

LEHMAN HIGH SCHOOL  
FRESHMEN SKILLSET HANDBOOK  
2014-2015



*Mission Statement:*

*“Lehman High School, a proud, dynamic community, empowers learners for lifelong achievement.”*

*Motto:*

*“Achieving Excellence as One with Integrity, Wisdom, and Pride”*

*The Lehman Way:*

*“Respect people and property”*

Table of Contents

Page 3	House Bill 5 Graduation Requirements
Page 4	August 2014 planning sheet and <i>Beginning of school year checklist</i>
Page 5	September 2014 planning sheet/thought-provoking questions
Page 6	October 2014 planning sheet
Page 7	November 2014 planning sheet
Page 8	December 2014 planning sheet/light academic ideas
Page 9	January 2014 planning sheet
Page 10	February 2014 planning sheet
Page 11	March 2014 planning sheet/thought-provoking questions
Page 12	April 2014 planning sheet/thought-provoking questions
Page 13	May 2014 planning sheet/thought-provoking questions
Page 14	June 2014 planning sheet
Page 15	Mathematics skillset information
Page 16	<i>Mathematics skillset continued</i>
Page 17	Mathematics notes page
Page 18	Science skillset information
Page 19	<i>Science skillset continued</i>
Page 20	Science notes page
Page 21	English skillset information
Page 22	<i>English skillset continued</i>
Page 23	English notes page
Page 24	LOTE/Social Studies skillset information
Page 25	LOTE/Social Studies notes page
Page 26	<i>End of school year checklist</i> and Alma Mater (school song)

## HB 5:

### Foundation School Program

- ✓ 4 credits in English language arts (English I, II, III, and an advanced ELA)
- ✓ 3 credits in math (Algebra I, geometry, and an advanced math credit)
- ✓ 3 credits in science (Biology, IPC or an advanced science credit, and another advanced science credit)
- ✓ 3 credits in social studies (U.S. history, .5 economics, .5 government, and either world history or world geography, or a new course combining world history and world geography)
- ✓ 2 credits in languages other than English (computer programming languages may substitute per SBOE rule, and other flexibility for 2nd LOTE credit for students who due to disability are unlikely to complete two courses in the same language)
- ✓ 1 credit in fine arts (can be community-based program with appropriate TEKS coverage)
- ✓ 1 credit in P.E. (including approved off-campus programs)
- ✓ 5 credits in electives (may include CTE or certification courses)

### Endorsements

Requires a district to ensure that each student entering grade nine indicate in writing an endorsement choice. The district allows a student to choose, at any time, to earn an endorsement other than the one previously selected.

Requires the SBOE to adopt rules that permit a student to enroll in courses under more than one endorsement curriculum before the student’s junior year. Establishes endorsements in five categories:

- (1) STEM
- (2) Business and Industry
- (3) Public Services
- (4) Arts and Humanities
- (5) Multidisciplinary

Mandates the SBOE adopt rules requiring a student to earn any endorsement by successfully completing a total of 26 credits that include four math credits; four science credits; and two additional elective credits.

Includes an “opt-in” option for a student participating in the arts and humanities endorsement to substitute the advanced science requirement with another course related to the endorsement.

Mandates the student’s parent or guardian give written permission.

An endorsement earned is noted on the student’s diploma and transcript.

Applies beginning with the 2014–2015 school year.

**AUGUST 2014**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
<b>25</b>  <i>First Day of School</i>	26	27	28	29

**Beginning of school year checklist:**

**Buy school supplies (pens/pencils, paper, flash-drive, et cetera—see below)**

Hays CISD does not have a standardized school supply list for high school. High school students should come to class the first day with basic supplies including pencil, pen, and paper. Each teacher will let the students know what supplies will be needed for classes.

Hays CISD no tiene una lista de útiles escolares estandarizados para la escuela preparatoria. Los estudiantes de secundaria deben ir a clase el primer día con los útiles escolares básicos, como lápiz, pluma y papel. Cada maestro le permitirá a los estudiantes qué útiles escolares serán necesarios para las clases.

**Maintain positive relationships with others**

**Organize your backpack/book-bag, binder, school supplies**

**Begin filling out your planner and embed a study schedule within your planner**

**Create academic goals for all of your classes**

**Learn and practice *metacognition***

**Use all electronics responsibly; multi-task sparingly for focus**

**Listen to instructions, establish eye contact with instructor, and take effective notes for mastery of course content**

**Actively engage all coursework inside and outside of class for mastery of course content**

**Schedule to attend teacher tutorials for any classes with a below “80” average**

**Learn self-reliance with your course assignments**

**Eat healthful food choices and exercise regularly**

**SEPTEMBER 2014**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 <i>Labor Day School Holiday</i>	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	<ul style="list-style-type: none"> <li>• Which goals have you accomplished?</li> <li>• Has your study schedule changed or does it need some adjusting to keep your grades above an 80?</li> <li>• Which teachers' tutorials do you need to attend?</li> <li>• On a scale of 1-10, 10 being "at its highest", where do you stand with <b>metacognition</b>?</li> <li>• Are you self-reliant with course assignments?</li> </ul>		

**OCTOBER 2014**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> <li>Remember to continue updating your planner every class period so that you can stay ahead of your coursework and pace yourself each evening.</li> </ul>		1	2	3
6	7	8	9	10
13 <i>Student Holiday</i>  <i>Teacher Professional Development</i>	14	15	16	17]
[20	21	22	23	24
27	28	29	30	31

**NOVEMBER 2014**

<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
<i>Thanksgiving Holiday November 24-28</i>				
<ul style="list-style-type: none"><li>• <i>Please make note that final exams occur on the last 3 days of the semester, which means that you should be preparing for them each evening in December, adhering to your study schedule and academic goals, and continuing to maintain grades of at least an “80” for each grading period as well as for each final exam.</i></li></ul>				

**DECEMBER 2014**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1 STAAR EOC Re-Testing	2 STAAR EOC Re-Testing	3 STAAR EOC Re-Testing	4 STAAR EOC Re-Testing	5 STAAR EOC Re-Testing
8	9	10	11	12
15	16	17	<b>18]</b>	19 <i>Student Holiday</i>  <i>Teacher Prep Day</i>

*Winter Break for students, December 19-January 5*

- *As you enjoy your holiday break, consider doing some light academic activities that are not assigned to you by the school such as:*
  - reading a book you’ve heard about or been interested in for a long time*
  - watching a documentary about a subject you enjoy*
  - cooking a new food that you think you might like*
  - thinking about “things” without any distractions*
  - putting together a puzzle or playing a card game*
  - visiting a library, museum, state/national park, or art gallery in a nearby city or town*
  - visiting a college or university such as TSU, UT, UTSA, A&M, Baylor, or ACC*
  - learning more about and practicing **metacognition***



**JANUARY 2015**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> <li>• This semester begins after a lengthy winter break. Take advantage of getting ahead in your courses from the onset by planning down the road for the end of the grading period or next year's courses.</li> <li>• Remember, the key to your success is setting challenging goals you can achieve, pacing yourself, being self-reliant on your course assignments, and practicing <b>metacognition</b>.</li> </ul>				
5  <i>Student Holiday</i>  <i>Teacher Professional Development</i>	6	7	8	9
12	13	14	15	16
19  <i>Martin Luther King, Jr. School Holiday</i>	20	21	22	23
26	27	28	29	30

**FEBRUARY 2015**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11	12	13
16 <i>Student Holiday</i>  <i>Teacher Professional Development</i>	17	18	19	20
23	24	25	26	27

• *The spring semester is more intense than the fall because of EOC and Advanced Placement exams. Practice managing your stress by preparing for tests in your English I, Algebra I, and Biology classes and by keeping your course averages over “80” at all times. If you fall behind due to absences, it usually takes 1-2 days of attending teacher tutorials to make up everything you have missed. Acing your end-of-course exams the first time requires integrity, wisdom, and pride, so continue sharpening those skills right now!*

**MARCH 2015**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3	4	5	6
9	10	11	12	13]
<p><i>Have a restful spring break!</i>  <i>March 16-20</i></p>				
[23	24	25	26	27
30 STAAR: English I	31	<ul style="list-style-type: none"> <li>• <i>Which new goals have you set?</i></li> <li>• <i>Has your study schedule changed or does it need some adjusting to maintain grades above an 80?</i></li> <li>• <i>Which teachers' tutorials do you need to attend?</i></li> <li>• <i>On a scale of 1-10, 10 being "at its highest", where do you stand with metacognition now?</i></li> <li>• <i>Are you more self-reliant with course assignments?</i></li> <li>• <i>How well have you mastered <b>metacognition</b>?</i></li> </ul>		

**APRIL 2015**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<ul style="list-style-type: none"> <li>• <i>How prepared are you for the classes you will be taking next year?</i></li> <li>• <i>Which careers are you interested in pursuing and what post-secondary education will you need in order to make your career options more attainable?</i></li> </ul>		1 STAAR: English II	2	3  <i>Good Friday Holiday</i>
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

**MAY 2015**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p><i>As this semester closes, begin thinking about how your school year went.</i></p> <ul style="list-style-type: none"> <li>• <i>What successful habits did you develop this year?</i></li> <li>• <i>What will you do differently next year to be more successful?</i></li> <li>• <i>What are the most important academic skills you have acquired this year?</i></li> <li>• <i>How will you build on your developed sense of <b>metacognition</b>?</i></li> </ul>				1
4 STAAR EOCs	5 STAAR EOCs	6 STAAR EOCs	7 STAAR EOCs	8 STAAR EOCs
11	12	13	14	15
18	19	20	21	22
25 <i>Memorial Day Holiday</i>	26	27	28	29

**JUNE 2015**

1	2	3]	<ul style="list-style-type: none"><li>• <i>Keep this handbook for future reference.</i></li><li>• <i>Have a safe and relaxing summer!</i></li></ul>
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**End of school year checklist:**

## MATHEMATICS

***Purpose: to study mathematics, to approach problem-solving, to study for and take tests, and to know when and how to get help***

### Basic Mathematic Skills

Mastery of addition, subtraction, multiplication, and division of integers, fractions, decimals, and percentages. If you know that you struggle with these skills, ask your instructor about how to strengthen them. There are tons of on-line resources!

Pre-AP and AP Math courses at Lehman High School are offered to equip students to be successful in pursuing careers requiring advanced math knowledge.

The following math skillsets are crucial for incoming freshman:

- A will to excel
- Mastery of Algebra I (with a grade of 80+)
- Capability of working independently and with others
- Ability to communicate orally and in written form
- Ability to utilize technology effectively

Students should have had practice in analyzing content, drawing comparisons, and reasoning through problems. They must be able to read perceptively and independently. Students will need to be proficient in writing clear and concise conclusions. Students who are not skilled in these areas must be even more motivated to make up deficiencies at the same time they are taking more rigorous courses. The earlier students prepare for Pre-AP/AP courses, the more likely their success will be. The keys to success are motivation, self-discipline, and academic preparation.

### Basic Mathematic Processes Require Note-taking and Reviewing

People encounter math in everyday life, society, and the workplace. Students particularly need to learn and use problem-solving models ultimately to justify the solution and to evaluate the problem-solving process and the reasonableness of the solution, as well as to communicate mathematical ideas, reasoning, and their implications. More specifically, students should be able to create and use representations to organize, record, and communicate mathematical ideas, analyze mathematical relationships to connect and communicate mathematical ideas, and display, explain, and justify mathematical ideas and arguments using precise mathematical language and terminology in written or oral communication. While this seems like a heavy charge, students have 4 years to polish these skills, beginning with the very first math course they take in high school.

### Active versus Passive Study

Be actively involved in managing the learning process, the mathematics, and your study time: instructors formulate test questions based on material and examples covered in class as well as on those in the text, so be an active participant in the classroom, get ahead in the book, work some of the problems *before* they are covered in class, and anticipate what the instructor's next step will be. Ask questions in class and tutorials before the test date nears!

### Studying Math is Different from Studying Other Subjects

Math is learned by doing problems, which help you learn the formulas and techniques as well as improve your problem-solving prowess. Each class builds on the previous ones--you're always reviewing previous material in the new material. Identifying and learning the key concepts reduces cramming and straight memorization. Retention of skills and knowledge from course to course requires active practice and studying.

### Problem Solving on Homework and Tests

The higher the math class, the more *types* of problems. Increasingly, you will tackle problems requiring several steps. Break these problems down into smaller pieces in order to solve them! When you work problems on homework, write out complete solutions, as if you were taking a test. If you can't get the answer, then get help! Never waste time erasing! Just draw a line through the work you want ignored and move on. Not only does erasing waste precious time, but you may discover later that you erased something useful (and/or may be worth partial credit if you cannot complete the problem). Time is of the essence - work as quickly and continuously as you can while still writing legibly and showing all your work. If you get stuck on a problem, move on to another one - you can come back later.

### Sample Questions

- Not specific enough of a comment: "I don't understand this section."
- Better, specific comment: "I don't understand why  $f(x + h)$  doesn't equal  $f(x) + f(h)$ ."
- Okay question: "How do you do #17?"
- Better question: "Can you show me how to set up #17?" or "This is how I tried to do #17. What went wrong?"
- Good question: "How can you tell the difference between the equation of a circle and the equation of a line?"
- Immediately after you get help with a problem, work another similar problem by yourself.



**General Mathematics Notes:**

## SCIENCE

**Purpose: to write in a scientific manner, using terminology, facts, and precise language**

DO use 3<sup>rd</sup> person point of view pronouns and use names only for quoting resources.

Person	Singular	Plural
1 <sup>st</sup>	<del>I, me, my, mine</del>	<del>we, us, our, ours</del>
2 <sup>nd</sup>	<del>you, your</del>	<del>you (y'all), your</del>
3 <sup>rd</sup>	he, him, his, she, her, hers, it	they, them, their, theirs

DO use the passive voice. (This is opposite from what you will learn in English.)

- Example:

*Active voice:* “I measured the volume of the water using a 10 mL graduated cylinder.”

*Passive voice:* “The volume of the water was measured using a 10 mL graduated cylinder.”

- Passive voice makes it easier to avoid the above listed pronouns, which become cumbersome.

DO keep your opinion to yourself.

- State just the facts! Facts can be tested and proven. Be confident in your statements.

DON'T get long-winded or lazy... keep it professional and concise.

- Like a good joke, writing in science must be long enough to give all the details, but short enough to keep it interesting.
- No contractions... just write out the words.

DO make your sentences flow together using transition words and phrases.

- Scientific writing can get dry. Use transition words to make the reading easier. No two adjacent sentences should start with the same wording.

### Activity Directions:

Circle what is wrong with each statement. Using the last few pages in this handbook, write each statement using the “5 Do’s and Don’ts.”

1. “I saw that the red liquid floated on top of the water. I think this happened because the red liquid was less dense than the water.”
2. “The sample was monitored under a microscope. The sample showed that a rigid cell wall and chloroplast were present. The sample was then removed from microscope. The sample was identified as a plant cell. The sample was then disposed of in the trash and observations were recorded.”
3. “The graph shows you how far my ball traveled over a period of time. The slope of my graph is equal to the velocity of my ball.”
4. “I filled the test tube with 10 mL of my sugar solution.”
5. The liquid caught on fire. I think this happened because it may be flammable.

## **SCIENCE**

### ***Purpose: to read, process, and place in long-term memory critical terms and facts***

*Excerpt extracted from:* Roediger III, Henry L.Finn, Bridgid. "The Pluses Of Getting It Wrong." *Scientific American Mind* 21.1 (2010): 38. *MasterFILE Premier*. Web. 17 July 2014.

People remember things better, longer, if they are given very challenging tests on the material, tests at which they are bound to fail. In a series of experiments, they showed that if students make an unsuccessful attempt to retrieve information before receiving an answer, they remember the information better than in a control condition in which they simply study the information. Trying and failing to retrieve the answer is actually helpful to learning. It's an idea that has obvious applications for education, but could be useful for anyone who is trying to learn new material of any kind.

In one of their experiments, students were required to learn pairs of “weak associates,” words that are loosely related such as star-night or factory-plant. (If students are given the first word and asked to generate an associate, the probability of generating the target word is only 5 percent.) In the pretest condition, students were given the first word of the pair (star- ???) and told to try to generate the second member that they would have to later remember. They had 8 seconds to do so. Of course, almost by definition, they nearly always failed to generate the correct answer. They might generate bright in the case of star-???. At that point they were given the target pair (star–night) for 5 seconds. In the control condition, students were given the pair to study for 13 seconds, so in both conditions there were a total of 13 seconds of study time for the pair.

The team found that students remembered the pairs much better when they first tried to retrieve the answer before it was shown to them. In a way this pretesting effect is counterintuitive: Studying a pair for 13 seconds produces worse recall than studying the pair for 5 seconds, if students in the latter condition spent the previous 8 seconds trying to retrieve or guess the answer. But the effect averaged about 10 percent better recall, and occurred both immediately after study and after a delay averaging 38 hours.

Some readers may look askance at the use of word pairs, even though it is a favorite tactic of psychologists. In another article, in the *Journal of Experimental Psychology: Applied*, Lindsey Richland, Nate Kornell and Liche Kao asked the same question, but they used more educationally relevant text material (an essay on vision). Students were asked to read the essay and prepare for a test on it. However, in the pretest condition they were asked questions about the passage before reading it such as “What is total color blindness caused by brain damage called?” Asking these kinds of question before reading the passage obviously focuses students’ attention on the critical concepts. To control this “direction of attention” issue, in the control condition students were either given additional time to study, or the researchers focused their attention on the critical passages in one of several ways: by italicizing the critical section, by bolding the key term that would be tested, or by a combination of strategies. However, in all the experiments they found an advantage in having students first guess the answers. The effect was about the same magnitude, around 10 percent, as in the previous set of experiments.

This work has implications beyond the classroom. By challenging ourselves to retrieve or generate answers we can improve our recall. Keep that in mind next time you turn to Google for an answer, and give yourself a little more time to come up with the answer on your own.

**General Science Notes:**

## ENGLISH LANGUAGE ARTS AND READING

***Purpose: to write in formal and colloquial English about different genres of literature and for a variety of purposes such as: books, poetry, plays, short stories, essays, professional emails, articles, and journals, as well as to explain processes, articulate your point of view, et cetera***

### Tips for Revising and Editing

Creating multiple drafts is essential to the writing process. After completion of your first draft (yes, your *first* draft), you will need to take steps in order to refine and revise your draft, because good writing requires multiple drafts.

1. Read your writing (or the sentence in the case of STAAR, the SAT, the ACT, or the AP) whispering to yourself. If it sounds weird or awkward, you may need to make changes.
2. To find misspellings, wrong word choice, fragments or run-ons, read the entire essay backwards sentence by sentence, so that you look at the smaller rather than the larger picture.
3. Allow yourself time between drafts. Yes, this means start your essay as soon as you receive the assignment. After a few days, when you come back to it, you will look at it with “fresh eyes” and notice mistakes or places where you might want to re-word certain sentences or sections. Think of all the times you got a low grade on the first draft you submitted and immediately saw errors that you know you should not have made.
4. Avoid weak or passive verbs.
  - a. Weak verbs: “be” verbs. Examples: am, is, are, was, were, be, being, been, have, has, had, do, does, did. These are not *active* verbs. Read through your essay and circle each of the “be” verbs listed above. Count how many you have and physically write the number somewhere on the top of the first page of your essay. During your next revision, reduce that number by at least half by changing at least half of the “be” verbs to stronger verbs.

Ex: She was waiting for a change in her life. (Weak).  
Her pulse throbbed with anticipation at what would come next. (Stronger).
  - b. Passive verbs: when the subject of the sentence comes after the main verb. You can correct much of this through proper attention to letter “4a” above.

Ex: John threw the ball to Arnold. (Active: strong)  
The ball was thrown to Arnold by John. (Passive: weak)
5. Use sentence variation. An essay full of simple sentences shows a lack of sophisticated, mature writing. (Legend: **S**=Subject, **V**=Verb, **O**=Object)
  - a. Simple: S-V or S-V-O

Ex: Frank sat on the chair. Jessie jumped out of the way.
  - b. Compound: S-V & S-V. There are two ways to combine sentences properly:
    - i. use a semi-colon to connect the two sentences (Ex: Susie plays chess; Heather plays soccer.)
    - ii. combine sentences with a comma and a coordinating conjunction, also known as FANBOYS— for, and, nor, but, or, yet, so, et cetera. (Ex: Susie plays chess, but Heather plays soccer.)
  - c. Complex: One complete sentence combined with a phrase. It always contains a subordinator (when, because, after, before, since, although) or a relative pronoun (that, who, which).
    - i. After they finished studying, Fred and Julie went to the movies.
    - ii. I always eat my vegetables when I have dinner.
    - iii. When he turned in his homework, he forgot to write his name on it.

## ENGLISH LANGUAGE ARTS AND READING

***Purpose: to zoom in an author’s diction for tone, nuance of meaning, and theme/main idea***

### Tips for Reading

Close reading involves interacting with a text by developing a philosophy of life based on what you read. Every time you read you should strive to create a new thought process based on your newfound information. Here’s how you can do that:

Close reading of a text involves

annotating by

- writing thought-provoking questions and comments in the margin, or
- putting sticky-notes on the pages with your comments
- highlighting key wording, passages, or concepts

writing to learn!

- write a summary of a particularly challenging piece of literature you have read for class

### Tips for Note-taking

The following link will provide you with 5 different styles of note-taking. Find a style with which you can readily identify:

[http://www.redlands.edu/docs/StudentLife/1Five\\_Methods\\_of\\_Notetaking.docx\\_UPDATED\\_7-09.pdf](http://www.redlands.edu/docs/StudentLife/1Five_Methods_of_Notetaking.docx_UPDATED_7-09.pdf)

1. the Cornell Method
2. the Outlining Method
3. the Charting Method
4. the Mapping Method
5. the Sentence Method

Different methods work better for some subjects better than others, so learning all five types would be a strong asset to your skillset as your teachers present information in class to you!

For further information about note-taking, also see:

<http://owll.massey.ac.nz/study-skills/note-taking-methods.php>

<http://www.sas.calpoly.edu/asc/ssl/notetakingsystems.html>

<http://www.potsdam.edu/support/ssc/aaso/support/skills/upload/TypesofNoteTaking.pdf>

<http://www.alextech.edu/en/collegeservices/SupportServices/StudySkills/LectureNoteTaking/MethodsOfNoteTaking.aspx>

[http://www.humanities.manchester.ac.uk/studyskills/essentials/note-taking/different\\_models.html](http://www.humanities.manchester.ac.uk/studyskills/essentials/note-taking/different_models.html)

**General English Language Arts/Reading Notes:**



## **SOCIAL STUDIES/LOTE**

***Purpose: to create culturally literate, global citizens***

### Frequently Asked Questions

Q. What is the difference between a Pre-AP and an academic class?

A. The Pre-AP class is an advanced course, teaching students strategies and techniques that will make them successful at the AP and college level. Numerous writing and reading assignments, research projects, and independent projects are required of the Pre-AP student.

Q. What skills does a Pre-AP student need?

A. Pre-AP students should be able to read and write at or above grade level, be familiar with library and internet research as well as being able to make inferences about information studied.

- Social studies students should be knowledgeable in social studies /skills (i.e. reading and interpreting maps and charts).
- LOTE students should be able to and willing to speak in the target language in a fluent way.

Q. What are the student expectations?

A. Students in Pre-AP courses are expected to contribute to class discussions, ask questions, complete book readings and challenging assignments outside of class. Students should be *highly motivated* to do well for themselves.

Q. How often is homework assigned?

A. Homework assignments are determined by each teacher. Assignments are given as preparation for upcoming lessons or as continuation of a lesson. Students should expect one to two homework assignments for each unit.

### Other Information

- Students who struggle the first nine weeks, may continue to struggle throughout the subsequent grading periods.
- Students should possess good organizational skills, such as maintaining a class notebook and journals.
- Students have to take notes and be able to utilize those notes effectively on assignments and exams.
- Do not procrastinate! Students who fall behind on readings and assignments will find it very difficult to catch-up later in the grading period.
- A's come with hard work!



**General LOTE/Social Studies Notes:**

**Final Thoughts and Reflections:**

**Lehman High School Alma Mater**

**We are the Lehman Lobos, we have a common goal  
We will reach it as one, together, as a whole.  
We are the Lehman Lobos, for excellence we strive  
Achieving it through wisdom, integrity, and pride.  
*We are the Lehman Lobos, we will always be true*  
To the Lehman tradition, the silver and the blue.  
We are the Lehman Lobos, our excellence will prevail.  
Giving it our very best; from Lehman High we hail.**



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