure. Do not share this with others.
- Show respect for property and keep equipment safe. I am subject to disciplinary and/or legal action in cases of **vandalism, negligence, or tampering of the technology.** ~~Examples include, but are not limited to, the following:~~

Name X _____ Date _____

I understand and agree to abide by the policy stated above.

Visiting Teacher Expectations

Our visiting teachers are helping our school out by covering for our regular teachers who are not on site. It is the expectation that all visitors to our school be treated respectfully by all students. Students should be mindful that:

- You have an obligation to help a visiting teacher feel welcome and supported, and assist the teacher with any questions they may have.
- Your behavior reflects on your teacher, your school, and yourself.

- [A visiting teacher is your teacher for the time that he/she is here at Roosevelt.](#)
- [The visiting teacher is in charge at all times.](#)
- [You have a responsibility to follow all directions given by the visiting teacher.](#)
- [You are responsible for completing all assignments or tasks given by the visiting teacher.](#)

The International Baccalaureate Middle Years Programme (IBMYP)

International Baccalaureate Organization

Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

IB programs encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Life in the 21st century places many changing demands on students making the transition through adolescence. They are at a crucial period of personal, social, physical and intellectual development, of uncertainty and of questioning. The International Baccalaureate® (IB) Middle Years Programme is designed to help them find a sense of belonging in the ever changing and increasingly interrelated world around them and to foster a positive attitude to learning.

The IB Middle Years Programme provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

The overall philosophy of the programme is expressed through three fundamental concepts that support and strengthen all areas of the curriculum. These concepts are based on:

- intercultural awareness
- holistic learning
- communication

To this end, the programme is divided into eight subject areas that integrate the **GLOBAL CONTEXTS** while fostering the ten attributes of the **IB LEARNER PROFILE**.



The International Baccalaureate Learner Profile Attributes	Approaches To Learning (ATL) Skills
<p>OPEN-MINDED-They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.</p>	<p>TRANSFER SKILLS</p> <ul style="list-style-type: none"> • Use effective learning strategies in subject groups and disciplines • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines
<p>CARING-They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.</p>	<p>COLLABORATION SKILLS</p> <ul style="list-style-type: none"> • Practice empathy • Help others to succeed • Listen actively to other perspectives and ideas <p>COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Consider ethical, cultural and environmental implications
<p>RISK-TAKERS-They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.</p>	<p>CREATIVE THINKING SKILLS</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes • Create original works and ideas; use existing works and ideas in new ways <p>AFFECTIVE SKILLS-Resilience</p> <ul style="list-style-type: none"> • Practice “bouncing back” after adversity, mistakes and failures • Practice dealing with disappointment and unmet expectations • Practice dealing with change • Practice “failing well”
<p>BALANCED-They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.</p>	<p>AFFECTIVE SKILLS-Mindfulness</p> <ul style="list-style-type: none"> • Practice focus and concentration • Practice strategies to develop mental focus • Practice strategies to overcome distractions • Practice being aware of body–mind connections
<p>REFLECTIVE-They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.</p>	<p>REFLECTION SKILLS</p> <ul style="list-style-type: none"> • What did I learn about today? • What don't I yet understand? • What questions do I have now? • What can I do to become a more efficient and effective learner? • How can I become more flexible in my choice of learning strategies? • What factors are important for helping me learn well?

<p>INQUIRERS-They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.</p>	<p>CRITICAL THINKING SKILLS</p> <ul style="list-style-type: none"> • Gather and organize relevant information to formulate an argument • Recognize unstated assumptions and bias • Evaluate evidence and arguments • Draw reasonable conclusions and generalizations • Test generalizations and conclusions • Revise understanding based on new information and evidence
<p>KNOWLEDGEABLE-They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.</p>	<p>TRANSFER SKILLS</p> <ul style="list-style-type: none"> • Apply skills and knowledge in unfamiliar situations • Inquire in different contexts to gain a different perspective • Compare conceptual understanding across multiple subject groups and disciplines • Make connections between subject groups and disciplines • Change the context of an inquiry to gain different perspectives
<p>THINKERS-They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.</p>	<p>CREATIVE THINKING SKILLS</p> <ul style="list-style-type: none"> • Use brainstorming and visual diagrams to generate new ideas and inquiries • Consider multiple alternatives, including those that might be unlikely or impossible • Create novel solutions to authentic problems • Make unexpected or unusual connections between objects and/or ideas • Practice visible thinking strategies and techniques
<p>COMMUNICATORS-They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.</p>	<p>COMMUNICATION SKILLS</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Use appropriate forms of writing for different purposes and audiences • Use a variety of media to communicate with a range of audiences
<p>PRINCIPLED-They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.</p>	<p>COLLABORATION</p> <ul style="list-style-type: none"> • Use social media networks appropriately to build and develop relationships • Practice empathy • Take responsibility for one’s own actions • Manage and resolve conflict, and work collaboratively in teams • Give and receive meaningful feedback • Listen actively to other perspectives and ideas

Roosevelt International Middle School Rough Rider Citizenship Rubric

	Reflective and Caring	Communicator and Inquirer	Principled
E <i>Excellent</i> Demonstrates Rough Rider PRIDE at all times.	<ul style="list-style-type: none"> *Always helpful and trustworthy *Always caring, respectful, cooperative, and helpful to fellow students and all teachers including substitutes *Always respectful of others' belongings 	<ul style="list-style-type: none"> *Always works well in groups *Always shares ideas appropriately *Always prepared and focused in groups *Always participates in class discussions 	<ul style="list-style-type: none"> *On time to class every day *Follows all directions and instructions *Doesn't make excuses for class absences *Always prepared for class *Always in dress code *Always turns in assignments *Records all assignments *Always a positive role model
G <i>Good</i> Demonstrates Rough Rider PRIDE most of the time.	<ul style="list-style-type: none"> *Generally helpful and trustworthy *Mostly caring, respectful, cooperative, and helpful to fellow students and all teachers including substitutes *Generally respectful of others' belongings 	<ul style="list-style-type: none"> *Generally works well in groups *Generally shares ideas appropriately *Generally on task and focused in groups * Generally participates in class discussions 	<ul style="list-style-type: none"> *No more than 2 tardies in 6 weeks *Generally Follows all directions and instructions *Doesn't make excuses for class absences *Generally prepared for class *Generally in dress code *Generally turns in assignments *Generally records assignments *Generally a positive role model
S <i>Satisfactory</i> Demonstrates Rough Rider PRIDE often.	<ul style="list-style-type: none"> *Sometimes helpful or trustworthy *Occasionally caring, respectful, cooperative, and helpful to fellow students and all teachers including substitutes *Sometimes disrespectful of others' belongings * Working on being honest about effort or responsibility on work 	<ul style="list-style-type: none"> *Occasional difficulty working in groups * Sometimes needs prompting to share ideas *Occasionally disruptive to other groups * Sometimes participates in class discussions 	<ul style="list-style-type: none"> *No more than 3 tardies in 6 weeks *Sometimes fails to follow directions and instructions *Occasionally makes excuses for class absences *Sometimes unprepared for class *Sometimes in dress code *Occasionally fails to turn in assignments *Sometimes records assignments *Working on being a positive role model *Sometime copies homework
N <i>Needs Improvement</i> Demonstrates Rough Rider PRIDE sometimes.	<ul style="list-style-type: none"> *Often unhelpful or not trustworthy * Seldom caring, respectful, cooperative, or helpful to fellow students and/or all teachers including substitutes *Often disrespectful of others' belongings *Generally less than honest about effort or responsibility on work 	<ul style="list-style-type: none"> *Behavior makes teaching and/or learning difficult *Often has difficulty working in groups * Often needs prompting to share ideas *Often disruptive to other groups * Rarely participates in class discussions 	<ul style="list-style-type: none"> *More than 3 tardies in 6 weeks *Often fails to follow directions and instructions *Often makes excuses for class absences *Often unprepared for class *Rarely in dress code *Often fails to turn in assignments *Rarely records assignments *Not a positive role model *Caught cheating or copying
U <i>Unsatisfactory</i> Demonstrates Rough Rider PRIDE rarely.	<ul style="list-style-type: none"> *Unhelpful or not trustworthy * Is not caring, respectful, cooperative, or helpful to fellow students and/or all teachers including substitutes *Disrespectful of others' belongings 	<ul style="list-style-type: none"> * Does not follows class rules *Behaviors interfere with teaching and/or learning *Unable to work in groups or exhibits behavior detrimental to successful group work in the class * Does not participate in class discussions 	<ul style="list-style-type: none"> *Consistently tardy to class *Does not follow directions and instructions *Blames others for mistakes *Unprepared for class *Rarely in dress code *Does not turn in assignments *Does not bring a planner *Negative or disruptive in class *Caught cheating or copying

Schoolwide Grading Policy

Through stakeholder decision making, we approved a school-wide grade range that is consistent across all classrooms.

Letter Grade	Descriptor	Percentage	Grade Points
A	Excellent	87-100%	4
B	Good	62-86%	3
C	Satisfactory	37-61%	2
D	Below average	25-36%	1
F	Unacceptable	0-24%	0

MYP Assessment Scale IB Task: Criteria Achieved – Recording Equivalencies

Letter Grade on Task	District Descriptor	IB-Achievement level	Rubric Scale	Proficiency Level
A	Superior	8-7	4	Advanced

B	Above average	6-5	3	Proficient
C	Satisfactory	4-3	2	Basic
D	Below average	2-1	1	Below Basic
F	Failure	0	0	Far Below Basic

Academic grades will reflect the IB-MYP Objectives for each subject group*

Language & Literature	Criterion A: Analysing Criterion B: Organizing Criterion C: Producing text Criterion D: Using language
Individuals & Societies	Criterion A: Knowing and understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking critically
Mathematics	Criterion A: Knowing and understanding Criterion B: Investigating patterns Criterion C: Communicating Criterion D: Applying mathematics in real-life contexts
Science	Criterion A: Knowing and understanding Criterion B: Inquiring and designing Criterion C: Processing and evaluating Criterion D: Reflecting on the impacts of science
Language Acquisition	Criterion A: Comprehending spoken and visual text Criterion B: Comprehending written and visual text Criterion C: Communicating in response to spoken and/or written and/or visual text Criterion D: Using language in spoken and/or written form

<p>Physical & Health Education</p>	<p>Criterion A: Knowing and understanding</p> <p>Criterion B: Planning for performance</p> <p>Criterion C: Applying and performing</p> <p>Criterion D: Reflecting and improving performance</p>
<p>Arts:</p> <p>Performing & Visual</p>	<p>Criterion A: Knowing and understanding</p> <p>Criterion B: Developing skills</p> <p>Criterion C: Thinking creatively</p> <p>Criterion D: Responding</p>
<p>Design</p>	<p>Criterion A: Inquiring and analysing</p> <p>Criterion B: Developing ideas</p> <p>Criterion C: Creating the solution</p> <p>Criterion D: Evaluating</p>
<p>Community Project (8th grade only)</p>	<p>Criterion A: Investigating</p> <p>Criterion B: Planning</p> <p>Criterion C: Taking action</p> <p>Criterion D: Reflecting</p>

Analytical Paragraph (T-E-P-A-C)

TOPIC SENTENCE

What is the main idea? [*1 sentence*]

Topic Sentence = Title + Author + Strong Verb [see chart behind table 6] + Main Idea)?

EVIDENCE

Set-up the scene before you provide the evidence! When you set the scene, you must give some background information about the main idea/topic/concept. Then, provide evidence from the text that supports the topic sentence. **Cite the paragraph/page number!** [*1-2 sentences*]

Set the Scene - (In this section of the article...)

Evidence - direct quote from the text that supports the main idea (For example...)

PARAPHRASE EVIDENCE

Put the evidence into your own words. * Provide a literal translation of the evidence. [*1 sentence*]

Paraphrase - (In other words..)

ANALYSIS OF EVIDENCE

Interpret the chosen evidence. Read what came before and after the evidence to determine what it actually means. How does this evidence support the main idea? Why did you include this in your paragraph? What are you trying to show or prove with the evidence you selected? Why is this evidence significant? What does this piece of evidence reveal about the author's beliefs (bias)? [4-5 sentences]

Analysis - (This evidence supports the main idea because.... This was important to include because.... The evidence shows that.... This is significant because.... This evidence reveals that....)

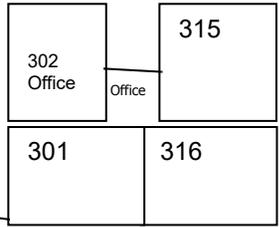
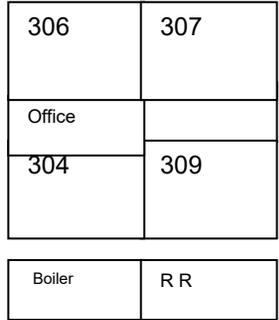
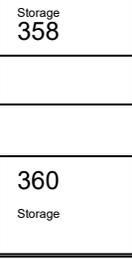
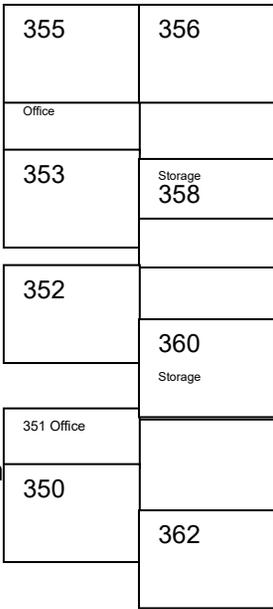
CONNECTION to THESIS/TOPIC SENTENCE

Bring it back to your thesis statement (if writing a full essay) or topic sentence (if writing a single paragraph).
How does this evidence support your main argument in your thesis statement or topic sentence? [1 sentence]

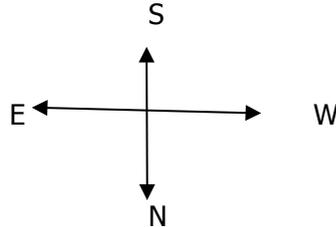
Connection - (In the end, this connects to the main idea because...)

(3300 Block) PARK BOULEVARD

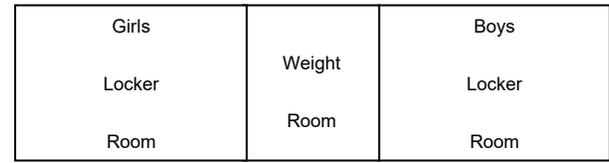
Zoo Drive



SOUTH P. E. FIELD



Basketball/Tennis Courts Racquetball Courts



Courts

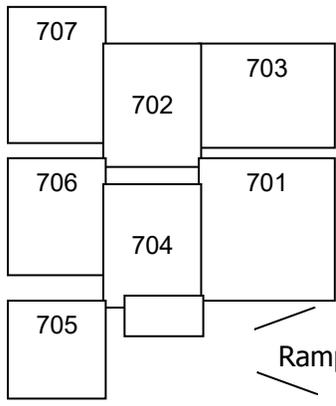
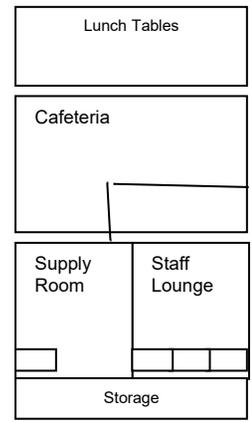
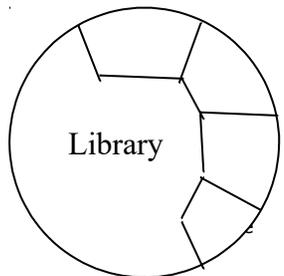
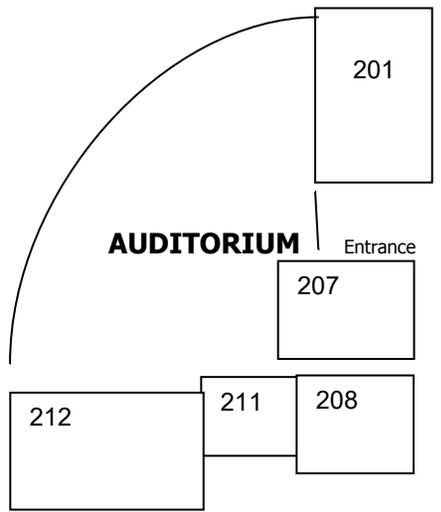
Garden

Ofc

Black Top Area

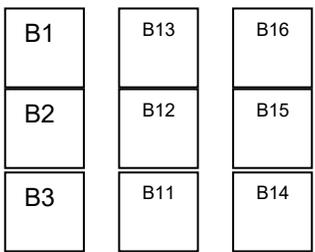
AUDITORIUM

Entrance

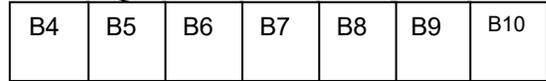


WEST P. E. FIELD

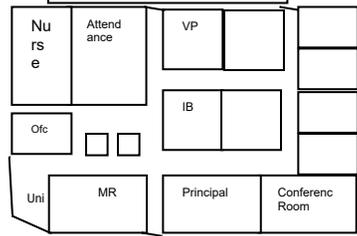
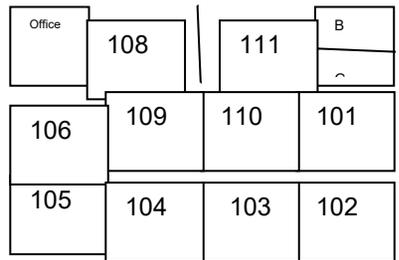
Ramp



Ramp



Main Office



Kick Stage

