

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: English			Name: Hazel Ibarra				
Standard Essential Question: What is the outline for an Expository Essay?			AVID Period: 4th period				
			Date: 10-3-13				
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total		
___/12	___/1	___/2	___/3	___/7	___/25		
Initial/Original Question: Explain how to write an Expository essay. /1							
Source, Page # and Problem #: _____							
Key Academic Vocabulary/Definition Associated With Topic/Question:							
<ol style="list-style-type: none"> 1. Thesis - A statement or theory that is put forward as a premise to be maintained or proved. 2. Expository - Intended to explain or describe something. /2 							
What I Know About My Question:							
<ol style="list-style-type: none"> 1. I know that in order to write an expository essay you need to explain, use examples and, use experiences. 2. I know that you always need a thesis statement to write an expository essay. /2 							
Critical Thinking About Initial Question:			Identify General Process and Steps:				
<p style="text-align: center;">Parts of an Expository Essay</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> Introductory • Topic • Thesis • Support para thesis </td> <td style="width: 50%; padding: 5px;"> Body Paragraph • Topic Sent. • Evidence 1, 2, and 3 </td> </tr> </table>			Introductory • Topic • Thesis • Support para thesis	Body Paragraph • Topic Sent. • Evidence 1, 2, and 3	<ol style="list-style-type: none"> 1. Draw tree map 2. Write parts of a introduction 3. Write parts of a body Paragraph. 		
Introductory • Topic • Thesis • Support para thesis	Body Paragraph • Topic Sent. • Evidence 1, 2, and 3						
/3			/2				
Question From Point of Confusion: What parts of an conclusion do I need to write an expository essay. /2							

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: English			Name: Martha Paz		
Standard Essential Question: create a paragraph for an expository essay			AVID Period: 4th		
			Date: 10-3-13		
Pre-Work Inquiry ___/12	Resources ___/1	Collaborative Inquiry ___/2	Note-Taking ___/3	Reflection ___/7	Total ___/25
Initial/Original Question: Source, Page # and Problem #: _____					
<p>Look at the prompt: What do you need to explain to answer the question? I am writing about changing the school dresscode.</p>					/1
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<p>1. Topic sentence: a sentence that explains to you what the main topic is.</p> <p>2. Commentary sentence: a sentence that explains more of your opinion is about something.</p>					/2
What I Know About My Question:					
<p>1. A expository essay explains.</p> <p>2. A expository essay is usually divided into Intro., Conclusion, and body Paragraphs.</p>					/2
Critical Thinking About Initial Question:			Identify General Process and Steps:		
			<p>1. draw bubble map</p> <p>2. Fill out characteristics about the 2 topics</p> <p>3. compare and contrast</p>		
			/3		
Question From Point of Confusion:					
<p>What is the difference between a commentary sentence and a topic sentence?</p>					/2



Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: <i>Social Studies</i>			Name: <i>Jason</i>		
Standard/Essential Question:			AVID Period: <i>5^o</i>		
			Date: <i>1/14/12</i>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<i>___/12</i>	<i>___/1</i>	<i>___/2</i>	<i>___/3</i>	<i>___/17</i>	<i>___/25</i>
Initial/Original Question: <i>Was the law that passed against Sedition in 1798 a violation of American's right to freedom of Speech? Explain why or why not?</i> <i>11</i>					
Source, Page # and Problem #: <i>p. 306-307 #1 (Homework)</i>					
Key Academic Vocabulary/Definition Associated With Topic/Question:					
1. <i>Sedition - a stirring up of rebellion against a govern.</i>					
2. <i>Violation - is something that prohibits you from doing something; which you did wrong.</i> <i>12</i>					
What I Know About My Question:					
1. <i>The law passed was a violation of Americans' right to freedom of speech.</i>					
2. <i>The Alien and Sedition Act in 1798 was passed by the Federalist Congress to silence its critics.</i> <i>12</i>					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
			1. <i>Review details about Alien and Sedition Acts in 1798.</i> 2. <i>Create cluster diagram</i>		
POC: <i>Was it a violation of Americans' rights to freedom of speech?</i> <i>13</i>			<i>12</i>		
Question From Point of Confusion:					
<i>How can I determine if the Alien and Sedition Act of 1798 is a violation of freedom of speech?</i> <i>12</i>					

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <u>U.S History</u> Standard Essential Question:	Name: <u>Jessica Ocampo</u> AVID Period: <u>4th</u> Date: <u>9-30-13</u>
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Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25

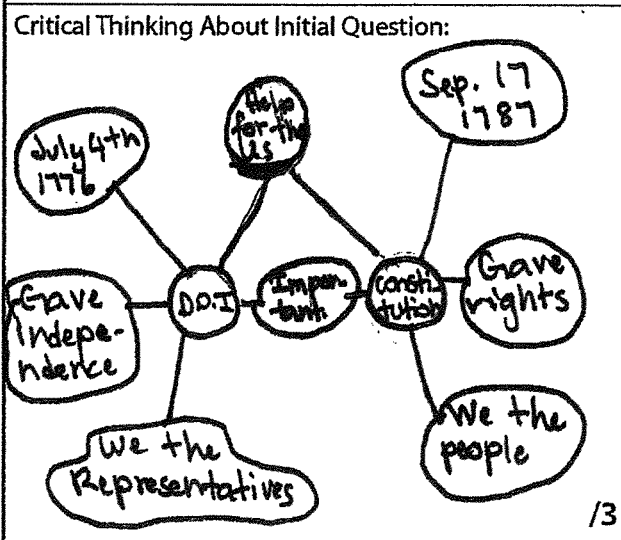
Initial/Original Question: Come up with a theory to explain the "We the representatives of the U.S.A" and "We the people of the U.S" distinction?
 Source, Page # and Problem #: _____

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Constitution: A written plan that provides the basic framework of a government.
2. Declaration of Independence: The document written to declare the American colonies as an independent nation, free from the British rule. /2

What I Know About My Question:

1. The constitution list the goals for the new government.
2. The Declaration of Independence listed grivences. /2



Identify General Process and Steps:

I made a double bubble map comparing and contrasting the Declaration of Independence and the U.S Constitution.

For the middle I put down that they were both important documents and that they helped form the U.S. For the comparing I put down their dates, what they gave, and the phrase they used. /2

Question From Point of Confusion: How changing words can make it have a different meaning? /2

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: U.S History		Name: Jessica Ocampo			
Standard Essential Question:		AVID Period: 4th		Date: 10-2-13	
Pre-Work Inquiry ____/12	Resources ____/1	Collaborative Inquiry ____/2	Note-Taking ____/3	Reflection ____/7	Total ____/25
Initial/Original Question: Explain the 3/5ths Compromise; Include why this was necessary for ratification. /1					
Key Academic Vocabulary/Definition Associated With Topic/Question: 1. Unalienable Rights: Rights you are naturally born with such as life, liberty, and pursuit of happiness. 2. Compromise: A settlement of differences by mutual concessions. /2					
What I Know About My Question: 1. The 3/5ths Compromise was that for every 5 slaves 3 votes would count towards representation and taxation. 2. People have the power in our government. /2					
Critical Thinking About Initial Question: <pre> graph TD A[South wanted them to count] --> C[3/5ths Compromise] B[North didn't want them to vote] --> C C --> D[Slaves were made to be counted for 3/5ths. They were mad.] C --> E[They got less power.] E --> F[South wanted power] </pre> /3			Identify General Process and Steps: I made a multi-flow map of the three fifths compromise. Then I put down causes and effects of the compromise. /2		
Question From Point of Confusion: How did ratification changed with the five tenth amendment? /2					

**Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)**

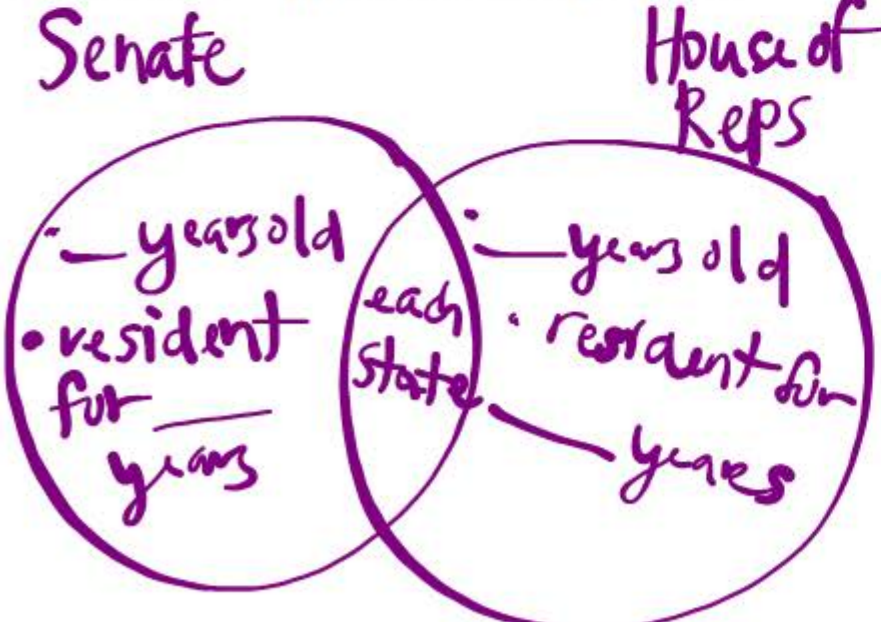
	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: <u>SS</u> Standard/Essential Question: <u>What is a Senate?</u>	/2	Name: AVID Period: Date:	/3
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Initial/Original Question: <u>What is a Senate & how can I gain a greater understanding of it? What does it have to do w/ the const.?</u>	/4	Source, page # & problem #: <u>Constitution Review WS</u>
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Key Academic Vocabulary & Definition Associated with Topic/Question: 1. <u>constitution: body of fundamental principles that governs a state/organization</u> 2. <u>Senate: legislative governing body</u>	/4
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What I Know about my Question: 1. <u>Constitution has to do w/ govt.</u> 2. <u>Senate has to do w/ const. & legislative branch</u>	/4
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Critical Thinking about Initial Question: <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p><u>Senate</u></p>  </div> <div style="text-align: center;"> <p><u>House of Reps</u></p> </div> </div>	Identify General Process and Steps 1.) <u>Made venn diagram</u> 2.) <u>Differences</u> 3.) <u>Similarities</u> 4.) <u>Roles?</u>	/3	/2
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Question from Point of Confusion: <u>How do the Senate and House impact laws and the constitution?</u>	/4
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Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
 Quarter 1

Subject: Math Topic (question form): How do I find the percent?	Name: Anika AVID Period: 1, 7th grade Date: 10-25-13
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Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12 / 12	5 / 15	5 / 15	3 / 13	4 / 15	29 / 30

Original/Essential Question: 124 hours is what percent of 154 hours?
Source, page # & problem #: WA. #7; Prob; 14

1 / 1

Key academic vocabulary/definition associated with topic/question:

- Percent - by a specified amount in or for every hundred
- hours - a period of time equal to a twenty-fourth part of a day and night and divided into 60 minutes.

2 / 12

What I Know about My Question:

- 124 is a part of the whole/original number
- 154 is the whole/original number

2 / 12

Critical Thinking about Initial Question:
 124 hours is what percent of 154 hours?

Identify General Process and Steps:

- 1 write question
- 2 try dividing 154 by 124 (?)
- 3 try multiplying 124 by 154 (?)
- 4 . . . ?

$124 \overline{)154} = 1.2419354838$

2	124	43,596
x	184	
4	96	
7	00	
2	400	
4	3596	

3 / 13

4 . . . ?

2 / 12

Question from Point of Confusion: Do I multiply the two numbers, or do I divide 154 by 124?

2 / 12

Subject: Math
Topic (question form):
Subtracting Integers

Name: Daniel
AVID Period: 1, 7th grade
Date: 10/21/13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<u>12/12</u>	<u>5 15</u>	<u>5/15</u>	<u>3 13</u>	<u>5 15</u>	<u>30/30</u>

Original/Essential Question: What will be the difference between the two numbers?
Source, page # & problem #: packet pg. 3 problem # 3:8A

1/1

Key academic vocabulary/definition associated with topic/question:

- Integer - a number w/o a decimal or fraction.
- vector - a quantity that possesses both magnitude and direction.

2/12

What I Know about My Question:

- You draw a number line.
- You then go positive or negative on the number line.

2/12

Critical Thinking about Initial Question:

-2 - (-6)

①

②

-2 - (-6) = -14 ④

3/13

Identify General Process and Steps:

- ① made a number line,
- ② went ^{positive} negative on the number line twice,
- ③ went negative on the number line 16 times,
- ④ got my answer

2/12

Question from Point of Confusion:

If I'm subtracting positive from negative will I get a negative answer?

2/12

Subject: Algebra Topic (question form): What are negative exponents?	Name: Payton AVID Period: 2, 8 th grade Date: 10/10/13
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Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5/15	5/15	3/13	5/15	35/130

Original/Essential Question: #13 $\frac{2x^2y^2}{3xy^3 \cdot 3x^4y^{-3}}$	Source, page # & problem #: practice problems # 13 pg. 44 (10/9/13) 1/1
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Key academic vocabulary/definition associated with topic/question:

1. **Coefficient:** the # in front of a variable.
2. **Monomial:** a single term of numbers.

2/2

What I Know about My Question:

1. I know that the answer should only have positive exponents.
2. I know that my answer has to be fully simplified.

2/2

Critical Thinking about Initial Question:

#13

$$\frac{2x^2y^2}{3xy^3 \cdot 3x^4y^{-3}} =$$

$$\frac{2x^2y^2}{9x^5y^0} = \frac{2x^2y^2}{9x^5}$$

$$\frac{2y^2}{9x^3} = ?$$

How do I simplify? 3/3

Identify General Process and Steps:

- ① write problem
- ② multiply
- ③ cancel out like terms
- ④ Is it fully simplified?

2/2

Question from Point of Confusion: Is there a next step to solving the problem, or is it fully simplified? 2/2



Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
 Quarter 1

Subject: Acc. Pre-Algebra
Name: Miranda
Standard Essential Question: How can I look at a graph & use that to fill out the table?
What is your favorite color? royal blue
AVID Period: Second, 8th grade
Date: 9/26/13

Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5/5	5/5	3/3	5/5	30/30

Initial/Original Question: The graph shows the cost (c) for tickets (t) to see Taylor Swift in concert
Source, page # & problem #: notes, lesson 1-5, #6
 1/1

Key academic vocabulary/definition associated with topic/question:

- I need to fill in the table chart.
- By using the graph I need to make an equation to get chart filled in. 2/2

What I Know about My Question:

- slope: the rise over run in a linear equation.
- linear equation: An equation with 2 variables, that gives a straight when 2/2

Critical Thinking about Initial Question:

t									
c									

How do I get b? to make equation. 3/3

Identify General Process and Steps: plotte.

- draw out table.
- write coordinates
- find equation.
- plot on chart.

2/2

Question from Point of Confusion: How do I find equation from graph? 2/2

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: <u>Math</u> Standard/Essential Question: <u>How do I solve?</u>	Name: AVID Period: Date:
/2	/3

Initial/Original Question: $4x + 11 = -7x + 3$	Source, page # & problem #: <u>HW</u>
/4	

Key Academic Vocabulary & Definition Associated with Topic/Question:

1. Equation: math problem w/ = sign
2. Expression: comb of #'s, symbols, & operation symbols

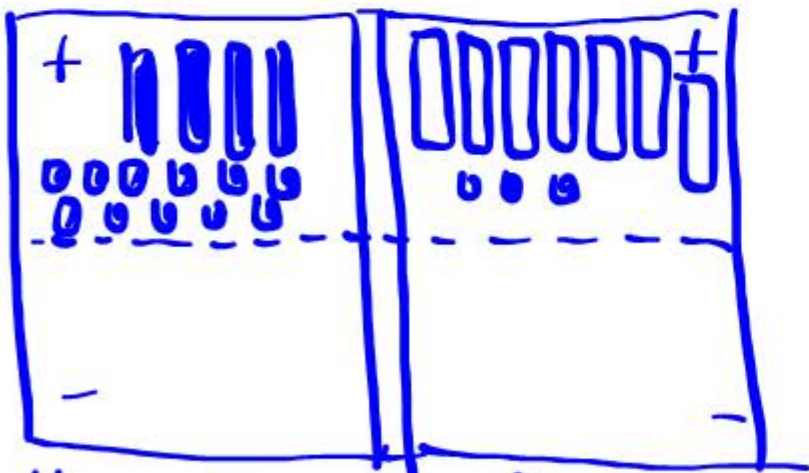
/4

What I Know about my Question:

1. There is a left and right side
2. I could use algebra tiles

/4

Critical Thinking about Initial Question:



$4x + 11 = -7x + 3$

/3

Identify General Process and Steps

- 1) Build on Equation Mat
- 2) get x's and units together

/2

Question from Point of Confusion: How do you get x alone when there is a left and right side?

/4



Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: Algebra
Standard/Essential Question: How do I make an equation? /2
Name: _____ /3
AVID Period: _____
Date: _____

Initial/Original Question: _____ Source, page # & problem #: HW 3-51a
Make an equation using the points (1,1) & (2,4) /4

Key Academic Vocabulary & Definition Associated with Topic/Question:
1. Slope: m ; change in $y \div$ change in x , $\frac{y_2 - y_1}{x_2 - x_1}$
2. y-intercept: crosses the y-axis, b /4

What I Know about my Question:
1. $y = mx + b$ is the equation I need to fill in
2. to make one you need slope (m) and the y-int (b) /4

<p>Critical Thinking about Initial Question: $(1, 1)$ and $(2, 4)$ x_1, y_1 x_2, y_2 $y = mx + b$ ↑ ↑ slope y-int</p>	<p>Identify General Process and Steps 1) Find slope 2) Find y-int 3) Check 4) Fill in for $y = mx + b$</p>
/3	/2

Question from Point of Confusion:
How do you find the slope & y-int? /4

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

	Pre-work	Resources	Collaborative Inquiry	3-Column Note-Taking	Reflection	Total
Presenter	/30	/10	/25	/25	/10	/100
Group Member	--	/10	/25	/25	/10	/70

Subject: <u>Algebra</u> Standard/Essential Question: <u>How can I rewrite it?</u>	Name: AVID Period: Date: /2	/3
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Initial/Original Question: <u>Solve: $(\frac{1}{16} x^{-8})^{-1}$</u>	Source, page # & problem #: <u>3-19 f</u>
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Key Academic Vocabulary & Definition Associated with Topic/Question: 1. variable: a letter replacing a # 2. exponent: x^e ← exponent	/4
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What I Know about my Question: 1. We need to simplify 2. exponents need to be + not -	/4
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Critical Thinking about Initial Question: $(\frac{1}{16} x^{-8})^{-1} = (\frac{1}{16})^{-1} (x^8)$ <div style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin-top: 10px;"> $\frac{1}{x} = x^{-1}$ <small>LAW</small> </div>	Identify General Process and Steps 1.) Distribute exponent outside () 2.) Get rid of negative exponent	/3	/2
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Question from Point of Confusion: <u>How do you get rid of neg. exponents w/ fractions?</u>	/4
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Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



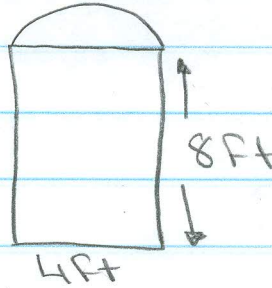
Subject: <u>Algebra</u>			Name: <u>Ana Perez</u>		
Standard Essential Question: <u>factoring by grouping</u>			AVID Period: <u>4th</u>		
			Date: <u>January 12, 2012</u>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25
Initial/Original Question: <u>How do I factor by grouping?</u>			Source, Page # and Problem #: <u>txt. p. 102 # 31</u>		
			<u>$8x^3 - 12x^2 - 12x + 18$</u>		
/1					
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<ol style="list-style-type: none"> 1. factor - a number or expression multiplied by another number or expression to get a product. 2. greatest common factor - (GCF) For two or more numbers, the largest whole number that divides evenly into each number. 					
What I Know About My Question:					
<ol style="list-style-type: none"> 1. First I need to identify the GCF for each group and divide the group by GCF. 2. Find a common factor for each group. 					
/12					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
$ \begin{array}{r} 8x^3 - 12x^2 - 12x + 18 \\ \underbrace{\hspace{2cm}} \quad \underbrace{\hspace{2cm}} \\ \begin{array}{r} 2x \quad 3 \\ 8x^3 - 12x^2 \\ \hline 4x^2 \quad 4x^2 \end{array} \quad \begin{array}{r} 2x \quad -3 \\ -12x + 18 \\ \hline -6 \quad -6 \end{array} \end{array} $			<ol style="list-style-type: none"> 1. Group 2. Find GFC for each group and divide, simplify. 3. Identify common factor. 		
$ \begin{array}{r} (4x^2)(2x-3) \\ + \\ ? \end{array} \quad \begin{array}{r} (-6)(2x-3) \\ + \\ ? \end{array} $			/13		
Question From Point of Confusion: <u>What do I do with the two GFC's ($4x^2$ and -3) after I identify the common factor of the two groups?</u>					
/12					

Teacher: Forney

STAAR Review

Source: HW # 4

Question: A doorway is made up of a rectangle and a semicircle as shown below-



5

Which of the following is closest to the area of the door?

vocab

1. Semicircle - $\frac{1}{2}$ of a circle
2. Area:

- $\bigcirc = \pi r^2$

- $\square = bh$

5

A - 44.6ft^2

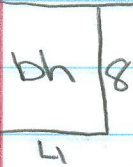
B - 41.5ft^2

C - 39.8ft^2

D - 38.3ft^2

Work:

Steps:



$4 \times 8 = 32 \text{ft}^2$

1. Write Problem + Answers

2. Draw shape

3. Find Formulas needed

4. Plug in #'s

5. Solve

6. Add

15



$3.14 \times \frac{4}{4}$

$$\begin{array}{r} 12.56 \\ 12.56 \\ \hline 25.12 \end{array}$$

10

Question from point of confusion: Why is my answer so much bigger than the choices?

10

TUTORIAL REQUEST FORM (TRF)

Pre-Work Inquiry (Before the Tutorials)



COURSE: Algebra I Honors

Name: Tamsen

Standard/Topic: How do you solve

AVID Period: 2

problems involving similar
figures?

Date: October 22, 2013

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question:

Source, Page #, Problem #, DATE: pg. 134 #7 10/21

The figures in each pair are similar. Identify the corresponding sides & angles. *shown below* /2

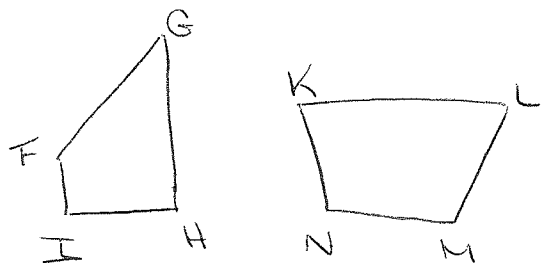
Key academic vocabulary/definition(s) associated with topic/question:

1. proportion - 2 ratios that are equal
2. cross multiply - multiplying diagonally in a proportion /2

What I Know about My Question:

1. I know how to set up a proportion.
2. I know how to cross multiply. /3

Critical Thinking about Initial Questions:



$$\left(\frac{K}{F} = \frac{N}{I} = \frac{M}{H} = \frac{L}{G} \right) (?) \rightarrow$$

↓ /5

Identifying General Process and Steps:

- ① Draw shapes
 - ② Identify proportions (?)
OR
 - ② Identify each side (?) & angle
- /4

Question from Point of Confusion: With having 2 shapes with variables on each angle, how do I do the problem, "identify the corresponding sides & angles?" /4

TUTORIAL REQUEST FORM (TRF)
Pre-Work Inquiry (Before the Tutorials)



COURSE: Algebra I Honors

Name: Emma

Standard/Topic: How do you solve problems

AVID Period: 2nd

Involving similar figures?

Date: 10.22.13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question:

Source, Page #, Problem #, DATE: CW/HW/TB pg 134, 10.21.13 #12

In the diagram of the park, $\triangle ADF \sim \triangle BCF$. The crosswalk at point A is about 20 yd long. A bridge across the pond will be built, from point B to point C. What will the length be?

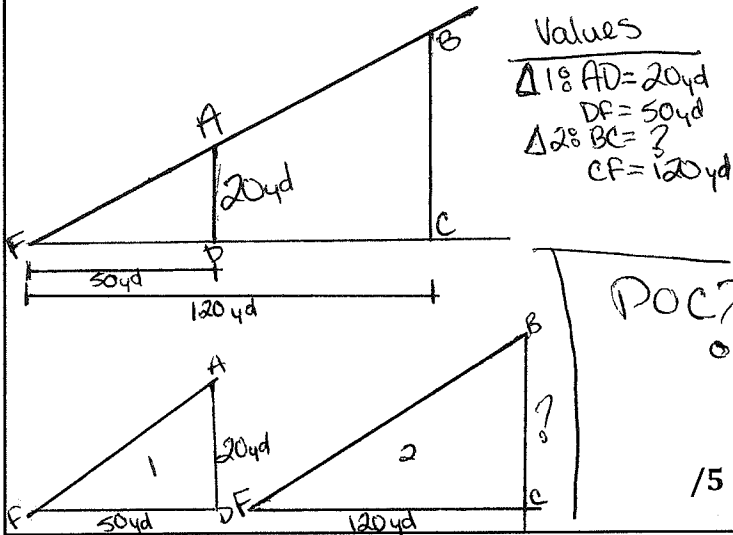
Key academic vocabulary/definition(s) associated with topic/question:

1. Similar figures - have the same shape but aren't necessarily the same size
2. Scale - ~~the~~ an equation that states two ratios are equal; the ratio of the drawing /2

What I Know about My Question:

1. I need to find BC
2. $\triangle ADF$ & $\triangle BCF$ are congruent; similar figures /3

Critical Thinking about Initial Questions:



Values
 $\triangle 1$: AD = 20 yd
 DF = 50 yd
 $\triangle 2$: BC = ?
 CF = 120 yd

POC?
 /5

Identifying General Process and Steps:

- 1.) draw diagram of park
- 2.) label points
- 3.) label known measurements
- 4.) separate triangles
- 5.) write values of known corresponding sides
- 6.) make a proportion POC? /4

Question from Point of Confusion: How do I continue on from here to make a proportion to find the value of BC, "In the problem, in the diagram of the park, $\triangle ADF \sim \triangle BCF$. The crosswalk at point A is about 20 yd long. A bridge across the pond will be built, from point B to point C. What will the length of the bridge be?"

Subject: Physical Science Standard Essential Question: Lab! Which liquid is contaminated?	Name: Robert Nickname?: AVID Period: 8 th 8 th grade Date: September 24, 2013
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Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
12/12	5/5	5/5	3/3	5/5	30/30

Initial/Original Question: Source, page #, problem #, or C.N. topic and date: Class

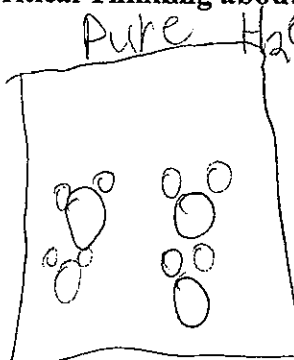

How do I find out if a liquid, H₂O, is contaminated? 1/1

Key academic vocabulary/definition associated with topic/question:

- Density = mass per cubic centimeter
- Formula for density: $D = \frac{M}{V}$ 2/2

What I Know about My Question:

- The contaminated water will be more dense.
- H₂O's density is between 0.47 & 1.01 2/2

<p>Critical Thinking about Initial Question:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>Pure H₂O</p>  </div> <div style="text-align: center;"> <p>Contaminated H₂O</p>  </div> </div> <p style="text-align: center; margin-top: 20px;">3/3</p>	<p>Identify General Process and Steps:</p> <ol style="list-style-type: none"> 1. Measured G. cylinder 2. Measured water 3. Measured unpure water 4. Found density for each. <p style="text-align: right; margin-top: 20px;">2/2</p>
--	--

Question from Point of Confusion: What should I do if they both fit within the density limit? 2/2



Tutorial Request Form (TRF) #3

Pre-work Inquiry (Before the Tutorial)

Subject: <u>Language Arts - Poetry</u>		Name: <u>Cindy</u>		Try to ask at least one of each presenter.	
Standard/Essential Question: <u>thesis</u> <u>literary devices / writer's style</u>		AVID Period: <u>4th</u>			
		Date: <u>1.31.12</u>			
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<u>12</u> / 12	<u>1</u> / 17 <u>excellent CN</u>	<u>1</u> / 12	<u>3</u> / 13	<u>6</u> / 17	<u>23</u> / 25 <u>92% A</u>

Initial/Original Question: Write an essay to demonstrate how literary elements are used in "mother to son" by Langston Hughes to convey the author's message. Source, Page # and Problem #: Literary analysis Essay 1/11

Key Academic Vocabulary/Definition Associated With Topic/Question:

- Literary Elements - speaker (voice), Character (person), Mood (emotional quality/atmosphere), meaning (message)
- Message - meaning/lesson learned, "so what" 2/12

What I Know About My Question:

- My essay needs to have 5 P's: intro, 3 body, conclusion & need strong thesis
- message of poem is → to not give up, keep climbing/over come difficulties and you can achieve ^{never} 2/12

Critical Thinking About Initial Question: Speaker - <u>mother</u> Character - <u>hardworking</u> determined her son wants to give up → life Mood - <u>hard</u> Mom → <u>victory/survival</u> hopeful & motivating Meaning - <u>lifeward/filled difficulties</u> "tacks", "splinters", "climb in", "reach in", "turn in", "go in in the dark w/o light" TAG - title, author, genre * speaker and character, mood, meaning 3/13	Identify General Process and Steps: 1. took CN in class 2. Use notes to identify Literary Elements / Examples from poem 3. Identified 4 literary elements to include in essay 2/12
---	--

Question From Point of Confusion:
How can I structure a thesis with the information above that will help me structure my essay to answer the prompt? 2/12



Tutorial Request Form (TRF) Pre-Work Inquiry (Before the Tutorial)

A

Subject: English 9
Standard/Essential Ques.: *Who are some examples of dynamic/static character?*

Name: *Sandra Mendoza*
AVID Period: *40*
Date: *11/9/10*

Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial Question: *How do I identify characters from fairytales as dynamic or static?* 11/8
Source, page # & problem #: *Lecture Notes*

Key academic vocabulary/definition associated with topic/question:

1. *dynamic - character changes and usually learns something*
2. *static - character does not change during the story no matter what happens to them*

What I Know about My Question:

1. *A character is a person or animal that takes part in the action of a story.*
2. *Fairytales - "A Christmas Carol," "Cinderella," "Goldilocks," "Little Red Riding Hood."*

Critical Thinking about Initial Question:

Character	D or S	Why?
<i>Cinderella</i>	<i>S</i>	<i>kind throughout</i>
<i>Goldilocks</i>	<i>S</i>	<i>hungry & tired</i>
<i>Scrooge</i>	<i>D</i>	<i>How did he change?</i>
<i>Red Riding Hood</i>	<i>S</i>	<i>loving of grandma</i>

Identify General Process and Steps:

1. *List characters from fairytales*
2. *Identify whether dynamic or static*
3. *Explain why*

Question from Point of Confusion:
In the fairytale "A Christmas Carol," explain how Scrooge was a dynamic character and changed his attitude, beliefs or behavior.

TUTORIAL REQUEST FORM (TRF)
Pre-Work Inquiry (Before the Tutorials)



COURSE: Language Arts 3 Adv. Name: Kayleigh
 Standard/Topic: Why is it important AVID Period: 2
to know where we came from? Date: 10/23/13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question: Source, Page #, Problem #, DATE: 10/23/13 ⁴¹ pg. 12 # 12
According to the article, what most helped Lewis and Clark recognize the vastness of the west? 12

Key academic vocabulary/definition(s) associated with topic/question:
 1. Vastness - unusual largeness in size or extent.
 2. recognize - identify (someone or something) from having encountered them before. 12

What I Know about My Question:
 1. I know that Lewis and Clark went through the snowy bitterfoot mountains.
 2. I know that Lewis and Clark traveled through the relentless Missouri mountains. 13

Critical Thinking about Initial Questions:	Identifying General Process and Steps:
A. Facing the hardships of new wilderness.	→ ① It has nothing to do with the vastness of the west.
B. Paddling upstream for thousands of miles.	→ ② They saw the vastness of the land for a long period of time.
C. Creating their own maps of the new territory.	→ ③ Lewis and Clark didn't make their own maps of the new territory in the article.
D. Progress on average of twelve miles per day.	→ ④ Lewis and Clark saw more vastness of the west since they were were traveling at a faster pace.

Question from Point of Confusion: Why is Option Four right when Option two was a possible answer to me in the problem what most helped Lewis and Clark recognize the vastness of the ~~west~~ west? 14



Tutorial Request Form (TRF) Pre-Work Inquiry (Before the Tutorial)

Subject: *A.P. economics*
Standard/Essential Ques.:

Name: **JACKIE**
AVID Period:
Date:

Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	/25

Initial (Original) Question: **Source, page # & problem #:** *59, p.257 #1*
How would you explain the meaning of the opportunity cost of producing a product and the difference between an explicit cost & an implicit cost? /1

Key academic vocabulary/definition associated with topic/question:
 1. *explicit cost: the monetary payments that a firm makes to obtain resources from nonowners of the firm*
 2. *implicit cost: the monetary payments that would have been paid for self-owned or self-employed resources if they had been used in their next best alternative outside the firm.* /2

What I Know about My Question:
 1. *economic costs can be explicit or implicit.*
 2. *normal profit is an implicit cost and is the minimum payment that entrepreneurs must receive for performing the entrepreneurial functions for the firm.* /2

<p>Critical Thinking about Initial Question:</p> <p><i>By using the importance of implicit cost and explicit cost, opportunity cost can be understood much better.</i></p> <p><i>Point of Confusion is distinguishing the opportunity cost of producing a product.</i> <i>• the opportunity cost is the value of the resources in its best alternative use.</i> /3</p>	<p>Identify General Process and Steps:</p> <p><i>understand what opportunity cost is and how producing a good is related to the opportunity cost.</i> <i>Be able to identify the differences between explicit cost and implicit cost.</i></p> <p style="text-align: right;">/2</p>
---	--

Question from Point of Confusion:
By knowing the definitions of explicit cost and implicit cost, how would you ~~add~~ that to explain the meaning of the opportunity cost of producing a product? /2

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <i>AP Human Geos</i>			Name: <i>Robiel</i>		
Standard/Essential Question:			AVID Period: <i>4th</i>		
			Date: <i>4/15</i>		
Pre-Work Inquiry ___/12	Resources ___/1	Collaborative Inquiry ___/2	Note-Taking ___/3	Reflection ___/7	Total ___/25
Initial/Original Question: Source, Page # and Problem #: <i>C Notes</i>					
<i>Explain Weber's least cost theory</i>					<i>/1</i>
Key Academic Vocabulary/Definition Associated With Topic/Question:					
1. <i>Weber: Alfred Weber b. 1865 d. 1958</i>					
2. <i>Theory - hypothesis that is not necessarily true</i>					<i>/2</i>
What I Know About My Question:					
1. <i>I know that Alfred Weber's Theory was a locational theory</i>					
2. <i>It's related to Van Thuen's theory</i>					<i>/2</i>
Critical Thinking About Initial Question:			Identify General Process and Steps:		
<u><i>Weber's Cost Theory</i></u> - <i>principals that describe the theory</i> - <i>Hotelling's model has similar characteristics</i>			1.) <i>List principals of each</i> 2.) <i>Create examples</i> 3.) <i>Determine similarities and differences</i>		
<i>/3</i>			<i>/2</i>		
Question From Point of Confusion:					
<i>How is Weber's theory different than Hotelling's theory?</i>					<i>/2</i>



Tutorial Request Form (TRF) Pre-Work Inquiry (Before the Tutorial)

Subject: Economics
Standard/Essential Ques.: Explain how gross domestic product (GDP) is calculated.

Name: _____
AVID Period: 1
Date: 4-05-2011

Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
/12	/1	/2	/3	/7	25

Initial/ Original Question:

Knowing that we will have to calculate GDP for our upcoming test. Can you help me understand how gross domestic product (GDP) is calculated.

Source, page # & problem #: _____

/1

Key academic vocabulary/definition associated with topic/question:

1. Gross domestic product (GDP) = The dollar value of all final goods and services produced within a country's borders in a given year.
2. Intermediate goods = Good used in the production of final goods.

/2

What I Know about My Question:

1. That one way government economists calculate GDP is by using the expenditure approach, sometimes called the output-expenditure approach.
2. That expenditure approach gives economists a practical way to measure GDP.

/2

Critical Thinking about Initial Question:

1. Consumer goods & services
2. Business goods & services
3. Government goods & services
4. Net exports or imports of goods and services.

/3

Identify General Process and Steps:

- 1st - Economists estimate the annual expenditure, or amount spent, of four categories of final goods and services.
- 2nd - Economists add together the amount spent on all four categories to arrive at the total expenditures of goods and services produced in a year.

/2

Question from Point of Confusion:

How can I calculate GDP with the expenditure approach.

/2

WEBB

Tutorial Request Form (TRF)

Pre-Work Inquiry (BEFORE the Tutorial)

Subject: Algebra II
Standard Topic:

Name: Rocio

AVID Period: G3

Date: 1-24-13

Inverse Relations & functions.



Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflections	Total
15	2	15	3	15	50

50/50 pw

Initial/Original Question:

Source, Page#, Problem#:

p. 404 # 13

Find the inverse of the function. Is the inverse a function

Key Academic Vocabulary/Definition Associated with Topic/Question:

1. inverse - the opposite.

2. function - All "x" values are different

What I Know About My Question (Prior Knowledge):

1. To find inverse interchange the x's & y's.

2. only a function if all "x" values are different. no repeats can be negative. "y" values can repeat/be same.

Critical Thinking About Initial Question:

Identify General Process and Steps:

$$y = (1 - 2x)^2 + 5$$

$$x = (1 - 2y)^2 + 5$$

- 1) interchange x & y values.
- 2) solve for y.

$$\sqrt{x-5} = \sqrt{(1-2y)^2}$$

$$\pm\sqrt{x-5} = 1-2y$$

$$\pm\sqrt{x-5} - 1 = -2y \quad y = \frac{\pm\sqrt{x-5} - 1}{-2}$$

- 3.) determine if inverse is function or not.

Question from point of Confusion?

Explain how to know if a inverse or relation is a function or not. What can I look for to tell me if it is or not.

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: Rational Equation.			Name: Jennifer		
Standard/Essential Question: What if there's no solution?			AVID Period: 3rd.		
Date:					
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25
Initial/Original Question: Source, Page # and Problem #: 3					
$\frac{7x+3}{x^2-8x+15} + \frac{3x}{x-5} = \frac{1}{3-x}$					/1
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<ol style="list-style-type: none"> 1. Rational equations- equations that's put in a fraction form. 2. Solution = x = a number that located in graph. 					/2
What I Know About My Question:					
<ol style="list-style-type: none"> 1. Using quadratic formula. 2. The answer would be in x = form. 					/2
Critical Thinking About Initial Question:			Identify General Process and Steps:		
$\frac{7x+3}{x^2-8x+15} + \frac{3x}{x-5} = \frac{1}{3-x}$ $\frac{7x+3}{(x-5)(x-3)} + \frac{3x}{x-5} = \frac{1}{3-x}$			<ul style="list-style-type: none"> • simplify the quadratic equation. 		
/3			/2		
Question From Point of Confusion:					
<p>What do I do next after simplifying to get two solutions that could be sense if plug back in?</p>					/2

Tutorial Request Form (TRF) #1

Pre-work Inquiry (Before the Tutorial)

Subject: <u>Algebra</u>			Name: <u>Cindy</u>		
Standard/Essential Question: <u>Scale Drawing/Proportions</u>			AVID Period: <u>4th</u>		
			Date: <u>1.24.12</u>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection inc.	Total
<u>10</u> /12	<u>1</u> /11	<u>2</u> /12	<u>2</u> /13	<u>5</u> /17	<u>20</u> /25 = 80%

column format

Initial/Original Question: The scale drawing is 1 in = 16 ft. The bedroom in the drawing is 2 in by 3 1/2 in. Find the actual dimension of room w/ proportions 1/1

Source, Page # and Problem #: Warm up # 50

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Scale drawing: A smaller version of the actual building/room
2. dimension: The actual measurement of the whole 3D object/building/room

2/2

What I Know About My Question:

1. Every inch is equal to 16 ft in actual model - repeats info from above.
2. Write and solve a proportional equation

What else do you know? 1/2

Critical Thinking About Initial Question:

2 in. Bedroom:

3 1/2 in.
(3.5 in)

scale draw.
1 in = 16 ft
2 in = 16 ft
+ 16 ft
32 ft

3.5 in 16 ft
14 ft
16 ft
8 ft
46 ft

2/3

★ Proportion? What do you know about proportions?

Identify General Process and Steps:

1. Find the actual measurement of inches to feet
2. Figured out the actual dimension of room through addition

2/2

Question From Point of Confusion:

How do I set up a proportion to find the actual dimension of the room?

2/2

Subject: Geometry
Standard/Essential Ques: The Triangle Midsegment Theorem

Name: Cindy Mungenge
AVID Period: 2nd
Date: 11/08/2012

Pre-work Inquiry (50)	Resources (10)	Collaborative Inquiry (10)	Note-Taking (10)	Reflection (20)	Total (100)
/	/	/	/	/	100

Initial/Original Question: The vertices of $\triangle PQR$ are $P(-4, -1)$, $Q(2, 9)$ and $R(6, 3)$. S is the mdpt of \overline{PQ} and T is mdpt of \overline{QR} . Show that $\overline{ST} \parallel \overline{PR}$ and $ST = \frac{1}{2}PR$.
Source, Page # & Problem #: #2 Geometry pg 324 #2

Key Academic Vocabulary/Definition Associated with Topic/Question:

- $\triangle PQR$ are $P(-4, -1)$, $Q(2, 9)$ and $R(6, 3)$. S is the mdpt of \overline{PQ} and T is mdpt of \overline{QR} .
- Show that $\overline{ST} \parallel \overline{PR}$ and $ST = \frac{1}{2}PR$.

What I Know About My Question:

- It is a triangle with midsegments.
- Distant and Point slope formula is used to find the midsegments in the coordinate plane.

Critical Thinking About Initial Question:

$PQ = \left(\frac{-4+2}{2}, \frac{-1+9}{2} \right) = \left(\frac{-2}{2}, \frac{8}{2} \right) = (-1, 4)$
 $QR = \left(\frac{2+6}{2}, \frac{9+3}{2} \right) = \left(\frac{8}{2}, \frac{12}{2} \right) = (4, 6)$
 $ST = \left(\frac{5-(-1)}{5-(-1)}, \frac{5-5}{5-(-1)} \right) = \left(\frac{6}{6}, \frac{0}{6} \right) = (1, 0)$
 $PR = \left(\frac{6-(-4)}{6-(-4)}, \frac{3-(-1)}{6-(-4)} \right) = \left(\frac{10}{10}, \frac{4}{10} \right) = (1, 0.4)$
 $ST = \sqrt{(5-(-1))^2 + (5-5)^2} = \sqrt{4} = 2$
 $PR = \sqrt{(6-(-4))^2 + (3-(-1))^2} = \sqrt{8}$

Identify General Process and Steps:

- Find the coordinates of S and T .
- Compare the slopes of ST and PR .
- Compare the lengths of ST and PR .

Question from Point of Confusion:

How do you determine and show that $\overline{ST} \parallel \overline{PR}$ and $ST = \frac{1}{2}PR$?

Tutorial Request Form (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: Trig.			Name: Jon		
Standard/Essential Question: Finding Inverses			AVID Period: 5°		
			Date: 2/10/11		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25

Initial/Original Question: Find the inverse of $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ /1

Source, Page # and Problem #: Chap. 7-6 #22

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Inverse - the opposite of something
2. Matrices - a pattern of numbers or expressions $[]_{12}$

What I Know About My Question:

1. The inverse of a matrix equals $\begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$
2. The formula for finding the inverse - $Ax = I$ /2

<p>Critical Thinking About Initial Question:</p> <p>Formula $Ax = I$</p> $A = \begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ $I = \begin{bmatrix} 1 & 0 \\ 0 & 1 \end{bmatrix}$ $x = ? \text{ (POC)}$	<p>Identify General Process and Steps:</p> <ol style="list-style-type: none"> 1. Write out formula 2. Identify the parts of the formula 3. Set up corresponding matrix (Ax)
/3	/2

Question From Point of Confusion: Explain how to manipulate a matrix into its inverse form. How can I apply this to the following equation? $\begin{bmatrix} 1 & -3 \\ -1 & 2 \end{bmatrix}$ /2



TUTORIAL Request Form (TRF) Pre-Work Inquiry (Before the Tutorial)

Name:

Jennifer Tran.

Date:

3/28/13.

AVID Period:

20

Initial Question:

Source, page# & problem#:

$$1 + \log_3(4) - 2\log_3(2)$$

Condense the equations.

1/1

Key academic vocabulary/definition associated with topic/question:

Logarithmic - switch x & a of an exponential function.

Exponential - functions that has an exponent

Exponent - number on top, that shows how many should be multiplied by.

2/2

What I Know about My Question:

Log with same base is counted as one.

+ - multiply

- - divide.

2/2

Critical Thinking about Initial Questions (SHOW ME)

$$1 + \log_3(4) - 2\log_3(2)$$

$$1 + \log_3(4) - \log_3(2)^2$$

multiply.

$$\frac{\log_3(4)}{\log_3(2)^2} \quad ? = +2$$

divide

5/5

Identify general Process and Steps (TELL ME)

• move the two as an exponent.

• divide $\log_3(2)^2$.

5/5

Question from Point of Confusion (POC):

How do I simplify more if there's an extra two

and since it's adding how would I multiply it/

arrange to multiply it?

5/5



TUTORIAL Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Name: Aisleen Menezes

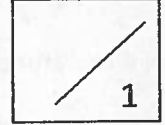
Date: 3/28

AVID Period: 4th

Initial Question:

Source, page# & problem#: _____

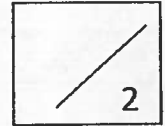
$$\log_x(3) = \frac{1}{2}$$



Key academic vocabulary/definition associated with topic/question:

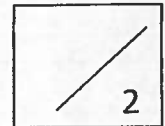
argument = follows an exponent

log = function applied to equation; inverse of a sq. root.



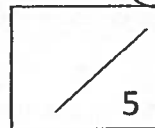
What I Know about My Question:

the logs need to be removed, so add a log.



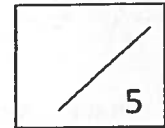
Critical Thinking about Initial Questions (SHOW ME)

$$\begin{aligned} \log_x(3) &= \frac{1}{2} && \textcircled{1} \\ \log_x 3 &= \log \frac{1}{2} && \downarrow \\ \cancel{\log_x 3} &= \cancel{\log \frac{1}{2}} && \textcircled{2} \\ x^3 &= \frac{1}{2} && \textcircled{3} \\ x &= \sqrt[3]{\frac{1}{2}} && \textcircled{4} \end{aligned}$$



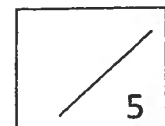
Identify general Process and Steps (TELL ME)

- ① add logs to both sides.
- ② the logs cancel
- ③ x^3 becomes equal to $\frac{1}{2}$
- ④ cube root the $\frac{1}{2}$



Question from Point of Confusion (POC):

I added logs in step 1; do I switch the arguments?



Subject: *Geometry*
Standard/Essential Ques.: *How do you find the volume of a cylinder?*

Name: *David Hernandez*
AVID Period: *1^c*
Date: *1/14/11*


Pre-work Inquiry	Resources	Collaborative Inquiry	Cornell Note-Taking	Reflection	Total
<i>12</i>	<i>1</i>	<i>12</i>	<i>13</i>	<i>17</i>	<i>125</i>

Initial Question: *How do I find the volume of a cylinder with radius of 4cm & height of 10cm?* *1*

Source, page # & problem #: *Workbook p.158 #3*

Key academic vocabulary/definition associated with topic/question:

- 1. Volume - the amount of space a 3D shape occupies.*
- 2. Cylinder - an object with two identical flat ends that are circular and one curved side*

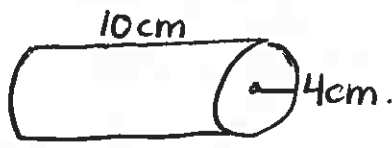

12

What I Know about My Question:

- 1. Volume refers to 3D space*
- 2. Volume is cubed i.e. cm³*

12

Critical Thinking about Initial Question:



$$V = \pi r^2 h$$

$$V = 3.14 \cdot 4^2 \cdot 10$$

$$V = 502.4 \text{ cm}^2$$

$502.4 \times 3 = 1507.2$

*What's the radius if volume is tripled?
r = ?*

13

Identify General Process and Steps:

- 1. Draw the shape.*
- 2. Write the formula for volume.*
- 3. Replace the variables with the measurement for radius and height*
- 4. Replace π w/ 3.14*
- 5. Multiply*
- 6. Write the units*

- i. Multiply volume by 3*

12

Question from Point of Confusion:

How would the radius of the cylinder change if the volume increased 3 times?

12



TUTORIAL Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Name: Ola Saleh

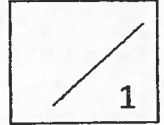
Date: 2/28/13

AVID Period: 5th

Initial Question:

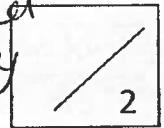
Source, page# & problem#: Ch 24 studyguide

Identify the different biological concepts and explain the reproductive barriers with examples.



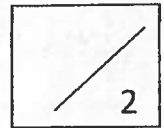
Key academic vocabulary/definition associated with topic/question:

Biological species concept - species is a population or group of individuals that interbreed and produce viable, fertile offspring - genetically isolated



What I Know about My Question:

There are two types of reproductive barriers; prezygotic (before formation of zygote) and postzygotic (prevent from developing into adult)



Critical Thinking about Initial Questions (SHOW ME)

(Concept):

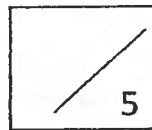
Ecological | pluralism | morphological

genealogical

(Barriers)

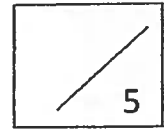
Prezygotic

Postzygotic



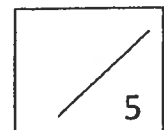
Identify general Process and Steps (TELL ME)

- ① set up a diagram/table
- ② label what I'm looking for
- ③ identify characteristics
- ④



Question from Point of Confusion (POC):

I have trouble identifying which concept and barrier is expressed in an example, so how do you identify examples?



Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: Acid Chemistry			Name: Muhammed		
Standard/Essential Question: What are bases			AVID Period: 3		
			Date: 6-26-13		
Pre-Work Inquiry ____/12	Resources ____/1	Collaborative Inquiry ____/2	Note-Taking ____/3	Reflection ____/7	Total ____/25
Initial/Original Question:			Source, Page # and Problem #: <u>NOTES</u>		
What is the pH and pOH of the acid					/1
Key Academic Vocabulary/Definition Associated With Topic/Question:					
1. Acid - a substance that has a pH of less than 7 or above 7					/2
2. base - a substance that has a pH of less than 7					/2
What I Know About My Question:					
1. if the pH is 7 then it is neutral					/2
2. if the pH is < 7 then it is basic, > 7 then it is acidic					/2
Critical Thinking About Initial Question:			Identify General Process and Steps:		
$[OH^-] = 5.5 \times 10^{-6}$ $[OH^-] = 2.5 \times 10^{-9}$ $[OH^-] = 1.0 \times 10^{-7}$ <div style="border: 1px solid black; padding: 5px; display: inline-block;"> $pOH = -\log [OH^-]$ </div>			- find the pH - find the pOH - identify which is an acid or a base.		
			/3		
Question From Point of Confusion:					
How would you find the pOH and pH? what are the tools you need to solve for the pOH + pH and which equation					/2

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <u>Chemistry</u>			Name: <u>Efrain</u>								
Standard/Essential Question: <u>How do I solve for moles?</u>			AVID Period: <u>1st</u>								
			Date: <u>1/31</u>								
Pre-Work Inquiry ____/12	Resources ____/1	Collaborative Inquiry ____/2	Note-Taking ____/3	Reflection ____/7	Total ____/25						
Initial/Original Question:			Source, Page # and Problem #: <u>book, pg 88, #4</u>								
<u>How many molecules are there in 24g of FeF₃?</u> /1											
Key Academic Vocabulary/Definition Associated With Topic/Question:											
1. <u>moles = (6.02 x 10²³)</u>											
2. <u>molecules = the chemical make-up of everything</u> /2											
What I Know About My Question:											
1. <u>One mol of FeF₃ is 112.8</u>											
2. <u>I know I multiply and cancel units</u> /2											
Critical Thinking About Initial Question:			Identify General Process and Steps:								
<table style="margin: auto; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px;"><u>24FeF₃</u></td> <td style="border-right: 1px solid black; padding: 5px;"><u>1 mol</u></td> <td style="padding: 5px;"><u>6.02 x 10²³</u></td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px;"></td> <td style="border-right: 1px solid black; padding: 5px;"><u>112.8</u></td> <td style="padding: 5px;"><u>1 mol</u></td> </tr> </table> <p style="margin-top: 10px;">? <u>I don't know if this is right</u></p>			<u>24FeF₃</u>	<u>1 mol</u>	<u>6.02 x 10²³</u>		<u>112.8</u>	<u>1 mol</u>	<p>1) <u>Set up equation</u></p> <p>2) <u>use 6.02 x 10²³</u></p>		
<u>24FeF₃</u>	<u>1 mol</u>	<u>6.02 x 10²³</u>									
	<u>112.8</u>	<u>1 mol</u>									
/3			/2								
Question From Point of Confusion:											
<u>What do I do with mol in the equation?</u> /2											

Tutorial Request Form (TRF)

Pre-Work Inquiry (BEFORE the Tutorial)

Subject: Chemistry

Name: Rocio

Topic: Predictions

AVID Period: G3

Tutor: _____

Date: 2-26-13



Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflections	Total
15 ₁₅	2 ₂	15 ₁₅	3 ₃	15 ₁₅	50/50

pw

Initial/Original Question:

Source, Page#, Problem#:

Notes

Explain how to balance equation
Phosphoric Acid + Calcium Hydroxide.

Key Academic Vocabulary/Definition Associated with Topic/Question:

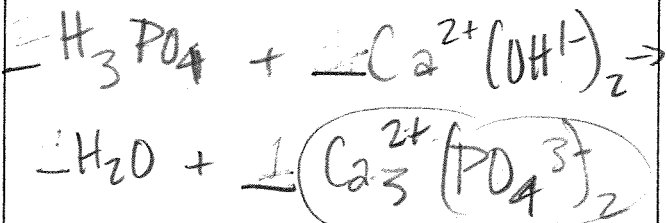
1. **Balance** - have same amount of elements/substances on each side.
2. **equation** - $x + y = xy$

What I Know About My Question (Prior Knowledge):

1. It yields water and a "salt".
2. It yields water + Calcium phosphate.

Critical Thinking About Initial Question:

Identify General Process and Steps:



Do you put charges now or no?

- 1.) WRITE CHEMICAL FORMULAS.
- 2.) BALANCE.

Question from point of Confusion:

Explain how to balance an acid + base.
Do you put charges on the salt or do you treat it like it's still an acid.

Awesome
Visions
Important
Decisions

Tutorial Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)
Think-A-Loud
RVHS

Subject: PHYSICS
Standard/Essential Question: How do I solve a CAPM word problem equation?
Name: Annalise Ritter
AVID period: 01
Date: September 25, 2013

Pre-work Inquiry	Resources (Cornell Notes, texts, packets)	Tri-Fold Notes	Collaboration	Reflection	TOTAL:
40 /40	20 /20	10 /10	10 /10	excelsior /20	100

Initial/Original Question: A car traveling in a straight line has a velocity of 5.0 m/s. After an acceleration of 0.75 m/s² the car's velocity is 8.0 m/s. In what time interval did the acceleration occur?
Source: book, page #'s, notes: Notes / text
• Textbook Physics Page 58
• CN = Type of motion (change in \vec{v})
• CAPM VS APM Practice Problem #01

- Key academic vocabulary/definition associated with topic/question:
- Displacement = the change in position of an object.
 - Acceleration = the rate at which velocity changes over time.
 - Average velocity = the total displacement divided by the time interval during which the displacement occurred.

What I know about my Initial Question: The initial velocity that the car traveled is 5.0 m/s. The final velocity that the car traveled is 8.0 m/s. The rate of acceleration at which the car moved is 0.7 m/s/s. In order to solve the equation, I will have to subtract the final velocity the car traveled by the initial velocity.

Critical Thinking (Show Your work):
01) In what time interval did the acceleration occur?
Acceleration = 0.75 m/s/s
Initial velocity = 5.0 m/s
Final velocity = 8.0 m/s
Initial velocity - Final velocity
5.0 m/s - 8.0 m/s
= -3 m/s

- Clearly Explain the Steps in the Process:
1. Rewrite the question
 2. Pick out information from the initial question
 3. Figure out what is the acceleration, initial velocity, and final velocity that the car had traveled
 4. Subtract the initial velocity traveled by the final velocity reached

Question from Point of Confusion (POC): After subtracting the initial velocity by the final velocity, How do I figure out the time interval that occurred during the acceleration?





TUTORIAL Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

10/18

Name: Brianna Edwards

Date:

AVID Period: 1st

Initial Question: Should genetic engineering be available to the public, and if so to what extent? Source, page# & problem#: _____

1

Key academic vocabulary/definition associated with topic/question:
genetics - altering genes, science

2

What I Know about My Question:
situation has been made with this technology

2

Critical Thinking about Initial Questions (SHOW ME)

YES

- fix disease before birth
- major health benefits

Regulation

commercial

- rich make babies children

NO

- mother nature
- playing God
- un fair

government

- to what extent do you go to need or income

5

Identify general Process and Steps (TELL ME)

- 1.) list reasons for or against
- 2.) list out what could be done

5

Question from Point of Confusion (POC):
Should genetic engineering be available to the public, and how do control it?

5

AVID Tutorial Request Form (TRF)

Subject: Physics
 Essential Question: What does the distance formula have to do with the speed?
 Name: Jenny Tran
 AVID Period: 7
 Date: 9/30/13

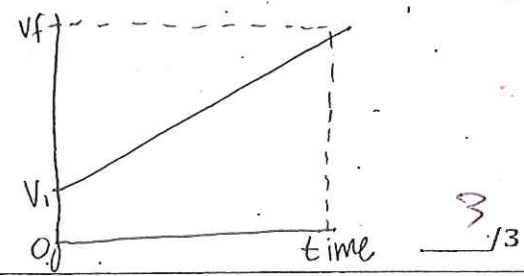
Pre-Work Inquiry <u>15</u> / 15	Resources/Materials <u>1</u> / 1	Collaborative Inquiry (Participation) <u>3</u> / 3	3 Column Notes <u>1</u> / 1	Total w/o Reflection <u>20</u> / 20	Reflection <u>5</u> / 5	Total w/ Reflection <u>25</u> / 25
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Pre-Work Inquiry (Before the Tutorial)

Initial/Original Question: According to Guinness, the tallest man to have ever lived was Robert Pershing Wadlow of Alton, Illinois. He was last measured in 1940 to be 2.72 meters tall (8 feet, 11 in). Determine the speed which a quarter would have reached before contact with the ground if dropped from rest from the top of his head.
 Source, page #, problem #: Lesson 3 Problems #20

- Key academic vocabulary and definition associated with topic or question:
- Speed - a quantity that has no direction.
 - Velocity - calculated by dividing the displacement by the time it took.
 - Distance - The separation between 2 points.

What I Know About My Question:
 You find velocity by the formula $V = \frac{D}{T}$
Constant Acceleration Equations
 $V_f = v_i + at$ $d = v_i t + \frac{1}{2} at^2$
 $d = \frac{1}{2} (v_f + v_i) t$ $v_f^2 = v_i^2 + 2ad$



Critical Thinking About Initial Question:
 8 ft = d - distance
 -9.8 m/s² = a - acceleration
 How can I find the correct formula?
 How can I find the speed that is a quarter reached before contact with the ground?

- Identify General Process and Steps:
- Figure out what the question is looking for (speed)
 - List the measurements you see.
 - Determine what formula to use.
 - Last step, solve algebraically.

Point of Confusion (different from initial question, **TAKEN FROM PROCESS AND STEPS**,):
 How do I start my problem and how can I find the right formula to my problem?
 How would I find speed using distance?
 (can)

Tutorial Request Form A (TRF)

Pre-work Inquiry (Before the Tutorial)

Subject: Physics		Name: Cristina Caballero			
Standard Essential Question:		AVID 3-25-13		Period: A1	
Pre-work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
___/12	___/1	___/2	___/3	___/7	___/25
<p>Initial/Original Question: A car with bad shock absorbers bounces up and down with a period of 1.5s after hitting a bump. The car has a mass of 1500kg. /1</p> <p>Source, Page # and Problem #: _____</p>					
<p>Key Academic Vocabulary/Definition Associated With Topic/Question:</p> <p>1. Period - Amount of time it takes one cycle of the motion to repeat or</p> <p>2. $T = \frac{1}{f} = \frac{\# \text{ sec}}{1 \text{ cycle}}$ /2</p>					
<p>What I Know About My Question:</p> <p>1. car's period 1.5 after hitting bump</p> <p>2. car's mass (1500kg) /2</p>					
<p>Critical Thinking About Initial Question:</p> <p>Given Spring constant, could be worked backwards</p> <p>-k x formula, because we have k so, and spring constant so we can find x /3</p>			<p>Identify General Process and Steps:</p> <p>we'll need</p> <p>-k x</p> <p>$2\pi \sqrt{\frac{m}{k}}$ /2</p>		
<p>Question From Point of Confusion:</p> <p>How does the mass and number of springs effect the problem? /2</p>					





TUTORIAL Request Form (TRF)
Pre-Work Inquiry (Before the Tutorial)

Name:

Erin Justice

Date:

2/11/13

AVID Period:

3

Initial Question:

Source, page# & problem#: App Psychology

What are Kohlberg's beliefs on Moral Development? ✓

1

Key academic vocabulary/definition associated with topic/question:

post conventional: ethic principles.
conventional: gain approval
pre conventional: self-interest

2

What I Know about My Question:

There are 3 stages of moral development.

2

Critical Thinking about Initial Questions (SHOW ME)

Preconventional:
self interest: ()
conventional:
gaining approval (needing to feel important)
post conventional: ethic principles (practice faith although its against state rules).

Identify general Process and Steps (TELL ME)

1. List the 3 stages.
2. Give examples of each.
3. Relevant of the Kohlberg moral development?

5

5

Question from Point of Confusion (POC):

In what ways are Kohlberg's moral development beliefs relevant to a "developing person"? (chapt 4)

5

Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: Chemistry Name: Luis Ramos
 Standard/Essential Question: What is the density? AVID Period: 1st
 Date: 09/12/2013

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<u>12</u> /12	<u>1</u> /1	<u>2</u> /2	<u>3</u> /3	<u>7</u> /7	<u>25</u> /25

Initial/Original Question: one cup is equivalent to 237cm³. If 1 cup of olive oil has a mass of 216g, what is the density of olive oil in g/cm³? Source, Page # and Problem #: Chemistry Unit 1 Worksheet 4 1/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

- Density - relationship between mass and volume.
- Volume - amount of space by a shape or object. 2/2

What I Know About My Question:

- One cup is equivalent to 237cm³.
- The cup of olive oil has a mass of 216g. 2/2

Critical Thinking About Initial Question:

237 - 216
216g/cm³ (with a question mark in a circle)
Is this the density?
How am I so sure that this is correct?

3/3

Identify General Process and Steps:

- 1) write out process
- 2) know formula
- 3) ???

2/2

Question From Point of Confusion:
How can I find the density of an olive oil in g/cm³? 2/2

Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <u>Physics, motion</u>			Name: <u>Alvaro Perez</u>		
Standard/Essential Question: <u>Projectile</u>			AVID Period: <u>2</u> Teacher: <u>Kordahl</u>		
			Date: <u>10-17-13</u>		
Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<u>16</u> /12	<u>1</u> /1	<u>2</u> /12	<u>3</u> /13	<u>4</u> /17	<u>20</u> /25
Initial/Original Question: <u>The crossbar of a football goalpost is about 3.5 m above the ground. A field goal kicker kicks a football with a speed of 20 m/s toward the goalpost at an angle of 37° above the horizontal. He is 32 m away</u> /11					
Source, Page # and Problem #: <u>Projectile worksheet</u>					
Key Academic Vocabulary/Definition Associated With Topic/Question:					
<ol style="list-style-type: none"> 1. <u>speed: the rate of change</u> 2. <u>angle: the degree of an object</u> 					
2 /12					
What I Know About My Question:					
<ol style="list-style-type: none"> 1. <u>I know it's a x direction question</u> 2. <u>I know if it passes it should be <</u> 					
2 /12					
Critical Thinking About Initial Question:			Identify General Process and Steps:		
<p><u>I don't know what to do from here</u></p>			<ol style="list-style-type: none"> 1. <u>draw a picture</u> 2. <u>list what you</u> 3. <u>determine (?) POC</u> 		
1 /13			2 /12		
Question From Point of Confusion:					
<u>How do you determine if something will reach a point?</u>					
2 /12					

Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: AP environmental (Jung)		Name: Michelle Fonseca			
Standard/Essential Question: What might be occurring in phase B?		AVID Period: 2		Date: October 23, 2013	
Pre-Work Inquiry 10 /12	Resources 1 /1	Collaborative Inquiry 2 /2	Note-Taking 2 /3	Reflection 7 /7	Total 22 /25

Initial/Original Question: Discuss Three factors that might cause the fluctuations in phase B? Source, Page # and Problem #: worksheet 1 /1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. Factors - a circumstance, fact, or influence that contributes to a result or outcome. 2 /12
2. Fluctuations - an irregular rising and falling in number or amount; a variation

What I Know About My Question:

1. non medication is a possibility.
2. Reproduction keeps it irregular with death. 2 /12

same

<p>Critical Thinking About Initial Question:</p>	<p>Identify General Process and Steps:</p> <ul style="list-style-type: none"> • focus on the important part of your graph • define your unknown words (fluctuations) • think of what might be the reason the graph is shown as "~~~~" <p>2 /12</p>
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Question From Point of Confusion: What affects the graph population of Phase B? what or how does it make the graph irregular? 12 /12

Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <u>Physics</u> Standard/Essential Question: <u>Demonstrate understanding</u>	Name: <u>Carmen Holguin</u> AVID Period: <u>1</u> Date: <u>10-24-2013</u>
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Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<u>10</u> /12	<u>1</u> /1	<u>2</u> /2	<u>3</u> /3	<u>6</u> /7	<u>22</u> /25

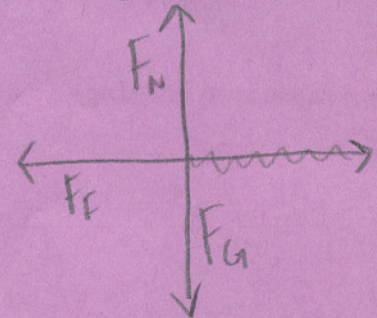
Initial/Original Question: Source, Page # and Problem #: Force of Gravity WS #6
A student attaches a rope to the block and pulls the block upward at a constant speed. Sketch and label a force diagram. What is the force of gravity? 1/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. force of gravity: force exerted by the gravitational field of a massive object on any body within the vicinity of its surface
2. force diagram: free-body diagram, sketch 2/2

What I Know About My Question:

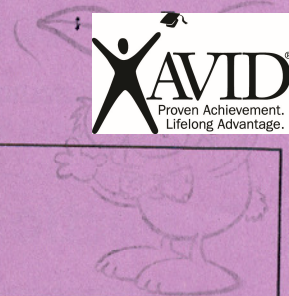
1. I know that when you draw a force diagram you include a normal force & gravitational force
2. I also know that you need to use one of the formulas to find force of gravitational 2/2

Critical Thinking About Initial Question: (6)  ? $0N = N + F_f$ OR ? $0N = F_G + F_N$ 1/3	Identify General Process and Steps: <ol style="list-style-type: none"> 1. Try to draw a force diagram aka free-body diagram. 2. Label each force 3. Identify the formulas you could use. 2/2
--	---

Question From Point of Confusion:
If I know how the basic process to do the problem, then how can I apply it to this problem? 2/2

Tutorial Request Form B (TRF)

Pre-work Inquiry (Before the Tutorial)



Subject: <u>Chemistry</u> Standard/Essential Question: <u>U2 review</u>	Name: <u>Julissa Covanci</u> AVID Period: <u>2</u> Date: <u>10/23/13</u>
---	--

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
<u>11</u> /12	<u>1</u> /1	<u>2</u> /2	<u>3</u> /3	<u>7</u> /7	<u>24</u> /25

Initial/Original Question: Source, Page # and Problem #: U2 review #8
 suppose that 25.0mL of a gas at 725mmHg & 20°C is converted to standard pressure & temp. what would be the new volume 1/1

Key Academic Vocabulary/Definition Associated With Topic/Question:

1. pressure - ~~force~~ per unit
2. temp - how hot or cold

1/2

What I Know About My Question:

1. you use a formula
2. find new volume

2/2

Critical Thinking About Initial Question: <u>25.0mL</u> <u>725 mmHg</u> <u>20°C</u> ← convert to standard pressure?	Identify General Process and Steps: * take out info * convert 20°C SP * find new volume
3 /3	2 /2

Question From Point of Confusion:
 how do you convert 20°C to standard pressure & find the new volume? 2/2

TUTORIAL REQUEST FORM (TRF)
Pre-Work Inquiry (Before the Tutorials)



COURSE: Science 3 Adv.

Name: Allison

Standard/Topic: The characteristics of scientific knowledge

AVID Period: 6

Date: 10/24/13

Pre-Work Inquiry	Resources	Collaborative Inquiry	Note-Taking	Reflection	Total
/20	/2	/4	/10	/14	/50

Initial/Original Question:

Source, Page #, Problem #, DATE: Packet, p. 54, Figure 2, 10/24/13

Use logical reasoning in Figure 2 to determine whether crows recognize individual human faces

/2

Key academic vocabulary/definition(s) associated with topic/question:

1. bar graph-

2. Empirical evidence - data and observations that have been collected through scientific processes

/2

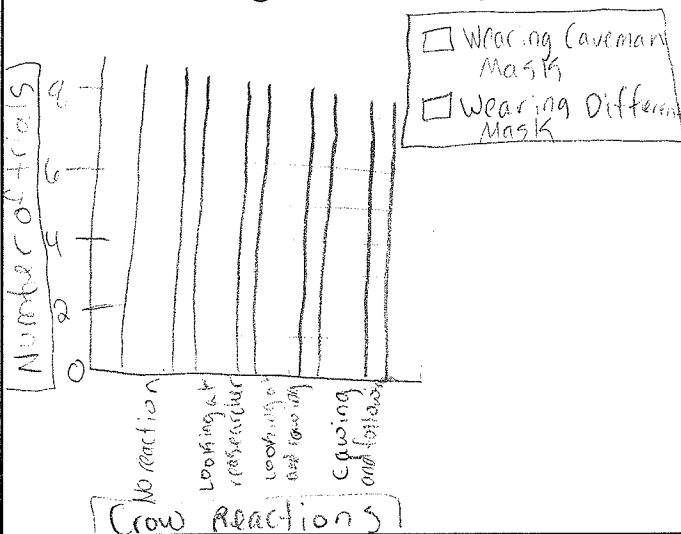
What I Know about My Question:

1. Some people are wearing Caveman Mask

2. Some people are wearing Different Mask

/3

Critical Thinking about Initial Questions:



/5

Identifying General Process and Steps:

1) Draw graph

2) Label x-axis and y-axis

3) fill in data

/4

Question from Point of Confusion: I dont understand how to insert the data because there are 2 different outcomes to put as data in the graph?

/4