



THE URBAN ASSEMBLY  
**GATEWAY**  
SCHOOL FOR TECHNOLOGY

NAME: \_\_\_\_\_

# summer & family CHALLENGE HANDBOOK

URBAN ASSEMBLY GATEWAY SCHOOL FOR TECHNOLOGY

We expect you to complete **ALL** of this packet to the best of your ability. Even if you don't get it, try it! It helps us as we plan our lessons. Your grade is based on effort and completion. See the rubric below for the further explanation:

## FEEDBACK:

1

### TEACH ME THE UAG WAY

**< 13 challenges** of my packet completed and reflects the best of my ability

2

### LEARNING THE UAG WAY

**13-17 challenges** of my packet completed and reflects the best of my ability

3

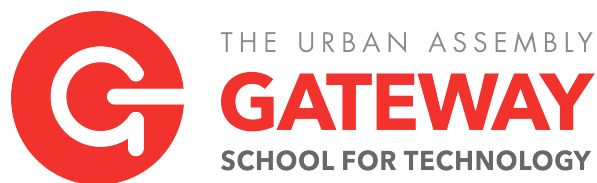
### ALMOST UAG WAY

**18-21 challenges** of my packet completed and reflects the best of my ability

4

### FULL ON UAG WAY

**22-25 challenges** of my packet completed and reflects the best of my ability



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Dear Incoming Freshman,

Welcome! We are so excited to have you as a part of our UAG FAMILY! We have been perfecting our lessons, ordering new supplies, and anticipating our classes with you in September. You have many new experiences to look forward to, and here at Gateway, **we play hard, but we work even harder!** And since we work even harder, we are challenging you with this Summer Challenge!

Although this is only your first year of high school, the journey to college begins on the very first day of class! **Start the year off on the right path.** There are many classes at UAG, but ninth grade is a fundamental year for the rest of your four years! In foreign language, we will focus on the beautiful language and culture of Spanish. One special part about being a 9th grader at UAG is that you are the only students taking a full year of traditional Art. You'll explore your creativity both with traditional materials as well as computer art. For your core classes, you will take Living Environment or Earth Science for Science, Algebra or Geometry for Math, and English. Additionally, you will be taking an introductory class to Technology, and a smaller class called Freshman Seminar, where we will focus on community building, transitioning to UAG & character building.

The classes at UAG, as Principal D likes to say, are **"difficult to pass, but impossible to fail."** We will work hard to make sure you have EVERYTHING you need to succeed and achieve your goals. You just have to make sure to be in school, on time, prepared, every day, and ready to learn!

We look forward to meeting you, Class of 2027!!!

*Your teachers at UAG!*

Dear Incoming Freshman and Family,

Can you believe it? Your family is about to start HIGH SCHOOL! And I say family because in order to be successful the next four years, it will be a group effort!

It is my pleasure to welcome you to The Urban Assembly Gateway School for Technology! We are a small school housed on the 7<sup>th</sup> floor of the 49th Street Graphics Campus. **The purpose of this handbook is to help familiarize you with how the school works so that your child and you can make the most out of the UA Gateway experience.** There's a lot in here. Information about school routines and policies. Ways to contact us and be involved in the school. After school enrichment and other opportunities. Grading policy and academic support. However, this is not the only way we stay in touch and communicate updated information. We have a weekly blog that comes out on Mondays. We have a special email just for our parents- which is checked several times daily: [parentcoordinator@ugateway.org](mailto:parentcoordinator@ugateway.org). Our guidance counselors communicate with families on a daily basis. Jupiter Ed has updated grades and attendance. **By the end of the first month, you will be begging for us to stop =)**

Parents (including legal guardians and legal custodians) have a critical role in the education of their children, and in our school. **Years of research and numerous studies reveal that the children of parents who are involved in their education do better in school and in life than the children of parents who are not involved, regardless of the socioeconomic status of the family.** We encourage you to participate in school activities as they occur during the year and to support education in your home. We value our school's diverse population and celebrate the varied contributions each student and parent offers. Please get involved in any way possible. No parent involvement is too big or too small!

The road ahead is a bright one for you and your child. As part of a small school your child will make friends quickly and become confident and secure with the school's routines, expectations and procedures. We look forward to joining you in working toward the optimal achievement of each of our students!

We hope that UA Gateway will be your home for the next four years and that these years will be enriching for both you and your child!



Yours Truly,  
Kristina Dvorakovskaya  
Principal

**The mission of the Urban Assembly High School Gateway School for Technology** is to engage our students through inventive problem-solving that integrates technology with the habits of mind that prepare them for college and careers. Our students will be prepared as creative and analytical producers of technology with an authoritative understanding of their role and influence in the digital age. Graduates will be innovative thinkers and technicians, able to use and apply cutting edge technology in a variety of fields.

**We believe that...**

- Students learn best when teachers are passionate and clear in their expectations;
- When learning is structured as problem-solving, students have the opportunity to grapple with challenging content and develop their critical thinking skills;
- At UAG, our students will have opportunities to become creators rather than just consumers of technology; and that
- The best education is offered through partnering with organizations that provide meaningful connections to the world of work.

## STAFF DIRECTORY

<b>Administration</b>	
Ms Dvorakovskaya <i>Principal</i>	d@uagateway.org
Ms. Patel <i>Assistant Principal</i>	rpatel@uagateway.org
<b>Support Staff</b>	
Ms. Jordan <i>Principal's Secretary</i>	mjordan@uagateway.org
Ms. James <i>Pupil Secretary</i>	ajames@uagateway.org
UAG Parent Association	pa@uagateway.org
Ms. Rivera <i>School Aide</i>	jrivera@uagateway.org
<b>Guidance</b>	
Lindsey <i>Social Worker</i>	lcharles@uagateway.org
Ms. Joseph <i>9th Grade Guidance Counselor</i>	kjoseph@uagateway.org
Mr. Traversa <i>10th Grade Guidance Counselor</i>	ptraversa@uagateway.org
Ms. Manning <i>11th Grade Guidance Counselor</i>	jmanning@uagateway.org
Mr. Rigney <i>College Director</i>	arigney@uagateway.org



UAG understands the importance of effective family engagement for student success. When schools and families work together, the impact on students is huge.

Family visits are made to all incoming freshmen and are a foundational pillar of UAG culture.

Why does UAG conduct family visits?

- **Strengthen and support building relationships** with each student and each family before they start school
- **Safe space for parents and students** to share pertinent info
- Establish a **connection from the beginning!**

How will UAG conduct family visits this year?

- **A staff member from UAG will contact your parent to schedule a visit**
- **Visits will be done in person at your home!**
- **This visit is for the whole family- not just the student. Please include as many members as you can!**

What are the questions that I should be prepared to answer?

- What are you looking forward to/what are you most nervous about?
- What was your middle school experience like?
- What is something that makes your family unique?
- What activities were you in in middle school?
- If you had a magic wand to make it a better place for you to learn, what would you change?

**Challenge #1:** In anticipation or as a reflection of your family visit-answer the following questions!

- What part of high school are you looking forward to?

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- What part of high school are you most nervous about?

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- What was your middle school experience like? What activities were you in?

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- If you had a magic wand to make it a better place for you to learn, what would you change?

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- What is something that makes your family unique?

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<b>Breakfast</b>	7:15 AM- 7:55 AM
<b>Main Office Hours</b>	7:30 AM- 4:15 PM
<b>Class Instruction</b>	8:05 AM- 2:50 PM
<b>GOLD</b>	2:20 PM- 2:50 PM
<b>After School Program</b>	2:55 PM- 4:00/5:00 PM

**Website:** <http://www.uagateway.org/>

**Telephone:** 212-246-1041/**Fax:** 212-246-2654

Period	Start	End
<b>1</b>	8:05 AM	8:55 AM
<b>2</b>	8:57 AM	9:41 AM
<b>3</b>	9:43 AM	10:27 AM
<b>Lunch</b>	10:29 AM	11:13 AM
<b>5</b>	11:15 AM	11:49 aM
<b>6</b>	12:01 PM	12:45 PM
<b>7</b>	12:47 PM	1:31 PM
<b>8</b>	1:33 PM	2:17 PM
<b>Gold</b>	2:20 PM	2:50 PM
<b>Clubs</b>	2:55 PM	3:55 PM

**NOTE-  
THIS IS OUR  
NEW  
SCHEDULE!**

Period	Sections	Monday	Tuesday	Wednesday	Thursday	Friday
<b>1</b>	<b>A</b>	E	A	A	A	A
<b>2</b>	<b>B</b>	B	E	B	B	B
<b>3</b>	<b>9/10 Gym</b>	F	F	F	F	F
<b>4</b>	<b>Lunch</b>					
<b>5</b>	<b>G</b>	G	G	G	G	G
<b>6</b>	<b>C</b>	C	C	E	C	C
<b>7</b>	<b>D</b>	D	D	D	E	D
<b>8</b>	<b>E</b>	A	B	C	D	E
	<b>GOLD</b>	A	B	C	D	E

**Schedule**

**Challenge #2:** The UAG schedule is a little unique. Using the mock program below- fill in when your classes are

Per	Rm	Course
E	750	English 9
B	745	Algebra
FRed	750	Freshman Seminar
G	720	Spanish
C	747	Technology
D	660	Living Environment
A	746	Art
FGrey	GYM	Phys Ed

**Note:**

Fred and Fgrey periods meet during F period and alternate depending if it's a RED or GREY day.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
GOLD					

**Questions:**

What day (red or grey) do you have gym? \_\_\_\_\_

What day (red or grey) do you have seminar? \_\_\_\_\_

Based on the sample schedule, what class never changes when it meets? \_\_\_\_\_

Day 2

2



# The GateAway

## The Who:

### Who goes to the Gate-Away?

- ☐ Any available UAG staff
- ☐ All incoming 9th graders - THIS IS REQUIRED
- ☐ "Student Ambassadors" from the 10th, 11th and 12th grades.

## The What:

### What is the purpose of the Gate-Away?

- ☐ To make incoming freshmen feel welcome, safe and to buy into our core values; the UAG Way
- ☐ To have the first high school experience be a fun and memorable one

### What will we do?

- ☐ Play games, physical challenges, some whole group activities, some small group activities, initiation
- ☐ Learn that the UAG Way is to work hard and play hard

## The When:

### When is the GateAway?

- ☐ August 29th at 7am -August 30th



# Academic Overview

## ACADEMIC OVERVIEW

	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Credits	14 Credits + Career Exploration	14 Credits + Mentorship	14-16 Credits + Internship	14-16 Credits + Internship
Courses	(2) Freshmen English (2) Science <ul style="list-style-type: none"> <li>•Living Env. or</li> <li>•Earth Science</li> </ul> (2) Math <ul style="list-style-type: none"> <li>•Algebra; or</li> <li>•Geometry</li> </ul> (2) Art (2) Spanish* (1) Physical Educ. (2) Intro Tech. Class (1) Freshman Seminar  <b>Decide what Technology Pathway you are going to study:</b> *Digital Design and Animation *IT & Systems *Software Engineering *AP Course can be taken	(2) World Literature (2) Science <ul style="list-style-type: none"> <li>•Living Env.</li> <li>•Earth Science</li> <li>•Chemistry or</li> <li>•Physics</li> <li>•AP Chemistry</li> </ul> (2) Math <ul style="list-style-type: none"> <li>•Algebra;</li> <li>•Geometry or</li> <li>•Algebra II</li> </ul> (4) Global History (1) Health Education (1) Physical Education (2) Tech. Class  *AP Course can be taken	(2) American Literature* (2) Science <ul style="list-style-type: none"> <li>•Chemistry</li> <li>•Physics</li> <li>•AP Biology or</li> <li>•AP Chemistry</li> </ul> (2) Math <ul style="list-style-type: none"> <li>•Geometry</li> <li>•Algebra II</li> <li>•AP Calculus</li> </ul> (2) U.S. History* (1) Government (1) Physical Education (4) Tech. Class & Labs  *AP Course can be taken	(2) Contemp. Literature* (1) Economics (1) Career/Fin Mgmt (1) Senior Seminar (1) Phys. Educ. (4) Tech. & Labs (2) Science <ul style="list-style-type: none"> <li>•Chemistry</li> <li>•Physics</li> <li>•AP Biology or</li> <li>•AP Chemistry</li> <li>•AP Physics</li> </ul> (2) Math <ul style="list-style-type: none"> <li>•Geometry</li> <li>•Algebra II</li> <li>•AP Calculus</li> </ul> Tech. Internship  *AP Course can be taken
Regents Exam	Math § Algebra OR § Geometry Science § Earth Science OR § Living Env.	Math § Algebra § Geometry § Algebra II Science § Earth Science § Living Env. § Chemistry § Physics Global History English	Math § Algebra § Geometry § Algebra II Science § Chemistry § Physics U.S. History English	Math § Algebra II Science § Chemistry § Physics
AP Classes	AP Spanish	AP Chemistry AP Psychology	AP Language AP U.S. History AP Biology AP Chemistry AP Comp Science Principles AP Psychology	AP Literature AP Biology AP Chemistry AP Physics AP Calculus AB /BC AP Comp Science A AP Spanish AP Psychology

**Challenge #3:** There are three pathways at UAG:

- Digital Design & Animation
- Software Engineering
- Information Technology

Which pathway are you most interested in and why? What do you already know in the pathway?

DIGITAL DESIGN  
AND ANIMATION  
PATHWAY

INFORMATION  
TECHNOLOGY AND  
SYSTEM PATHWAY

SOFTWARE  
ENGINEERING  
PATHWAY

Day 3

3

Participation in clubs is a part of our school culture. We require all students must take part in some after school opportunities at UA Gateway (or elsewhere), as participants or as leaders. Clubs rotate based on MARKING PERIOD!

**Attendance:** *More than three unexcused absences may result in removal from club.*

**Academics:** *No clubs will held on 11th Hour weeks (last week of Marking Period).*

**Pre-Club Spaces:** *Library (6th Fl) & Yard/Cafeteria open for student use with staff supervision.*

Name	Description
<b>Activist Club</b>	Student run club centering around issues of social injustice
<b>Anime Club</b>	Get the inside scoop on new Anime titles coming out, as well as classics, and to take fun trips to Comic-Con, Kinokuniya, Anime conventions and more!
<b>Creative Writing</b>	Prompts to inspire all kinds of writing and guest authors to help give us
<b>Global Immersion</b>	Prepare yourself for an amazing adventure on an INTERNATIONAL TRIP
<b>Debate Club</b>	The Debate Club at UAG is sponsored by Columbia Youth For Debate and features evidence-based public forum debate preparation
<b>eSports</b>	In addition to Gamer Haven, a multiplayer online scheduled play venue for gamers to compete in online games and competition, with a range of game options available.
<b>Gamer Haven</b>	Play the latest and greatest console games together with your fellow master gamers on a variety of systems in this immersive (and addictive) technology
<b>Gender Sexuality Alliance (GSA)</b>	UAG has an active and renamed GSA (Gender Sexuality Alliance) that seeks to provide a safe, supportive environment to our community of Lesbian/ Bisexual/ Gay/Transgender/ Queer/ Questioning (LGBTQ) youth and their
<b>Hiking Club</b>	Explore the great outdoors with day-long adventures through wild places near and far – build endurance, strength, survival skills, and climb (almost)
<b>Intramural Sports</b>	For our athletes who love to play at any level, pick your day to play basketball, soccer, flag football, ultimate Frisbee, wiffle ball, and more!
<b>Movie Club</b>	A biweekly movie series curated by Mr. Lawrence for the enjoyment of UAG students – permission slips required for films that require parental consent.
<b>Music Club</b>	Play and produce music with the UAG Band ! Build your musicality, songwriting, beat-making and production skills!
<b>National Honor Society</b>	A leadership society for young people offering opportunities for community service, competition, scholarships, college enrichment and more.
<b>PSAL Teams</b>	Try out for our campus Public School Athletic League (PSAL) Teams in the following areas: Cross Country, Handball, Bowling, Softball, Baseball, Track and Field, Soccer, Basketball, Volleyball, Flag Football (Girls). Requires completed parental permission /medical forms.
<b>Robotics</b>	Make your own robots, learn how to program them, and compete in an exciting First Robotics competition where you learn the basics of engineering and technology automation.
<b>JROTC</b>	(Junior Reserve Officer Training Corps) A fun an exciting way to incorporate working out with team building, discipline and self esteem building. Not a 'club' - an accredited program.
<b>Running Club</b>	The running club at UAG was created to engage students in an activity that will help them understand their physical capability.
<b>School Wellness Council (SWC)</b>	Are you interested in making our school a healthier place? UAG believes that your health and well-being are the foundation of learning and achievement.
<b>Student Government</b>	Join the Student Government at UAG where you can shape the culture and event landscape
<b>Weight Room</b>	Exercise will never hurt you, Only improper form causes injury. Let's master the essentials of proper weight training and be safe while performing all body weight training exercises
<b>Yearbook Club</b>	Participate in the year-long effort to document and organize visual evidence of Student Life at UAG, and then production of a UAG-worthy memory maker epic - yearbook!

**Challenge #4:** After school activities and extra curricular activities are some of the best parts of high school! AND are exceptionally important for your college application

- [illegible]

## For Parents & Families

### **CHECKING YOUR CHILD'S ACADEMIC PROGRESS**

Jupiter: Through Jupiter, both students and parents will be able to access their progress 24/7. Jupiter lets students and parents check their current grades and homework online anytime. Everyone has their own password, so grades are always private. Everything is updated live, so you never need to upload anything. Teachers will also email grade reports and send text messages directly from Jupiter to students and/or parents. Or set automatic alerts for parents whenever a student is absent, missing assignments, or have missed targets and needs to attend GOLD. You will receive your Jupiter Grades login information at the beginning of the year.

### **COMING TO FAMILY EVENT AT UA GATEWAY**

It is our goal that each parent attends at least ONE event at UAG! But that's just the minimum!

### **PARTICIPATING IN OUR PARENT'S ASSOCIATION**

All parents or legal guardians of UA Gateway students are automatically members of the Parents' Association. While UA Gateway expects students to take increasing responsibility for choosing wisely from educational and extracurricular options, managing their time, and conducting themselves well, parental involvement remains key to student success. The UAG PA offers one way for you to play an active role in your child's education and personal growth at UA Gateway. Meetings are currently held the 2nd Monday of every month from 6-7:30pm.

A primary goal of the PA is to bring parents into an active role in students' academic and non-academic activities and to help establish a strong relationship between the home and the school. To accomplish this goal, the PA will provide opportunities for parents to participate at the school. Want to participate in the PA? Email [pa@uagateway.org](mailto:pa@uagateway.org).

### **MAINTAINING COMMUNICATION WITH TEACHERS AND ADMINISTRATORS**

It is imperative to communicate to the staff any changes or updates in contact information or important home changes. This allows teachers and



administrators to continuously update parents on their student's academic and behavioral progress.

### **MAKING SURE YOUR CHILD COMES TO SCHOOL EVERY DAY, ON TIME, AND PREPARED**

To assure the success of our students, we must collaborate as a team of parents and educators in making sure that our students come to school every day, on time, and with all the materials necessary for their classes. In case of an emergency or illness, please inform us.

### **VOLUNTEER!**

Throughout the year, you will receive several invitations and emails asking for you to donate some of your time to volunteer for in school roles and for events!

### **COME VISIT US!**

When entering the 49th Street Campus, all UA Gateway parents must check in at the main desk in the front lobby. For security purposes, no individual may be present on campus without first checking in at the main office and receiving a visitor pass. Please plan to give teachers at least 24 hours' notice before visiting. Our faculty and staff work to minimize any interruptions to the classroom environment. Therefore, it is not possible for parents to drop in on a class while it is in session. We will have special days where we will invite you to sit in on classes! Please take advantage of those! Thank you for your cooperation in this matter. To schedule a visit, please email [parentcoordinator@uagateway.org](mailto:parentcoordinator@uagateway.org) or call (212) 246-1041.

### **COME TO PARENT-TEACHER NIGHT**

Four times this year, we offer parent-teacher conferences where you can talk to your child's teachers, guidance counselors, social worker, and any and all administrators and staff that interact with your child. It is a great opportunity to conference with your child's teachers and we highly recommend that your child be present for such meetings.

### **COME TO OUR THANK-CAKE AND OTHER FAMILY EVENTS!**

In the month of November, we love to have a dinner for all parents, students, and staff that celebrate all that we are thankful for.

### Dress Policy

#### **DRESS TO IMPRESS A POTENTIAL EMPLOYER!**

Although no official dress policy outside of the one for NYC DOE, assume that any day you may bump into someone who may want to hire you. We frequently get visitors from Amazon, Google, Apple... and you always want to make a good impression. Best way to dress to impress and not wear a suit- wear UAG Gear!

#### **What is UAG Gear?**

We want you to rep your school! Although not required to wear UAG Gear, we hope you will be proud to ROCK THE G!

- Lots of t-shirts, polos, sweatshirts with our school logo are available for purchase at our school store.
- Some UAG Gear is limited edition and only provided to students who participated in special events (such as the Amazing Race, etc).

**Because we have escalators- we ask that you do NOT wear flip flops to school as they often get stuck in the escalators and can pose a safety issue**

### Classroom Expectations

Students are expected to conduct themselves according to the UAG Core values. Our Core values are Grit, Empathy, Accountability, Aspiration, Collaboration, Reflection, and Scholarship. Students should exemplify this behavior when interacting with their teachers and their peers.

Unless told otherwise by your classroom teacher, please make sure to do the following:

Conduct yourself with RESPECT:

- Respect your learning community - honor rules that help your class function
- Respect your peers - treat others as you wish to be treated.
- Respect yourself

### Common Area Expectations

- There are escalators in our building. They only go up. Please note it is important to maintain order on the escalators as jumping on them can be dangerous and can also damage or turn off the escalators.
- We are in a shared campus. You are under no circumstances, allowed to go onto the floors of any other schools!
- If you must go to the restroom, raise your hand and ask permission. Avoid asking during discussion or at any other point where you might interrupt class

time.

- Only one student is allowed out of the class at a time.
- Students must have the bathroom pass when leaving the room.
- Bathrooms are locked during the first and last 10 minutes of class, as well as during transition time.
- Help in keeping the bathroom as well as all other common areas clean.
- You are only allowed to visit the main office during lunch or after your last period
- Students must respect the rules of the main office, and avoid any unnecessary noise
- Students may go to the main office for the following reasons:
  - To report lost/stolen metrocard or ID
  - To hand in or pick up trip or after-school club permission slips
  - To make important phone calls home
  - To receive a pass to the nurse's office.

## Locker Rules

- Locker rules and regulations must be followed in order to maintain access to a locker:
- Lockers are made available for the following student uses:
  - School supplies
  - Textbooks, books, and/or notebooks
  - Coats, sweaters, and/or gym clothing
- Only UAG purchased locks, will be permitted to be placed on the lockers to maintain the safety and security of student belongings.
- No food should be kept in lockers.
- Lockers are not to be used to store items which cause, or can reasonably be foreseen to cause, an interference with school purposes or an educational function, or which are forbidden by state law or school rules.
- A student who uses a locker that is the property of the school is presumed to have no expectations of privacy in that locker or that locker's content. The school retains the right to inspect the locker and its contents to insure that the locker is being used in accordance with its intended purpose, and to eliminate fire or other hazards, maintain sanitary conditions, attempt to locate lost or stolen materials such as weapons, illegal drugs or alcohol, or any other material forbidden by school rules.
- Students will be allowed to access the lockers during three time periods throughout the school day
  - Before and after school
  - Before and after lunch or gym
- Graffiti and/or damage to UAG lockers will result in a loss of locker privileges and student (s) will face appropriate disciplinary measures.
- Remember: lockers are a privilege, and students who do not follow the UAG locker policy will not be permitted to use a locker.
- Lockers are assigned at random.

## Our Core Values

We Value...	How it affects the community?	How it applies to me?
<b>Empathy</b> <i>"The functions of intellect are insufficient without empathy."</i> Dean Koontz	When we practice empathy, <u>we create a peaceful and safe school community that maximizes all members' potential to grow.</u>	<ul style="list-style-type: none"> <li>• I put myself in other people's shoes and see things from perspectives besides my own.</li> <li>• I understand, appreciate, respect, and acknowledge the feelings of others in all interactions.</li> </ul>
<b>Accountability</b> <i>"Be the change you want to see."</i> Ghandi	When everyone is <u>accountable to himself, herself, or others, it elevates fairness, consistency and justice.</u> This enables us to succeed in our mission.	<ul style="list-style-type: none"> <li>• I plan, prepare, and deliver my responsibilities to the best of my abilities, accepting the consequences.</li> <li>• I know that I am important and that others depend on me.</li> <li>• I hold others accountable in a supportive, caring, and courageous way.</li> </ul>
<b>Aspiration</b> <i>"Shoot for the moon and even if you fail you will land among the stars."</i> Unknown	When we aspire to our mission as a school community, we are able to provide the best experiences and opportunities for our members. <u>We understand that the way that we did it yesterday may not be the best way to do things today.</u>	<ul style="list-style-type: none"> <li>• I always seek to do my work better. I improve, edit, and revise.</li> <li>• I take risks even when I am afraid.</li> <li>• I have dreams and a long-term vision for myself and plan towards it.</li> <li>• I understand that failures are nothing more than learning opportunities.</li> </ul>
<b>Collaboration</b> <i>"Two or more minds, hearts, and bodies, are better than one."</i>	<b>Unknown</b> When we are <u>collaborative, we allow for even the best ideas to be improved by the wisdom of others.</u> Collaboration, participation and having a voice is the foundation of ownership, membership, and value.	<ul style="list-style-type: none"> <li>• When collaborating, I am dedicated to the task and the people with whom I am collaborating.</li> <li>• I approach collaboration with humility, diplomacy, and a positive attitude, inclusive of all members.</li> <li>• I offer praise and constructive criticism when appropriate.</li> <li>• I understand that my capacity to collaborate is an indicator of my success.</li> </ul>
<b>Reflection</b> <i>"Know thyself"</i> William Shakespeare	When we reflect it <u>allows us to evaluate, celebrate, and change the things that move us away from our mission and vision.</u>	<ul style="list-style-type: none"> <li>• In an effort to figure myself out, I think about my patterns.</li> <li>• I celebrate my growth, evaluate my actions and make adjustments to meet my future goals.</li> </ul>
<b>Scholarship</b> <i>"A nation's treasure is in its scholars."</i> Chinese Proverb	When we are committed to scholarship; we are <u>committing to be life-long learners who seek to do our work better each day.</u>	<ul style="list-style-type: none"> <li>• I am consistently committed to my learning process.</li> <li>• I seek to meet and exceed my targets and use GOLD to prepare myself for post UAG success.</li> </ul>
<b>Grit</b> <i>"Never give up on a goal."</i> Unknown	When we have grit, we <u>show that we will persevere in pursuit of our passions.</u> We do not let obstacles get in the way of our attaining our goals.	<ul style="list-style-type: none"> <li>• When faced with a difficult subject or situation, I push through with strength and resolve, knowing that success is 99% perspiration, and 1% inspiration.</li> <li>• I will not let circumstances or individuals hold me back from being my best self.</li> </ul>

**Challenge #5:** When we talk about the UAG way- it refers to always acting (both inside and outside the school) in a way that upholds our Core Values. Practice REFLECTION by answering the questions below.

- Give an example of how you have exemplified one of UAG's Core Values this summer
- Which Core Value do you think will be **easiest** for you to uphold and why?
- Which Core Value do you think will be most **challenging** for you to uphold and why?



## Computer & Internet Usage

**Computers are made available to every student in our school that follows the computer usage policies appropriately.**

All students will have access to computers for classroom work and/or projects that require computer use. Students must abide by classroom procedures for distributing and collecting computers. While computers are in use, all students must follow UAG's computer rules.

**UA Gateway students demonstrate they're mature users of the internet by NOT:**

- Visiting any site that promotes discrimination, racial, or religious hatred, illegal acts, or provides information which may be considered offensive;
- Viewing obscene inappropriate language or images, including typing or searching inappropriate language, viewing, and/or subscribing pornographic sites;
- Using the network for non-educational purposes during instructional time, including GOLD;
- Altering the system in any way by changing passwords or system settings;
- Adding or attempting to change the system in any way;
- Downloading and/or storing music or any copyrighted material on systems without authorization from classroom teachers;
- Accessing another person's folder, work, or files;
- Using another student's password or computer, unless told to do otherwise;
- Videotaping and/or taking pictures of staff, students, and/or UAG classrooms without clearance from faculty;
- Using UAG tags and keywords or logos online, unless specified or approved by staff members;
- Refusing to hand in or close a computer at a staff member's request; or
- Refusing or delaying turning down the audio on a computer when requested.

**In addition, UA Gateway students demonstrate they understand one-to-one guidelines by NOT:**

- Removing headphones from any classroom without permission, or utilizing headphones during classroom or instruction or hall passing;
- Eating or drinking while using computers;
- Removing equipment from UAG designated school premises;
- Leaving laptop unattended;
- Not returning laptops to their carts on time;
- Interrupting a class to obtain a computer after class has started;
- Using a computer that is not assigned to them, unless provided by the teacher;
- Placing their computer in an inappropriate location (on top of lockers, floor)
- Ignoring classroom protocols regarding where computers should be placed upon entering classrooms.

**If a student fails to follow the computer policies, they may face the following consequences:**

Please note that consequences are ultimately up to the instructor's discretion, and harsher consequences may be provided based on the frequency and severity of the infraction.

Level	Action
1	<b>Warning</b> from Teacher regarding removal of privileges
2	<b>Removal of privileges for the period</b>
3	<b>Removal of privileges for 1 day;</b> advisor and/or parental contact
4	<b>Removal of privileges for 2 days;</b> social work and/or parental contact
5	<b>Removal of privileges for 1 WEEK</b> and suspension from school

**All students working with laptops at UAG must agree and sign a contract at the beginning of the year, which ensures that all users are aware of the expectations guiding the use of the Internet and Computer systems**

## Cell Phone Usage

**We strongly recommend that students NOT bring cell phones and other electronic devices to school.**

The school cannot and will not be held responsible for the loss, theft or damage to any electronic devices. School personnel will not be held responsible for searching for lost phones or electronic devices. This includes unintentional damage caused by another student. Intentional damages will be dealt with by administering consequences outlined in the NYCDOE Discipline Code. The school will not negotiate financial deals over damaged, lost or stolen cell phones and electronic devices between families.

Cell phones, computing devices, and portable music and entertainment systems (electronic devices), may be used as set forth below:

- The school reserves the right to collect electronic devices when students enter the school building and stored in a designated location until the end of the school day.
- 49th Street Campus has a "No See, No Hear" cell phone and electronic device policy. Seen and heard cell phones and electronic devices are subject to confiscation.
- Cell phones, computing devices, and portable music and entertainment systems may not be used in classrooms, hallways, stairwells, auditorium, library, gym, or escalators.
- Students may not wear headphones or earbuds while on 49th Street Campus, including but not limited to: classrooms, hallways, cafeteria, schoolyard, locker rooms, stairwells, auditorium, library, gym, escalators or bathrooms. Headphones and earbuds must be stored in their entirety in the student's locker, pocket, or bag.

# Day 6

# 6

**Challenge #6:** Read the article below. Write a paragraph in response to the following:

- What piece of technology or app (phone, computer, iPad, instagram, twitter etc) do you depend on the most?
- What do you depend on it for?
- How can you imagine your life without it?

# A dependence on technology: The gateway to digital addiction

- <https://knowtechie.com/a-dependence-on-technology-the-gateway-to-digital-addiction/>

Billions of us across the globe are currently 'online.' Whether you're a casual social media user who browses their Facebook page from time to time, or you utilize the World Wide Web on a daily basis for your work, our



dependence on technology today is no laughing matter.

For years, you've probably heard jokes about how someone is 'addicted to their phone' or that they 'couldn't live without their computer' and while this may have been laughable a decade or so ago, a sheer dependence on everything

from our contactless cards to our laptops and gaming consoles has certainly led to a concerning issue – Digital Addiction.

Yes, it's a real thing! Here, we're taking a look at what digital addiction is and how technology is doing a pretty good job at promoting it.

## What Is Digital Addiction?

The most notable recent addition to the world of mental health as far as technology is concerned is that of 'gaming disorder.' The World Health Organization recently coined the term and added it to their Classification Of Diseases, defined as the inability to stop gaming. Of course, this is a term that gamers have laughed at, but how often do you hear stories of addicts claiming that they're not actually addicted? For those that put gaming above all other activities, bypass necessary activities in order to play or even keep playing despite the potential for negative consequences, the new 'gaming disorder' diagnosis could be hitting a little close to home. If they've been suffering from the above for over a year, then it's highly likely that they'd fit

this new disorder's criteria completely.

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Digital addiction is very similar in nature and whilst not an officially listed illness, is still something that shouldn't be overlooked. Children, teens, and adults can all fall prey to this so regardless of target audiences or groups, it's becoming clear that age certainly doesn't matter when it comes to addiction to technology.

### **The Tech That's Keeping Us Addicted**

Digital applications and devices have their own features and pulls that can keep people coming back for more and social media is the most obvious case of blatant intentional addiction creation. Let's take **Snapchat**, for example - this app was initially built around the entire idea that photos and videos would only be available for a short amount of time. You could only look at images once, and even Snapchat 'stories' would only be available for 24 hours after posting. Screenshots weren't allowed and there was no other way of saving the images.

Then other apps joined in. Today, this scarcity drives people to check their **Instagram** and Facebook stories too and with other features like social proof (retweets, likes) and personalized content all keeping users there for longer. Games work in a very similar way and there might not be a better master of addiction than gambling game providers, with slot machine taking first place. These machines have perfected the art of the irresistible pull which, along with **a number of features attract visitors and keep them coming for more**. Other apps and games use **the same mechanics of the slot machine**, jumping on the addiction bandwagon.

### **Is There Hope For An Escape?**

Like with any addiction, awareness is often the first step to overcoming the issue. Without the knowledge that digital addiction or gaming disorders exist, it could be very difficult for gamers and tech users across the globe to realize that there was even an issue in the first place.

The world is becoming much more digitally connected, meaning people are available at all times no matter where they are in the world, and so the answer here is to learn how to use technology better rather than stop using it altogether. Turning off notifications overnight or at certain times of the day, timing how long you're online and restricting it, and even just switching off the internet for a little while a day can help you better use your time.



# Attendance Policy

We want our students here every day, on time. School attendance is required by law and is critical to students' success in school and life. The Chancellor has a school-wide attendance goal of 92%. We want to exceed that goal.

Research shows that children who miss 20 or more days of school in a given school year are less likely to graduate from high school. Missing two days a month adds up to 20 days a year. If your child is absent just 9 times, they will lose over 50 hours of Instructional time.

**As we transition back to in person learning- we must remind you THERE IS NO ONLINE VERSION OF CLASS OR VIDEO TO WATCH WHEN YOU ARE ABSENT.**

**In the event of an absence**, please contact your teachers immediately in order to be updated on missed work. If possible, notify teachers prior to an absence and alert them to the fact that you will not be present in class, so that they can provide you with the necessary materials. **Please understand that missed work must still be completed as promptly as possible. It is highly recommended that you stay for a G.O.L.D. session upon returning to school for classes where work was missed.**

**In the event that you arrive late to school**, make sure to head to class as soon as possible, and to enter silently and get straight to work. Wait until your instructor can walk over to you and catch you up on what you missed.

Number of Day Absent	Attendance Rate	Instructional Time Lost in Months	Instructional Time Lost in Days
9	95%	½ Month	49.5 Hrs
18	90%	1 Month	99 Hrs
27	85%	1 ½ Months	148.5 Hrs
37	80%	2 Months	203.5 Hrs
46	75%	2 ½ Months	253 Hrs

We have implemented several steps to assist you in maintaining the best possible attendance/on-time record for your child. These steps include:

- Daily automated calls to inform you that your child is late or absent
- Verification calls from our school Parent Coordinator in chronic cases
- Written confirmation of the number of days that your child is late or absent

- Student placed on daily two-trip MetroCard
- A meeting with you, your child, UAG's Social Worker and/or Guidance Counselor
- A visit from an Attendance Intervention Officer employed by the Department of Education
- A visit from a guidance member at your home
- Referral to New York City agencies for assistance

## Leaving School Early

**Students cannot leave school on their own, regardless of reason, even with parental permission.**

If your child needs to be picked up from school during official hours (8:20 a.m. – 2:39pm.) they must be signed out by an authorized adult. We refer to the Emergency "Blue" Card contact information. Again - Students cannot go home on their own!!!

## Excused Absences- NO SUCH THING

First period instruction begins at 8:25am. Students are marked late if they arrive to class (on the 7th floor) at 8:26 or later. If a student is absent, a phone call from their parent or a note is required. Please send a note from you or your child's doctor upon their return.

Although having notes on file or having your parent call or email explains the absence- YOU ARE STILL ABSENT. There is no such thing as an excused absence.... An excused absence just means EXPLAINED absence.

A student is considered either ABSENT or PRESENT. A student who has a reason for an absence (appointment, is ill, etc) is considered absent. The note just explains the absence and ensures they are not penalized for their absence.

Please contact the guidance counselor or Parent Coordinator 212-246-1041 to inform us if you know your child will be late or absent or if you have any questions or concerns. You can also schedule a meeting with your child's Guidance Counselor or Social Worker for assistance.

If you have an absence note for your child, they should bring it to Ms Jordan for documentation purposes.

## Part I- Rationale

**The primary purpose of grading is to communicate the mastery of learning targets to students, their families, employers, and postsecondary institutions.**

What is a grade? What does an "A" mean? How about a "C?" Is the definition of an "A" universal within one school? How about just within one department? Are schools confident that the grades that students get are consistent, fair, and accurate reflections of achievement? In a school *without* a unified grading policy, a grade could reflect:

1. How "hard" a teacher thinks a student worked or how hard a student worked
2. How a teacher feels about the student's attitude
3. How many assignments were completed (or not completed)
4. Mastery of a topic
5. Average number that a student has achieved on a series of related or unrelated tasks

When developing our grading beliefs and grading policies, there are a number of educators and educational texts that we look to for guidance. They are:

1. Article: Grading Policies that Work against standards and how to fix them by Thomas Guskey, the National Association of Secondary School Principals December 2000
2. Article: Classroom Assessments and Grading that Work, by Robert Marzano 2006
3. Article: Clarifying Achievement Goals and Their Impact (Performance Based goals vs. Learning Goals), by Carol Dweck 2003
4. Article: The Case Against the Zero by Douglas Reeves 2004
5. Book: Grading For Equity by Joe Feldman 2018

These texts argue that traditional grading systems are often complicated, subjective and damaging to both students and teachers. We recognize this unique opportunity to grow our school without these damaging practices and start fresh from our inception around what it means to earn a grade.

**At UAG, grades come from the percentage of learning targets achieved by a student.**

Our grading policy seeks to:

- Communicate with precision about student progress to all community members (students, parents, post-secondary institutions and employers)
- Achieve and maintain academic consistency throughout classrooms
- Diagnose student strength and weakness early and accurately so that students can get the help that they need.

We acknowledge that our model is not the 100% standards-based grading model. As our knowledge and capacity increase, we will continuously revisit our policy to move towards greater standards- and outcome-based grading

## Part II- UAG Grading Guidelines

**At UA Gateway the grade breakdown is the following:**

**10%** Professional Behavior and Work Habits- ABROWS

**20%** Formative Assessments

**70%** Summative Assessments

All grades are maintained on JupiterEd.com

**The following are explanations regarding the categories in which your grades are based:**

Professional Behaviors and Work Habits:

**Professional behaviors and work habits (Academic Behaviors and Rules of the Work Space ABROWS) make up 10% of a student's grade:**

UAG wishes to communicate and **promote** professional work habits through 10% of our grade. We believe that communication and recognition of these habits is important to our school community and is integral to preparing students for college and careers. These are as follows:

1. **Accountability** (adhering to rules of the workplace)
2. **Punctuality** (submitting assignments on time and being in school on time)
3. **Participation** (classroom activities/discussions)
4. **Completion** (of required tasks, notebooks, homework, rough drafts, peer editing)
5. **Collaboration** (working with others)

Formative Assessments:

**Formative Assessments make up 20% of a student's grade:**

Formative Assessments are given while a student is learning the material. This is designed to provide direction for both students and teachers. Feedback for students from this kind of assessment will show students what adjustments are still needed to master the material such as further review and/or additional practice. Formative assessments may also confirm that the student is ready to move forward. We believe that classroom assessment and feedback is perhaps the most powerful tool in student learning. When students are unable to reach learning targets, teachers will use the assessments to identify areas of misunderstanding, and will work with those students one-on-one or in small groups through our daily G.O.L.D. hour. **Formative assessments include activities such as quizzes, homework, rough drafts, notebook check, peer**

**editing, 5 finger test, quick write, blink test, cold call, turn and talk, etc. These items CANNOT be graded as summative assessments.**

Note that students that fail to complete and reflect on formative assessments tend to have difficulty during summative assessments.

### Summative Assessments:

#### **Summative Assessments make up 70% of a student's grade:**

Summative Assessments are given after completing a sequence of instruction and practice when students are ready to demonstrate mastery of the material taught. This provides information used to make judgments about a student's achievement on learning targets. Sample Summative Assessments include: final drafts, tests, exams, projects, and performance task assessments.

Teachers can assess student learning in a variety of ways within a unit. **However for each unit, there must be at least 1 assessment in the summative category.** Students must be assessed every 2-3 weeks with a summative. Teachers must ask students to stay in GOLD to re-teach missed targets and lessons must be adjusted based on summative assessment results.

**Summatives can be RESUBMITTED, MADE UP and REVISED!!! However, each teacher may have their own policy around qualifying for a resubmission/make up/revision.**

**At UA Gateway the work does not go away;** if you complete all of your assignments on time, you avoid the stress of having multiple things to submit at the same time.

## Part III- Our Grading Policy in Action

1. **DUE & DEADLINE DATES:** Teachers will set all due dates. All deadlines dates are set by culminating 11th hour sessions predetermined by guidance and teachers. **For summative assessments due and deadline dates cannot be the same dates in order to increase opportunities for students to complete assignments.** Formative Assessment due dates are up to each teacher's discretion.

2. If a student submits or completes a summative assessment by the **deadline date, they are eligible to** receive full mastery potential (100%).

3. **Late work:** If a student submits a summative assignment after the due date, but before the deadline during 11th hour week, the grade should reflect the learning, not the doing or academic behaviors. Lateness should be factored into ABROWS.

4. **The 11th Hour Week** is set by the guidance team at the beginning of the year (check the calendar) and represents that last chance to submit any summative work (projects, papers, longer performance assessments) for the marking period. **Summative work should not be due during 11th hour week.** Formative assessments and ABROWS are not a part of 11th hour week.

**11 Hour Week is NOT a blanket invite for students to hand work in late. It is the exception for \*some\* students.**

5. **When to use a ZERO:** Due to the dramatic impact of a zero on an overall grade summative assessment (marking period or semester), a zero will not be used as a grade for any summative tasks.

6. **FINAL GRADE at the end of each Marking Period:** For first time assessments and retake, all scores from 1-54 must be converted to 55% prior to averaging semester grades. Marking Period grades from 1-54 must be converted to 55% prior to averaging semester grades

At UA Gateway we use Goal Oriented Learning Development (GOLD) to identify and provide support in specific areas where a student might be struggling. Students will have a structured time to meet with each teacher once a week, to receive one on one assistance where needed.

GOLD is a structured time that occurs after the last period of the day, every day, for 30 minutes. The GOLD day occurs on the day when the class meets for the last period of the day

**GOLD IS NOT OPTIONAL!!!**

## Academic Dishonesty

Students at UAG are expected to take responsibility for their own learning and to refrain from any type of academic dishonesty- including, but not limited to, plagiarism, cheating, copying the work of another or allowing your own work to be copied, and any unauthorized communication between students for the purpose of gaining academic advantage. This covers all school related tests, quizzes, papers, etc. Students are expected to do their own work, and are encouraged to ask for help and/or clarification when necessary. When using or borrowing information from outside sources, students must cite their work, using MLA formatting and citations, unless otherwise directed by the teacher. There are consequences for academic dishonesty.

**Challenge #7:** Take a look at the following grades for a student from UAG. Use them to calculate their Marking Period Grade & decide what next steps he should take

Category	Assignment	Score
ABROWS	Folder Accountability	10/10
ABROWS	Group Work	8/10
Formative	C 2.1 Org of Ecosystem	1/5
Formative	C 2.2 Groupwork Criteria	3/12
Formative	C 2.3 Characteristics of life	4/8
Formative	Home Assignment 2.1	0/5
Formative	Home Assignment 2.2	0/5
Formative	Home Assignment 2.3	0/5
Summative	UNIT 2 Exam	23/25 (92%)
Summative	Unit 2 Lab	16/25 (64%)

	Maximum Points	Points Earned
ABROWS		
FORMATIVE		
SUMMATIVE		

**To Calculate Grade:**

$= (10) * (\text{Abrows Points Earned} / \text{Max Abrows Points}) + (20) * (\text{Formative Points Earned} / \text{Max Formative Points}) + (70) * (\text{Summative Points Earned} / \text{Max Summative Points})$

$= (10) * (\underline{\quad} / \underline{\quad}) + (20) * (\underline{\quad} / \underline{\quad}) + (70) * (\underline{\quad} / \underline{\quad})$

$= \underline{\quad} + \underline{\quad} + \underline{\quad}$

$=$

**FINAL GRADE:**

Which summative should this student ask to resubmit? \_\_\_\_\_

What could this student have done different in order to get a higher final grade? He scored a 92% on the test! Seems crazy that he didn't get a final grade in the 80s or 90s! \_\_\_\_\_

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Day 7





## Graduation Requirements

Subject Area	Minimum Credit Requirements		Regents Exam	Local diploma (eligible students only)	Regents diploma	Advanced Regents diploma
English Language Arts (ELA)	8		English Language Arts (ELA)	55+	65+	65+
Social Studies			Social Studies	55+ on one social studies exam	65+ on one social studies exam	65+ on one social studies exam
Global History	4		• U.S. History			
U.S. History	2		• Global History & Geography			
Participation in Government	1		Math	55+ on one math exam	65+ on one math exam	65+ on all three math exams
Economics	1		• Algebra I			
Math	6		• Geometry			
Including at least 2 credits of advanced math, such as Geometry or Algebra II			• Algebra II			
Science (including labs)			Science	55+ on one science exam	65+ on one science exam	65+ on Living Environment and one other science exam
Life Science	2		• Living Environment			
Physical Science	2		• Earth Science			
Additional Life or Physical Science	2		• Chemistry			
Language Other Than English (LOTE)	2 for local and Regents diplomas	6 for advanced Regents diploma	• Physics			
Visual Art, Music, Dance, and/or Theater	2		Language Other Than English (LOTE)	Not Required	Not Required	65+ on one LOTE exam
Physical Education	4		+1 option	Requirements vary	Requirements vary	Requirements vary
Consistently throughout high school			• Any additional Regents exam			
Health	1		• State-approved +1 option			
Electives	7 for local and Regents diplomas	3 for advanced Regents diploma	Total Exams	5	5	9
Total Credits	44					

\*\* Students enrolled in a New York State-approved Career and Technical Education (CTE) Program, they only need 2 credits of Foreign Language and can still obtain an Advanced Regents Diploma. Students at Urban Assembly Gateway School for Technology that follow the general Academic Program for all four years should graduate with more than the required 44 credits. For more information regarding credits and exams needed for graduation from a New York City CTE School, please visit:

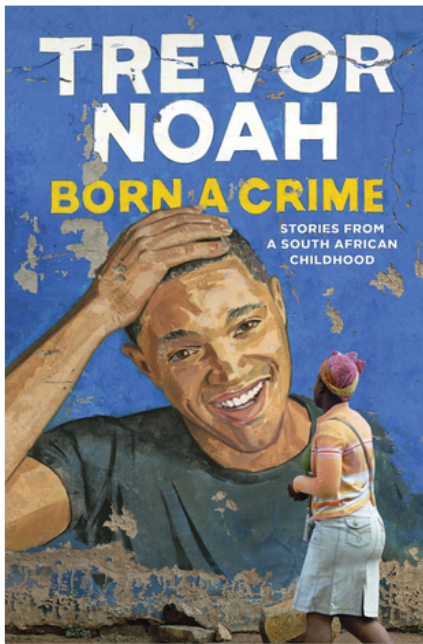
<https://infohub.nyced.org/reports-and-policies/policies/graduation-requirements>

All the classes that you take Freshman Year are GRADUATION REQUIREMENTS!

This means that you cannot graduate high school without passing them.

**The next few challenges will get you ready for some of the classes you will be taking next year!**

**Challenge #8:** Challenge: Read "Go, Hitler!" by Trevor Noah and answer the questions below. Then use the additional pages to write your own personal account or memoir.



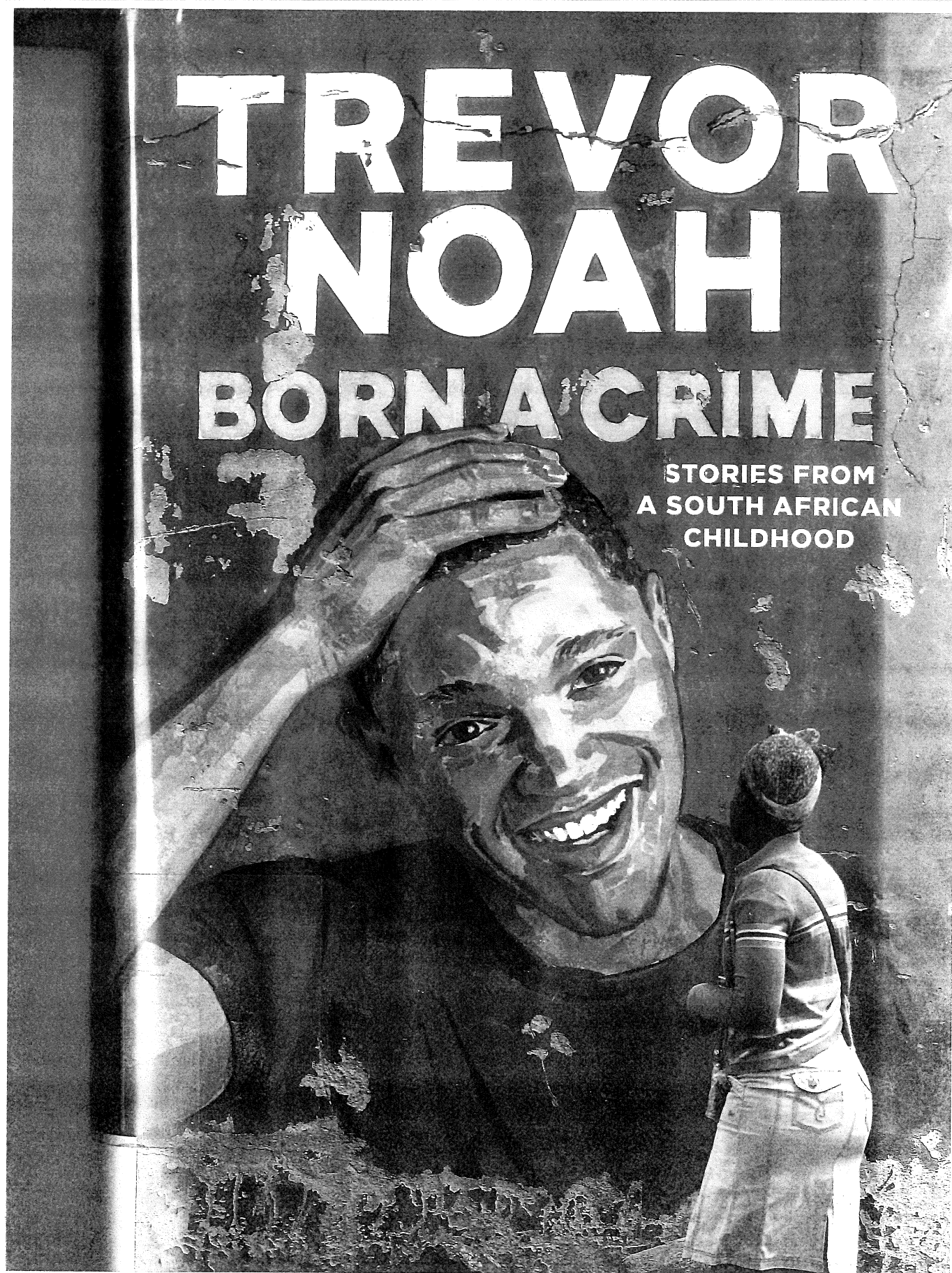
1. Trevor Noah's book "Born a Crime" is a genre known as a memoir. Do some research and write down the definition of a memoir.

2. Which sections of the story made Trevor Noah's memoir particularly memorable for you to read? What did he do in his writing to make his story more interesting to you?

3. What questions do you still have about this episode after having read it? How could Trevor Noah make this section of the story even more interesting?



# Born a Crime Excerpt





In Germany, no child finishes high school without learning about the Holocaust. Not just the facts of it but the how and the why and the gravity of it—what it means. As a result, Germans grow up appropriately aware and apologetic. British schools treat colonialism the same way, to an extent. Their children are taught the history of the Empire with a kind of disclaimer hanging over the whole thing. “Well, *that* was shameful, now wasn’t it?”

In South Africa, the atrocities of apartheid have never been taught that way. We weren’t taught judgment or shame. We were taught history the way it’s taught in America. In America, the history of racism is taught like this: “There was slavery and then there was Jim Crow and then there was Martin Luther King Jr. and now it’s done.” It was the same for us. “Apartheid was bad. Nelson Mandela was freed. Let’s move on.” Facts, but not many, and never the emotional or moral dimension. It was as if the teachers, many of whom were white, had been given a mandate. “Whatever you do, don’t make the kids angry.”

When I was in grade nine, three Chinese kids transferred to Sandringham: Bolo, Bruce Lee, and John. They were the only Chinese kids in the school, out of a thousand pupils. Bolo got his nickname because he looked like Bolo Yeung from the Jean-Claude Van Damme movie *Bloodsport*. Bruce Lee’s name really was Bruce Lee, which made our lives. Here was this Chinese guy, quiet, good-looking, in great shape, and his name was Bruce Lee. We were like, *This is magic. Thank you, Jesus, for bringing us Bruce Lee*. John was just John, which was weird because of the other two.

I got to know Bolo because he was one of my tuck-shop clients. Bolo’s parents were professional pirates. They pirated videogames and sold them at flea markets. As the son of pirates, Bolo did the same

thing—he started selling bootleg PlayStation games around school. Kids would give him their PlayStation, and he'd bring it back a few days later with a chip in it that enabled them to play pirated games, which he would then sell them. Bolo was friends with this white kid and fellow pirate named Andrew, who traded in bootleg CDs. Andrew was two grades above me and a real computer geek; he even had a CD writer at home, back when nobody had CD writers.

One day on my tuck-shop rounds, I overheard Andrew and Bolo complaining about the black kids at school. They'd realized that they could take Andrew's and Bolo's merchandise, say "I'll pay you later," and then not pay, because Andrew and Bolo were too scared of black people to go back to ask for the money. I leaned in to their conversation and said, "Listen, you shouldn't get upset. Black people don't have any money, so trying to get more stuff for less money is just what we do. But let me help. I'll be your middleman. You give me the merchandise and I'll sell it, and then I'll handle getting the money. In return, you give me a cut of the sale." They liked the idea right away, and we became partners.

As the tuck-shop guy, I was perfectly positioned. I had my network set up. All I had to do was tap into it. With the money I made selling CDs and videogames, I was able to save up and add new components and more memory to my own computer. Andrew the computer geek showed me how to do it, where to buy the cheapest parts, how to assemble them, how to repair them. He showed me how his business worked, too, how to download music, where to get rewritable CDs in bulk. The only thing I was missing was my own CD writer, because it was the most expensive component. At the time a CD writer cost as much as the rest of the computer, nearly 2,000 rand.

I worked as a middleman for Bolo and Andrew for a year. Then Bolo left school; the rumor was that his parents got arrested. From that point on I worked for Andrew, and then as he was about to matriculate he decided to quit the game. "Trevor," he told me, "you've been a loyal partner." And, as thanks, he bequeathed unto me his CD writer. At the time, black people barely had access to computers, let's start there. But

a CD writer? That was the stuff of lore. It was mythical. The day Andrew gave it to me, he changed my life. Thanks to him, I now controlled production, sales, distribution—I had everything I needed to lock down the bootleg business.

I was a natural capitalist. I loved selling stuff, and I was selling something that everybody wanted and nobody else could provide. I sold my discs for 30 rand, around \$3. A regular CD in the store cost 100 to 150 rand. Once people started buying from me, they wouldn't buy real CDs ever again—the deal was too good.

I had an instinct for business, but at the time I knew nothing about music, which was odd for someone running a music-pirating business. The only music I knew, still, was Christian music from church, the only music allowed in my mother's house. The CD writer Andrew gave me was a 1x CD writer, which meant it copied at the speed it played. Every day I'd leave school, go to my room, and sit for five to six hours, copying CDs. I had my own surround-sound system built with old car speakers I'd salvaged from the junkers Abel kept in the yard, and I strung them up around the room. Even though I had to sit there while each CD played, for a long time I didn't really listen to them. I knew it was against the dealer's code: Never get high on your own supply.

Thanks to the Internet, I could get anyone anything. I never judged anyone's taste in music. You wanted the new Nirvana, I got you the new Nirvana. You wanted the new DMX, I got you the new DMX. Local South African music was big, but black American music was what people were desperate for, hip-hop and R&B. Jagged Edge was huge. 112 was huge. I sold a lot of Montell Jordan. So much Montell Jordan.

When I started, I had a dial-up connection and a 24k modem. It would take a day to download an album. But technology kept evolving, and I kept reinvesting in the business. I upgraded to a 56k modem. I got faster CD writers, multiple CD writers. I started downloading more, copying more, selling more. That's when I got two middlemen of my own, my friend Tom, who went to Northview, and my friend Bongani, who lived in Alex.

One day Bongani came to me and said, "You know what would

make a lot of money? Instead of copying whole albums, why don't you put the best tracks of different albums onto one CD, because people only wanna hear the songs they like." That sounded like a great idea, so I started making mix CDs. Those sold well. Then a few weeks later Bongani came back and said, "Can you make the tracks fade into one another so the music moves from track one to track two without a break and the beat carries on? It'll be like a DJ playing a complete set the whole night." That sounded like a great idea, too. I downloaded a program called BPM, "beats per minute." It had a graphical interface that looked like two vinyl records side by side, and I could mix and fade between songs, basically everything a DJ can do live. I started making party CDs, and those started selling like hotcakes, too.

Business was booming. By matric I was balling, making 500 rand a week. To put that in perspective, there are maids in South Africa who still earn less than that today. It's a shit salary if you're trying to support a family, but as a sixteen-year-old living at home with no real expenses, I was living the dream.

For the first time in my life I had money, and it was the most liberating thing in the world. The first thing I learned about having money was that it gives you choices. People don't want to be rich. They want to be able to choose. The richer you are, the more choices you have. That is the freedom of money.

With money, I experienced freedom on a whole new level: I went to McDonald's. People in America don't understand, but when an American chain opens in a third-world country, people go crazy. That's true to this day. A Burger King opened for the first time in South Africa last year, and there was a queue around the block. It was an event. Everyone was going around saying, "I have to eat at Burger King. Have you heard? *It's from America.*" The funny thing was that the queue was actually just white people. White people went bat-shit crazy for Burger King. Black people were like, *whatever*. Black people didn't need Burger King. Our hearts were with KFC and McDonald's. The crazy thing

about McDonald's is that we knew about it long before it came, probably from movies. We never even dreamed we would ever get one in South Africa; McDonald's seemed to us like one of those American things that is exclusively American and can't go anywhere else. Even before we ever tasted McDonald's, we knew we'd love it, and we did. At one point South Africa was opening more McDonald's than any other country in the world. With Mandela came freedom—and with freedom came McDonald's. A McDonald's had opened up just two blocks from our house not long after we moved to Highlands North, but my mom would never pay for us to eat there. With my own money I was like, *Let's do this*. I went all in. They didn't have "supersize" at the time; "large" was the biggest. So I walked up to the counter, feeling very impressed with myself, and I put down my money and said, "I'll have a large number one."

I fell in love with McDonald's. McDonald's, to me, tasted like America. McDonald's *is* America. You see it advertised and it looks amazing. You crave it. You buy it. You take your first bite, and it blows your mind. It's even better than you imagined. Then, halfway through, you realize it's not all it's cracked up to be. A few bites later you're like, *Hmm, there's a lot wrong with this*. Then you're done, you miss it like crazy, and you go back for more.

Once I'd had a taste of America, I never ate at home. I only ate McDonald's. McDonald's, McDonald's, McDonald's, McDonald's. McDonald's. Every night my mother would try to cook me dinner.

"Tonight we're having chicken livers."

"No, I'm gonna have McDonald's."

"Tonight we're having dog bones."

"I think I'm gonna go with McDonald's again."

"Tonight we're having chicken feet."

"Hmmmm . . . Okay, I'm in. But tomorrow I'm eating McDonald's."

The money kept rolling in and I was balling out of control. This is how balling I was: I bought a cordless telephone. This was before everyone had a cellphone. The range on this cordless phone was strong



enough that I could put the base outside my window, walk the two blocks to McDonald's, order my large number one, walk back home, go up to my room, and fire up my computer, carrying on a conversation the whole time. I was that dude walking down the street holding a giant phone to my ear with the aerial fully extended, talking to my friend. "Yeah, I'm just goin' down to McDonald's..."

Life was good, and none of it would have happened without Andrew. Without him, I would never have mastered the world of music piracy and lived a life of endless McDonald's. What he did, on a small scale, showed me how important it is to empower the dispossessed and the disenfranchised in the wake of oppression. Andrew was white. His family had access to education, resources, computers. For generations, while his people were preparing to go to university, my people were crowded into thatched huts singing, "*Two times two is four. Three times two is six. La la la la la.*" My family had been denied the things his family had taken for granted. I had a natural talent for selling to people, but without knowledge and resources, where was that going to get me? People always lecture the poor: "Take responsibility for yourself! Make something of yourself!" But with what raw materials are the poor to make something of themselves?

People love to say, "Give a man a fish, and he'll eat for a day. Teach a man to fish, and he'll eat for a lifetime." What they don't say is, "And it would be nice if you gave him a fishing rod." That's the part of the analogy that's missing. Working with Andrew was the first time in my life I realized you need someone from the privileged world to come to you and say, "Okay, here's what you need, and here's how it works." Talent alone would have gotten me nowhere without Andrew giving me the CD writer. People say, "Oh, that's a handout." No. I still have to work to profit by it. But I don't stand a chance without it.

One afternoon I was in my room making a CD when Bongani came over to pick up his inventory. He saw me mixing songs on my computer.

"This is insane," he said. "Are you doing this live?"

"Yeah."

"Trevor, I don't think you understand; you're sitting on a gold mine. We need to do this for a crowd. You need to come to the township and start DJ'ing gigs. No one has ever seen a DJ playing on a computer before."

Bongani lived in Alexandra. Where Soweto is a sprawling, government-planned ghetto, Alexandra is a tiny, dense pocket of a shantytown, left over from the pre-apartheid days. Rows and rows of cinder-block and corrugated-iron shacks, practically stacked on top of one another. Its nickname is Gomorrah because it has the wildest parties and the worst crimes.

Street parties are the best thing about Alexandra. You get a tent, put it up in the middle of the road, take over the street, and you've got a party. There's no formal invitations or guest list. You just tell a few people, word of mouth travels, and a crowd appears. There are no permits, nothing like that. If you own a tent, you have the right to throw a party in your street. Cars creep up to the intersection and the driver will see the party blocking their way and shrug and make a U-turn. Nobody gets upset. The only rule is that if you throw a party in front of somebody's house, they get to come and share your alcohol. The parties don't end until someone gets shot or a bottle gets broken on someone's face. That's how it has to end; otherwise, it wasn't a party.

Back then, most DJs could spin for only a few hours; they were limited by the number of vinyls they could buy. Since parties went all night, you might need five or six DJs to keep the dancing going. But I had a massive hard drive stuffed with MP3s, which is why Bongani was excited when he saw me mixing—he saw a way to corner the market.

"How much music do you have?" he asked.

"Winamp says I can play for a week."

"We'll make a fortune."

Our first gig was a New Year's Eve party the summer we graduated from Sandringham. Bongani and I took my tower, my giant monitor, and all the cables and the keyboard and the mouse. We loaded every-



thing up in a minibus and brought it over to Alex. We took over the street in front of his house, ran the electricity out of his place, set up the computer, set up speakers, and borrowed a tent, and people came. It was explosive. By midnight the whole street was packed from one end to the other. Ours was the biggest New Year's Eve party in Alexandra that year, and to have the biggest party in Alexandra is no joke. All night, from far and wide, people kept coming. The word spread: "There's a light-skinned guy who plays music on a computer. You've never seen anything like it." I DJ'd by myself until dawn. By then me and my friends were so drunk and exhausted that we passed out on the lawn outside Bongani's house. The party was so big it made our reputation in the hood, instantly. Pretty soon we were getting booked all over.

Which was a good thing.

When Bongani and I graduated from high school, we couldn't get jobs. There were no jobs for us to get. The only ways I had to make money were pirating CDs and DJ'ing parties, and now that I'd left Sandringham, the minibus drivers and corner kids in Alexandra were the single biggest market for my CDs. It was also where I was playing the most gigs, so to keep earning I naturally gravitated that way. Most of the white kids I knew were taking a gap year. "I'm going to take a gap year and go to Europe." That's what the white kids were saying. So I said, "I, too, am going to take a gap year. I am going to take a year and go to the township and hang out on the corner." And that's what I did.

There was a low brick wall running down the middle of the road in front of Bongani's house in Alex, and every day Bongani and I and our crew would go sit on the wall. I'd bring my CDs. We'd play music and practice dance moves. We hustled CDs all day and DJ'd parties at night. We started getting booked for gigs in other townships, other hoods.

Thanks to my computer and modem I was getting exclusive tracks few people had access to, but that created a problem for me. Sometimes I'd play the new music at parties and people would stand around going, "What is this? How do you dance to it?" For example, if a DJ plays a song like "Watch Me (Whip/Nae Nae)"—yes, it's a catchy song, but

what is a whip? What is a nae nae? For that song to be popular you have to know how to do the whip and the nae nae; new music works at parties only if people know how to dance to it. Bongani decided we needed a dance crew to show people the steps to the songs we were playing. Because we spent our days doing nothing but listening to CDs and coming up with dance moves, our crew from the corner already knew all the songs, so they became our dancers. And hands down the best, most beautiful, most graceful dancer in the crew was Bongani's neighbor, Hitler.

Hitler was a great friend of mine, and good Lord could that guy dance. He was mesmerizing to watch. He had a looseness and a fluidity that defied physics—imagine a jellyfish if it could walk on land. Incredibly handsome, too, tall and lithe and muscular, with beautiful, smooth skin, big teeth, and a great smile, always laughing. And all he did was dance. He'd be up in the morning, blasting house music or hip-hop, practicing moves the whole day.

In the hood, everybody knows who the best dancer in the crew is. He's like your status symbol. When you're poor you don't have cars or nice clothes, but the best dancer gets girls, so that's the guy you want to roll with. Hitler was our guy. There were parties with dance competitions. Kids from every neighborhood would come and bring their best dancers. We'd always bring Hitler, and he almost always won.

When Bongani and I put together a routine for our dance crew, there was no question who was going to be the star attraction. We built the whole set around Hitler. I'd warm the crowd up with a few songs, then the dancers would come out and do a couple of numbers. Once they'd gotten the party started, they'd fan out to form a semicircle around the stage with a gap in the back for Hitler to enter. I'd crank up Redman's "Let's Get Dirty" and start whipping the crowd up even more. "*Are you ready?! I can't hear you! Let me hear you make some noise!*" People would start screaming, and Hitler would jump into the middle of the semicircle and the crowd would lose it. Hitler would do his thing while the guys circled around him, shouting him on. "*Go Hitler! Go Hitler! Go Hitler! Go Hitler!*" And because this was hip-hop,

the crew would do that thing where you shoot your arm out in front of you with your palm flat, bopping it up and down to the beat. “*Go Hitler! Go Hitler! Go Hitler! Go Hitler!*” We’d have the whole crowd in a frenzy, a thousand people in the street chanting along with their hands in the air. “*Go Hitler! Go Hitler! Go Hitler! Go Hitler!*”

Hitler, although an unusual name, is not unheard-of in South Africa. Part of it has to do with the way a lot of black people pick names. Black people choose their traditional names with great care; those are the names that have deeply personal meanings. But from colonial times through the days of apartheid, black people in South Africa were required to have an English or European name as well—a name that white people could pronounce, basically. So you had your English name, your traditional name, and your last name: Patricia Nombuyiselo Noah. Nine times out of ten, your European name was chosen at random, plucked from the Bible or taken from a Hollywood celebrity or a famous politician in the news. I know guys named after Mussolini and Napoleon. And, of course, Hitler.

Westerners are shocked and confused by that, but really it’s a case of the West reaping what it has sown. The colonial powers carved up Africa, put the black man to work, and did not properly educate him. White people don’t talk to black people. So why would black people know what’s going on in the white man’s world? Because of that, many black people in South Africa don’t really know who Hitler was. My own grandfather thought “a hitler” was a kind of army tank that was helping the Germans win the war. Because that’s what he took from what he heard on the news. For many black South Africans, the story of the war was that there was someone called Hitler and he was the reason the Allies were losing the war. This Hitler was so powerful that at some point black people had to go help white people fight against him—and if the white man has to stoop to ask the black man for help fighting someone, that someone must be the toughest guy of all time. So if you want your dog to be tough, you name your dog Hitler. If you want your

kid to be tough, you name your kid Hitler. There’s a good chance you’ve got an uncle named Hitler. It’s just a thing.

At Sandringham, we were taught more about World War II than the typical black kids in the townships were, but only in a basic way. We weren’t taught to think critically about Hitler and anti-Semitism and the Holocaust. We weren’t taught, for instance, that the architects of apartheid were big fans of Hitler, that the racist policies they put in place were inspired, in part, by the racist policies of the Third Reich. We weren’t taught how to think about how Hitler related to the world we lived in. We weren’t being taught to think, period. All we were taught was that in 1939 Hitler invaded Poland and in 1941 he invaded the Soviet Union and in 1943 he did something else. They’re just facts. Memorize them, write them down for the test, and forget them.

There is also this to consider: The name Hitler does not offend a black South African because Hitler is not the worst thing a black South African can imagine. Every country thinks their history is the most important, and that’s especially true in the West. But if black South Africans could go back in time and kill one person, Cecil Rhodes would come up before Hitler. If people in the Congo could go back in time and kill one person, Belgium’s King Leopold would come way before Hitler. If Native Americans could go back in time and kill one person, it would probably be Christopher Columbus or Andrew Jackson.

I often meet people in the West who insist that the Holocaust was the worst atrocity in human history, without question. Yes, it was horrific. But I often wonder, with African atrocities like in the Congo, how horrific were they? The thing Africans don’t have that Jewish people do have is documentation. The Nazis kept meticulous records, took pictures, made films. And that’s really what it comes down to. Holocaust victims count because Hitler counted them. Six million people killed. We can all look at that number and rightly be horrified. But when you read through the history of atrocities against Africans, there are no numbers, only guesses. It’s harder to be horrified by a guess. When Portugal and Belgium were plundering Angola and the Congo, they weren’t counting the black people they slaughtered. How many black

people died harvesting rubber in the Congo? In the gold and diamond mines of the Transvaal?

So in Europe and America, yes, Hitler is the Greatest Madman in History. In Africa he's just another strongman from the history books. In all my time hanging out with Hitler, I never once asked myself, "Why is his name Hitler?" His name was Hitler because his mom named him Hitler.

Once Bongani and I added the dancers to our DJ sets, we blew up. We called our group the Black and White Boys. The dancers were called the Springbok Boys. We started getting booked everywhere. Successful black families were moving to the suburbs, but their kids still wanted to have block parties and stay connected to the culture of the townships, so they'd book us to play their parties. Word of mouth traveled. Pretty soon we were getting booked more and more in the suburbs, meeting white people, playing for white people.

One kid we knew from the township, his mother was involved in creating cultural programs for schools. In America they'd be called "diversity programs." They were springing up all over South Africa because we were supposed to be learning about and embracing one another in this post-apartheid era. This kid's mom asked us if we wanted to play at a cultural day at some school in Linksfield, the wealthy suburb south of Sandringham where my pal Teddy had lived. There was going to be all sorts of different dancing and music, and everyone was going to come together and hang out and be cultural. She offered to pay, so we said sure. She sent us the information with the time and place and the name of the school: the King David School. A Jewish school.

The day of the event, we booked a minibus, loaded it up with our gear, and drove over. Once we arrived we waited in the back of the school's assembly hall and watched the acts that went onstage before us, different groups took their turns performing, flamenco dancers, Greek dancers, traditional Zulu musicians. Then we were up. We were billed

as the Hip Hop Pantsula Dancers—the South African B-Boys. We set up our sound system onstage. I looked out, and the whole hall was nothing but Jewish kids in their yarmulkes, ready to party.

I got on the mic. "Are you ready to rock out?!"

"Yeahhhhhhl!"

"Make some noise!"

"Yeahhhhhhl!"

I started playing. The bass was bumping, my crew was dancing, and everyone was having a great time. The teachers, the chaperones, the parents, hundreds of kids—they were all dancing like crazy. Our set was scheduled for fifteen minutes, and at the ten-minute mark came the moment for me to play "Let's Get Dirty," bring out my star dancer, and shut shit down.

I started the song, the dancers fanned out in their semicircle, and I got on the mic.

"Are you guys ready?!"

"Yeahhhhhhl!"

"You guys are not ready! Are you ready?!"

"Yeeeahhhhhhhhhhl!"

"All right! Give it up and make some noise for HHHHHHHH-LLLLLEERRRRRRRRRR!!!"

Hitler jumped out to the middle of the circle and started killing it. The guys around him were all chanting, "Go Hitler! Go Hitler! Go Hitler! Go Hitler!" They had their arms out in front of them, bouncing to the rhythm. "Go Hitler! Go Hitler! Go Hitler! Go Hitler!" And I was right there on the mic leading them along. "Go Hitler! Go Hitler! Go Hitler! Go Hitler! Go Hitler!"

The whole room stopped. No one was dancing. The teachers, the chaperones, the parents, the hundreds of Jewish kids in their yarmulkes—they froze and stared aghast at us up on the stage. I was oblivious. So was Hitler. We kept going. For a good thirty seconds the only sound in the room was the beat of the music and me on the mic yelling, "Go Hitler! Go Hitler! Go Hitler! Put your hands in the air for Hitler, yo!"



A teacher ran up behind me and yanked the plug for my system out of the wall. The hall went dead silent, and she turned on me and she was livid. "How *dare* you?! This is disgusting! You horrible, disgusting vile creature! How *dare* you?!"

My mind was racing, trying to figure out what she was talking about. Then it clicked. Hitler had a special dance move called *o spana 'va*. It means "where you work" and it was very sexual: His hips would gyrate and thrust, like he was fucking the air. That was the move he was doing at the moment the teacher ran out, so clearly the dance was the thing she found so disgusting. But this was a move that African people do all the time. It's a part of our culture. Here we were sharing our culture for a cultural day, and this woman was calling us disgusting. She was offended, and I was offended by her taking offense.

"Lady," I said, "I think you need to calm down."

"I will *not* calm down! How dare you come here and insult us?!"

"This is not insulting anyone. This is who we are!"

"Get out of here! You people are disgusting."

And there it was. *You people*. Now I saw what the deal was: This lady was racist. She couldn't see black men dancing suggestively and not get pissed off. As I started packing up my gear, we kept arguing.

"Listen, lady. We're free now. We're gonna do what we're gonna do. You can't stop us."

"I'll have you know that my people stopped people like you before, and we can stop you again."

She was talking, of course, about stopping the Nazis in World War II, but that's not what I was hearing. Jews in South Africa are just white people. All I was hearing was some white lady shouting about how white people beat us before and they'll beat us again. I said, "You will *never* stop us again, lady"—and here's where I played the trump card—"You'll never stop us, because now we have *Nelson Mandela* on our side! And he *told* us we can do this!"

"*What?*!"

She was so confused. I'd had it. I started cussing her out. "Fuck

you, lady. Fuck your program. Fuck your school. Fuck your whole people. Let's go, guys! We're out!"

We didn't walk out of that school. We danced out. We danced down the street pumping our fists in the air. "*Go Hitler! Go Hitler! Go Hitler! Go Hitler!*" Because Hitler had shut shit down. Hitler had the most gangster dance moves ever, and those white people didn't know what hit them.

**Challenge #9:** Using Trevor Noah's story as a model, write your own version of a memoir using a personal story from your own life.

# Day 9

# 9

**Challenge #10:** A gardener is planting two types of trees: Type A is three feet tall and grows at a rate of 15 inches per year. Type B is four feet tall and grows at a rate of 10 inches per year. Determine exactly **how many years it will take for these trees to be the same height.**

SOLUTION:



**Challenge #11:** A construction worker needs to move  $120 \text{ ft}^3$  of dirt by using a wheelbarrow. One wheelbarrow load holds  $8 \text{ ft}^3$  of dirt and each load takes him 10 minutes to complete. One correct way to figure out how the number of hours he would need to complete this job is...

$$\frac{120 \text{ ft}^3}{1} \cdot \frac{60 \text{ min}}{1 \text{ hr}} \cdot \frac{8 \text{ ft}^3}{10 \text{ min}} \cdot \frac{1}{1 \text{ load}}$$

$$\frac{120 \text{ ft}^3}{1} \cdot \frac{10 \text{ min}}{1 \text{ load}} \cdot \frac{60 \text{ min}}{1 \text{ hr}} \cdot \frac{1 \text{ load}}{8 \text{ ft}^3}$$

$$\frac{120 \text{ ft}^3}{1} \cdot \frac{1 \text{ load}}{10 \text{ min}} \cdot \frac{8 \text{ ft}^3}{1 \text{ load}} \cdot \frac{1 \text{ hr}}{60 \text{ min}}$$

$$\frac{120 \text{ ft}^3}{1} \cdot \frac{1 \text{ load}}{8 \text{ ft}^3} \cdot \frac{10 \text{ min}}{1 \text{ load}} \cdot \frac{1 \text{ hr}}{60 \text{ min}}$$

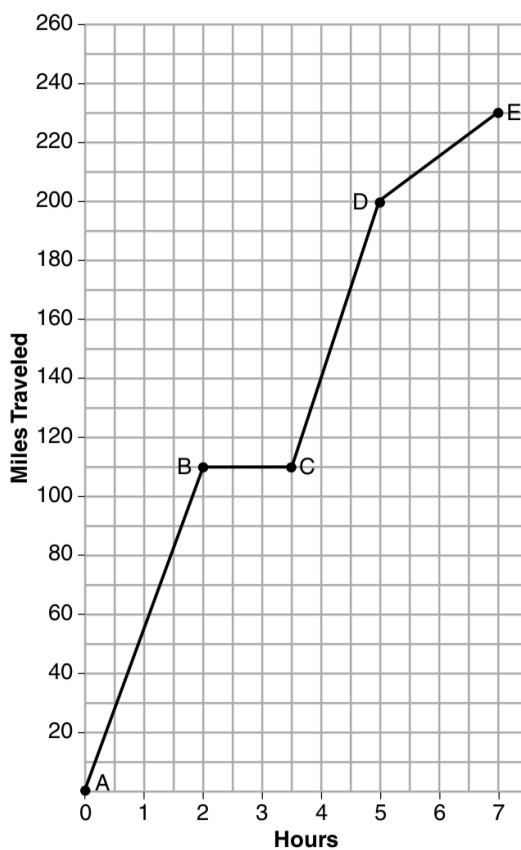
JUSTIFICATION:

Day 11





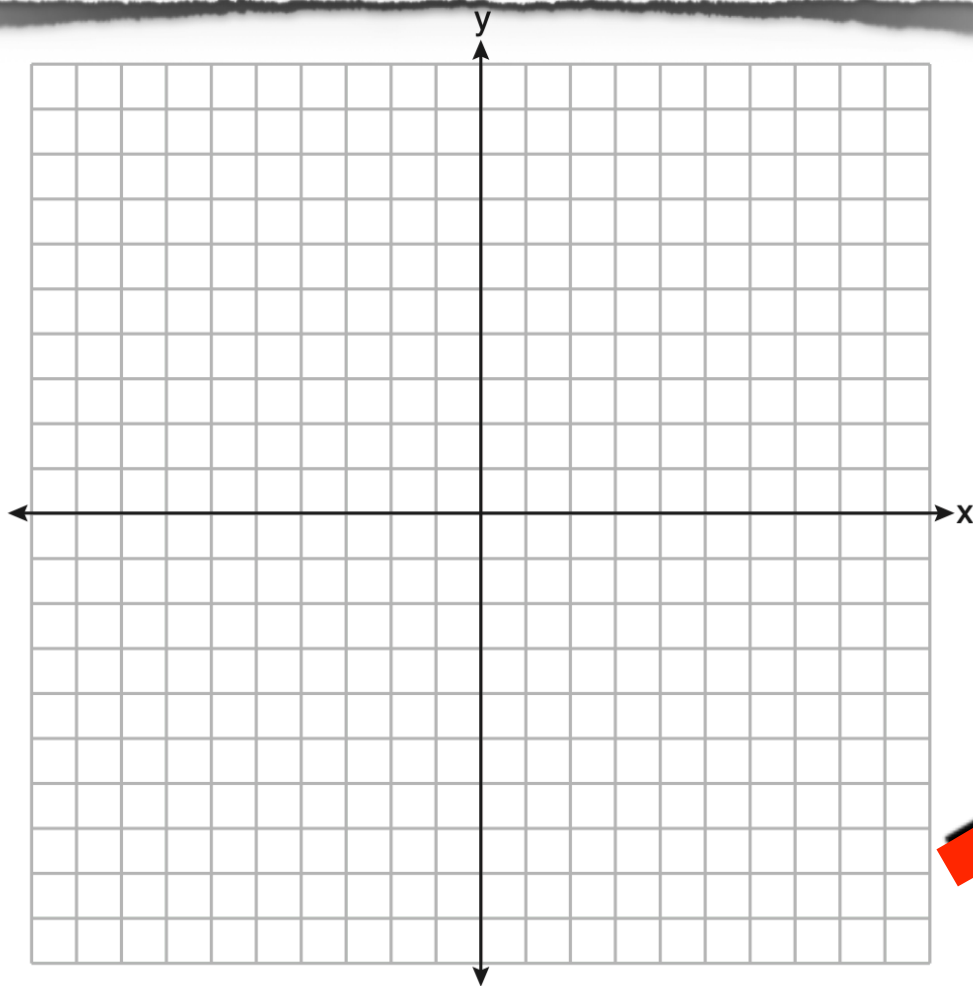
**Challenge #12:** The graph below models Craig's trip to visit his friend in another state. In the course of his travels, he encountered both highway and city driving. Based on the graph, during **which interval did Craig most likely drive in the city?** Explain your reasoning.



SOLUTION:

**Challenge #13:** The vertices of  $\triangle ABC$  have coordinates  $A(-2,-1)$ ,  $B(9,-1)$ , and  $C(9,4)$ . Determine and state the area of  $\triangle ABC$ .

SOLUTION:



Day 13

13

**Challenge #14:** How does the changing population of one species affect the population of another? Create a hypothesis based on the information provided below!

In 1970 the deer population of an island forest reserve about 518 square kilometers in size was about 2000 animals. Although the island had excellent vegetation for feeding, the food supply obviously had limits. Thus the forest management personnel feared that overgrazing might lead to mass starvation. Since the area was too remote for hunters, the wildlife service decided to bring in natural predators to control the deer population. It was hoped that natural predation would keep the deer population from becoming too large and also increase the deer quality (or health), as predators often eliminate the weaker members of the herd. In 1971, ten wolves were flown into the island.

### Hypothesis

A good hypothesis has this format and punctuation: If \_\_\_\_\_, then \_\_\_\_\_ because \_\_\_\_\_.

**Guided Practice:** If (fill in manipulated/independent variable), then (fill in responding/dependent variable)

**Example:** What effect does someone high-fiving have on running speed?  
If a person high-fives, then he/she will run faster.

Manipulated/Independent variable: *High-fiving*

Responding/Dependent variable: *Running speed*

If \_\_\_\_\_  
\_\_\_\_\_, then \_\_\_\_\_  
\_\_\_\_\_, because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INDEPENDENT VARIABLE \_\_\_\_\_

DEPENDENT VARIABLE \_\_\_\_\_

**Challenge #15:** The results of this program are shown in the following table. The **population change** is the number of deer born minus the number of deer that died during that year. Fill out the last column for each year (the first has been calculated for you).

Data Table						
Year	Wolf Population	Deer Population	Number of Deer Offspring	Predation	Starvation	Deer Population change
1971	10	2000	800	400	100	+300
1972	12	2300	920	480	240	
1973	16	2500	1000	640	500	
1974	22	2360	944	880	180	
1975	28	2224	996	1120	26	
1976	24	2094	836	960	2	
1977	21	1968	788	840	0	
1978	18	1916	766	720	0	
1979	19	1952	780	760	0	
1980	19	1972	790	760	0	

What do you think would have happened to the deer on the island had wolves NOT been introduced?



## Day 16

**Challenge #16:** Most biology textbooks describe that predators and prey exist in a balance. This "**balance of nature**" hypothesis has been criticized by some scientists because it suggests a relationship between predators and prey that is good and necessary. Opponents of this hypothesis propose the questions below. Select one to answer!

- Why is death by predators more natural or "right" than death by starvation?
- How does one determine when an ecosystem is in "balance"?
- Do predators really kill only the old and sick prey? What evidence is there for this statement?

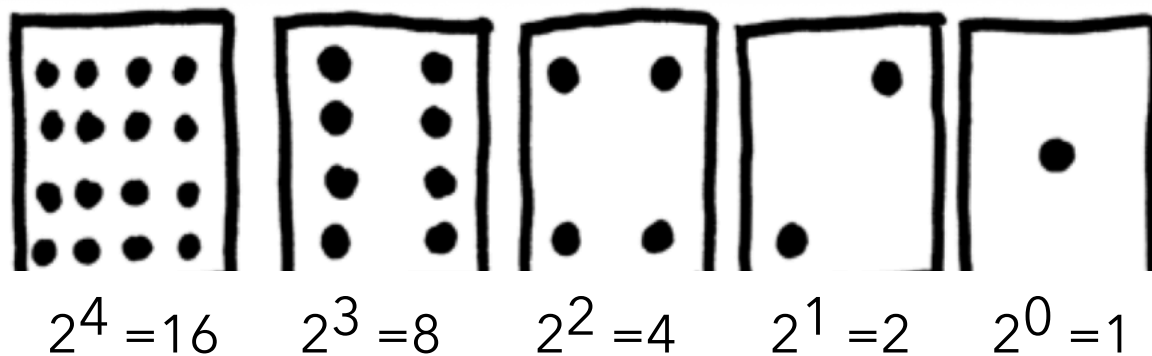
16

**Challenge #17:** Data in computers is stored and transmitted as a series of zeros and ones. How can we represent words and numbers using just these two symbols?

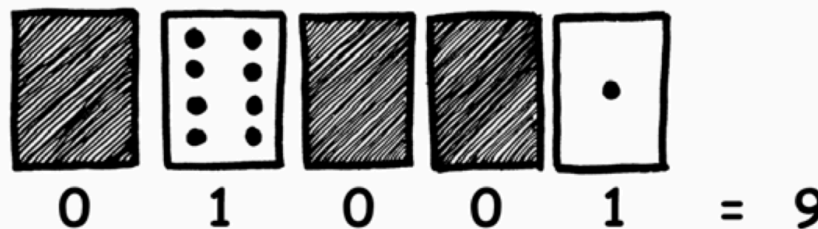
Our normal counting system is called decimal, or "base ten." We have ten different symbols for writing numbers, ranging from 0 to 9. **Binary is a "base two" system, using only the symbols 0 and 1.**

ZERO means do not count

ONE means count



**Example:**



**TRY IT OUT:**

One: \_\_\_\_\_

Two: \_\_\_\_\_

Three: \_\_\_\_\_

Four: \_\_\_\_\_

Five: \_\_\_\_\_

Six: \_\_\_\_\_

Seven: \_\_\_\_\_

Eight: \_\_\_\_\_

**Nine: 0 1 0 0 1**

Ten: \_\_\_\_\_

Day 17

17

**Challenge #18:** Another interesting property of binary numbers is what happens when a zero is put on the right hand side of the number. If we are working in base 10 (decimal), when you put a zero on the right hand side of the number, it is multiplied by 10. For example, 9 becomes 90, 30 becomes 300. But what happens when you put a 0 on the right of a binary number?

**1001 → 10010**

Make up some others to test your hypothesis. What is the rule? Why do you think this happens?

	Original	Add Zero
Binary	1001	10010
Number	9	
Binary	1101	11010
Number		
Binary	1011	10110
Number		
Binary	10001	100010
Number		

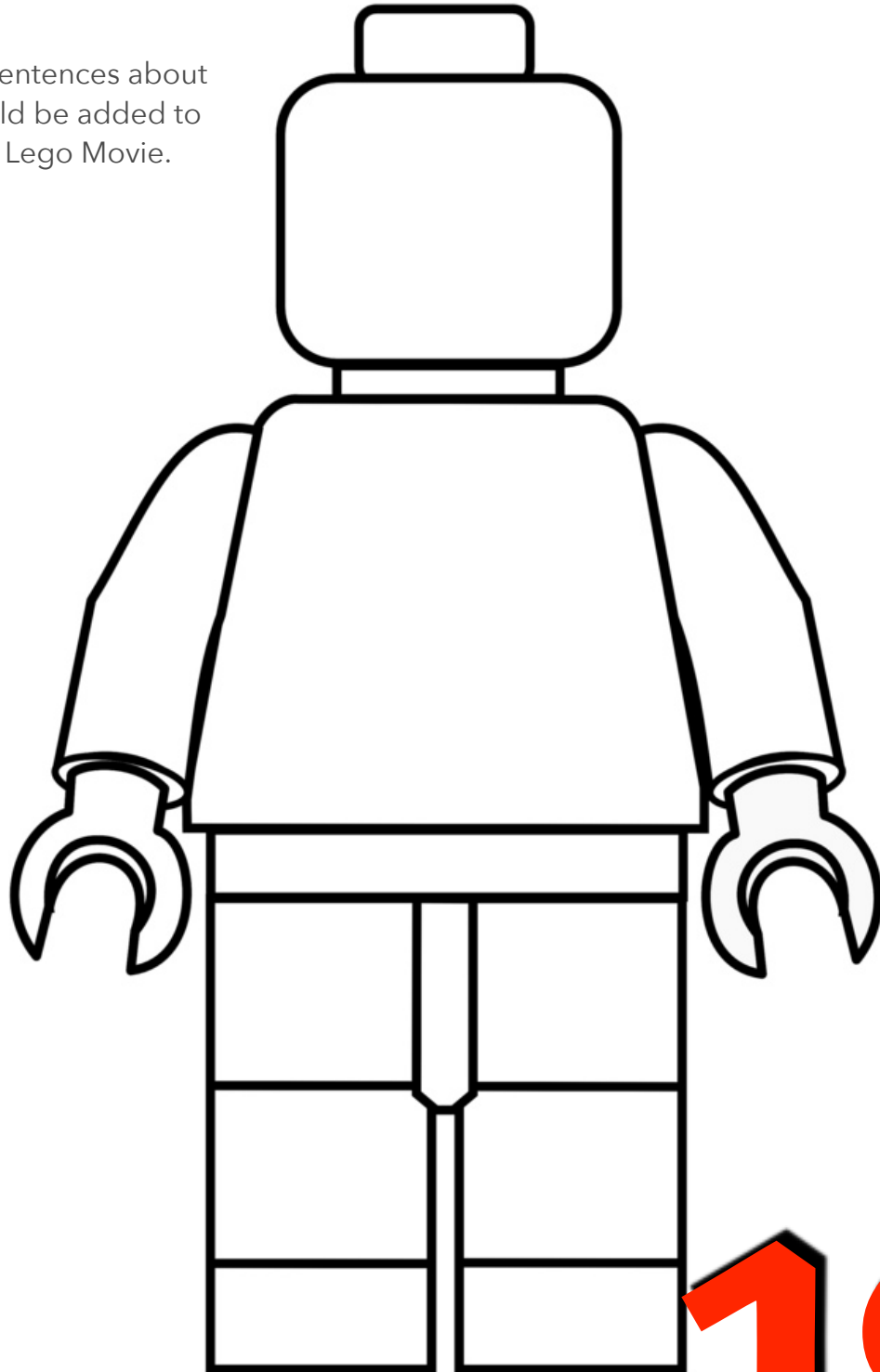
What is the rule? Why do you think this happens?



**Challenge #19:** The creative executives for the Lego Movie want to hire you to create a brand new character for the second Lego Movie.

1. Write a Proposal!!
2. Create your character.

Write a few meaningful sentences about why your character should be added to the cast of the second Lego Movie.



Day 19

19

**Challenge #20:** Is it art or is a shoe? Read below to give your opinion

The world's most iconic artist and the world's most iconic sneaker have joined forces, and the results are predictably spectacular. That's right, the Chuck Taylor All Star Andy Warhol Collection is about to be a thing.

Converse has partnered with the Andy Warhol Foundation to create shoes printed with Campbell's Soup cans, advertisements, and newspaper clippings—all inspired by the oeuvre of Pop art's great one.

This isn't the first time Warhol has inflected the humble footwear. In the 1980s, he reportedly silkscreened his own pair of Chuck Taylors, and throughout his career incorporated shoes of all kinds into his artworks. "Andy Warhol famously created art inspired by American pop culture icons, and was a pioneer in utilizing the Chuck Taylor All Star as a blank canvas for his work," Converse All Star design director Damion Silver told Bustle. "From this shared creative history grew our collaboration with Warhol."



Do you think that printing famous artwork on a sneaker takes away from the value of the artwork? Why or Why not? Support your claim.

**Challenge #21:** Converse has commissioned YOU to design a limited addition pair of Chuck Taylors inspired by contemporary Pop- Art.

1. How does your design specifically align with the definition of Pop Art? Support your claim and be VERY specific.



2. What inspired your design?

Day 21

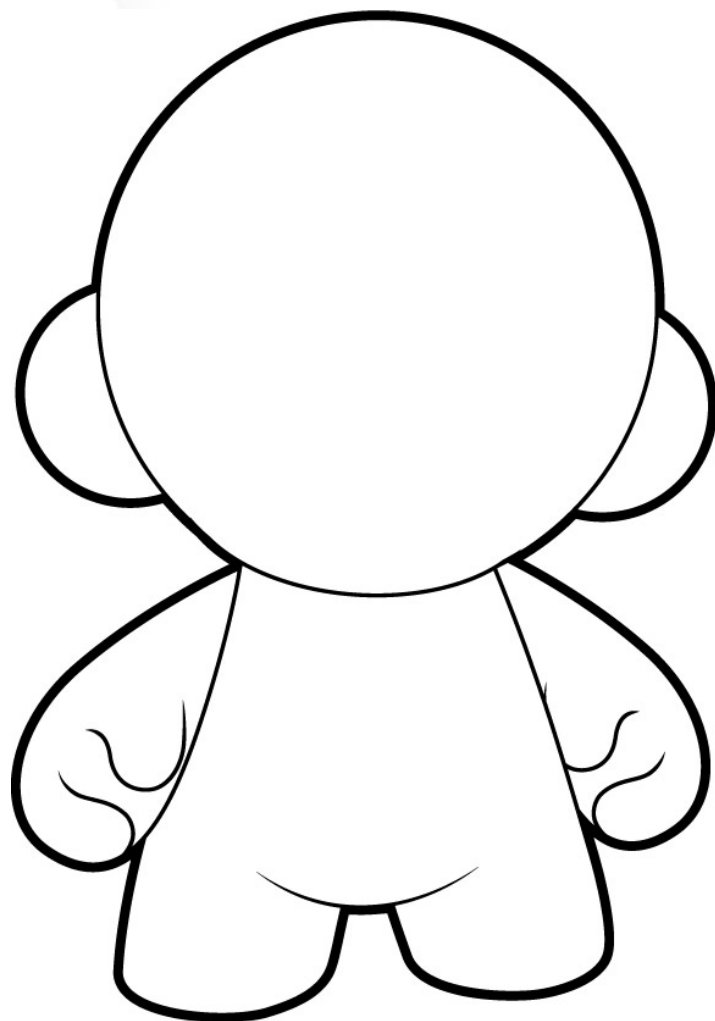
21

## Day 22

**Challenge #22:** Kidrobot is looking for an emerging artist to create a limited addition “Munny” to be sold in their Kidrobot store in NYC. Your “munny” designs that will help fundraise and bring awareness to a specific cause. You might want to bring awareness to childhood cancer, anti bullying, freedom of artistic expression, animal cruelty, saving the

1. What cause have you selected?  
Why?

2. What inspired your decision to bring awareness to the cause you selected?



TOP 10  
DESIGNS WILL  
GET A  
KIDROBOT OF  
THEIR OWN  
TO CREATE!

22

**Challenge #23:** Complete the Language course Survey.

We offer an AP Spanish Course Freshman year and a Native Spanish class.

Your responses to this survey will help us program you accordingly!

What is your name?	
What middle school did you attend?	
Do you speak Spanish?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>If you answered <i>no</i> to the previous question, you do not have to continue this survey.</b>	
What languages, in addition to Spanish, are spoken at the home?	
What country were you born in?	
What country were your parents born in?	
In what year did you learn English?	
How proficient are you in speaking in Spanish?	<input type="checkbox"/> I can speak basic Spanish <input type="checkbox"/> I am fluent in speaking in Spanish
How proficient are you in reading in Spanish?	<input type="checkbox"/> I can read basic announcements in Spanish <input type="checkbox"/> I can read a letter in Spanish <input type="checkbox"/> I can read a short story in Spanish <input type="checkbox"/> I can read an entire book in Spanish
How proficient are you in listening to Spanish?	<input type="checkbox"/> I can understand when people speak it slowly <input type="checkbox"/> I can understand the meaning of songs in Spanish <input type="checkbox"/> I can understand most people speaking Spanish
How proficient are you in writing in Spanish?	<input type="checkbox"/> I cannot write at all in Spanish <input type="checkbox"/> I can write basic things in Spanish <input type="checkbox"/> I can write longer things in Spanish, but with errors <input type="checkbox"/> I can write with minimal errors in Spanish
In your opinion, which class do you belong in?	<input type="checkbox"/> For native Spanish speaking students <input type="checkbox"/> For non-native Spanish speaking students <input type="checkbox"/> Advanced Placement Spanish- I can read and write in Spanish

Day 23

23

**Challenge #24:** Read the attached article that lists the ten major differences between Spanish and English. Then, complete the following activities taking into account what was explained in the article.

**Are the following nouns masculine or feminine?**

<i>Modelo: La casa</i>	<i>Feminine</i>
El perro (the dog)	
La cama (the bed)	
El árbol (the tree)	
El agua (the water)	

**Create four sentences in Spanish, using a combination of one article, one noun, and one adjective from the lists below.**

<u>Articles</u>	<u>Adjectives</u>	<u>Nouns</u>	<u>Sentences</u>
El	bonita	niña	
La	alto	niños	
Los	pequeños	casas	
Las	hermosas	niño	

**How would you say these possessive phrases in Spanish?**

<i>Modelo: Robert's house</i>	<i>La casa de Roberto.</i>
Elizabeth's house.	
Amy's car.	
John's books.	

**Write the following numbers out in Spanish.**

<i>Modelo: seventeen</i>	<i>diecisiete</i>
Six thousand thirty six and twenty cents	
Five thousand three	



<https://www.fluentu.com/blog/spanish/differences-between-english-and-spanish/#>  
by COURTNEYKING

# Spanish and English: 10 Must-know Differences Between the Two

While Spanish may not be the most difficult second language for a native-English speaker to learn, there are definitely quite a few things that one might find strange, contrary or hard-to-grasp at first.

Here, we'll give you a peek at the top ten most important differences to know between English and Spanish.

## 10 Differences Between Spanish and English That You've Gotta Know

### 1. Spanish nouns have a gender

What do an apple, your mom and scissors have in common?

They're all feminine nouns in the Spanish language.

While assigning gender to objects is something that is common in other languages, it's almost unheard of in modern English. For native-English speakers, it can be a bit overwhelming at first.

In the Spanish language, every noun is considered to be either masculine or feminine, and the articles "the," el (masculine) or la (feminine), will often accompany the noun to demonstrate which gender the noun is.

It sounds easy enough, but mastering gender gets much more complicated since it's something that affects various parts of the sentence. In order to speak the language properly, there is much more to be learned than just the articles that precede the word. Relative pronouns, adjectives and more within the sentence must also be modified according to the specific gender of the subject.

Another possible difficulty of learning gender is simply remembering and recognizing what the gender of a word is. Usually words that end with the letter o

are masculine, and words that end in the letter a are feminine, which is simple enough to remember. But of course, there are many words that have different endings and those that are irregular and unintuitive.

While there are still nine more items on the list, don't worry—they're not all as big as gender.

## **2. Adjectives come after the noun**

Next on the list, we have adjectives, which bring forth several differences in use from Spanish to English.

For starters, in Spanish the adjective generally comes after the noun instead of before. For example, if you wanted to say "the black suit," in Spanish, you'd say *el traje negro* (literally: the suit black).

Not too tricky, right?

Most all of the time, this will be the setup. But... sigh... of course, there are always a few exceptions to every rule. With select types of adjectives—such as quantifiers, for example—they come before the noun. So if you wanted to say "the only house," it would have the same order as English, *la única casa*.

The most difficult part of mastering adjectives in Spanish could be remembering to correctly modify them. What is simple about English is that many parts of the sentence will stay the same despite the subject. In Spanish, however, if the subject is plural and feminine (for example), the article and adjective accompanying the subject must also be plural and feminine.

Let's look at an actual example: To say "the red flowers," in Spanish, we say *las flores rojas*. See how the article, noun and adjective all end in -s since it's plural, and *las* and *rojas* end in -as since *flor* is feminine. If we only had "the red flower," singular, it would be *la flor roja*. And if it were a masculine word like *el gato* (the cat), the plural would be *los gatos rojos* (the red cats).

## **3. Negation is much simpler in Spanish**

Is the word "unefficient," "inefficient," or "nonefficient"?!

In English, negation can be much more complicated than it has to be. The variety of prefixes—like "non-," "un-," "dis-," "in—"—and many other trickster negative words are often required in order to properly negate a word. And when constructing sentences, we also must be careful to avoid using double negatives.

Luckily for you, in Spanish, it's much simpler than this. In a sentence, usually just putting *no* before the verb will negate it, and there are fewer prefixes to confuse you.

When making Spanish sentences, double negatives are supposed to be used, rather than avoided. English requires that we mix negative and affirmative words, which may create



confusion for non-native English speakers. In Spanish, it is far easier to determine what is — being said since the words agree with each other.

For example, to say “I do not want anything” in Spanish, you would say “No quiero nada,” which translates literally to “I don’t want nothing.” It keeps the two negative words together (no, nada) rather than mixing a negative with a positive—so if you can just remember that, you’re golden!

#### **4. Possessive nouns don’t exist in Spanish**

In English, all you have to do is slap an apostrophe “s” to the end of a noun and presto, you’ve made it possessive: “Adam’s jacket.”

This isn’t the case in Spanish; to specify belonging in Spanish, most often de is used to connect the possession to its owner. To say “Adam’s jacket,” for example, we would say la chaqueta de Adam, which translates literally to “the jacket of Adam.”

Not too difficult, right?

Luckily, learning the rest of the possessive words isn’t difficult either. Possessive adjectives and pronouns are also used in Spanish, and follow a very similar format to English.

#### **5. In Spanish, the subject of a sentence often doesn’t have to be stated**

So you spent weeks memorizing [the countless conjugations of Spanish verbs](#), and are wondering “Why does this have to be so darn complicated?!”

Undoubtedly, they can seem stressful and overwhelming at first, but once you start forming sentences, you’ll see how much the rest of the sentence becomes simplified after. By using the proper conjugation in Spanish, you already know the tense and the subject without explicitly stating it. Because of this, it is more acceptable to leave out some parts of a sentence that we would normally state in English, such as the subject.

For example, to say “I sleep” in Spanish, it’s okay to just say duermo, rather than both the subject and verb, yo duermo.

#### **6. In Spanish, the verb “to have” is often used to express feeling**

In English, if a person were to say “I have 20 years,” we may think they were referring to a prison sentence.

Innocently enough though, when translated directly to Spanish, this would be the usual way for a person to express their age. In Spanish, there are several instances in which the verb tener (to have) is used to stay phrases that are expressed with “to be” in English. Tener is often used when speaking about something that is attributed to us, or something that we are experiencing.

For example, age is stated with tener:

Tengo 20 años. (I’m 20 years old.) – Literally: I have 20 years

It's also the verb that's used to say "I'm hungry": Tengo hambre (literally: I have hunger), tengo prisa (I'm in a hurry) or tengo miedo (I'm scared).  
The list doesn't end there, but now that you're aware of this phenomenon, you can watch out for it as you progress with your Spanish.

## **7. There are fewer prepositions in Spanish**

In, over, under, about, on, across, behind...

In English, we use dozens of prepositions to determine the exact location in time and space of an object.

Prepositions definitely play a much smaller role in Spanish, with fewer words, which may seem to leave ambiguity to an English speaker. For many cases in which we would use "in," "on," and "at" in English, we just use the word *en* in Spanish.

Here are a few examples to help you out:

La manzana está en el refrigerador. (The apple is in the refrigerator.)

Mi perro se sienta en la alfombra. (My dog sits on the carpet.)

Estoy en la fiesta. (I am at the party.)

The word *de* in Spanish can also take the place of many English prepositions. It may be used to mean "from," "in," "of" and in some cases even more.

Here are a few more examples:

Soy de Tejas. (I am from Texas.)

Los Estados Unidos de América (The United States of America)

Distinguishing which preposition to use and when may confuse some Spanish learners, but with the smaller pool of words to choose from, it shouldn't take too long to master. See, maybe learning Spanish isn't so hard after all.

## **8. The word "it" is often omitted**

It seems like it would be hard to speak without using the word "it," right? I mean, I just used it three times in the previous sentence. When describing the weather, we say "It's cold outside," and when chatting with others, "What is it?"

We use the word *it* in these contexts every day in English, while in Spanish it's found much less often. This is mostly thanks to the fact that #5 exists—subjects are inferred through the conjugated verb.

For example, going back to our first sentence, "it seems" can be translated to *parece*, and "it would be" as *sería*.

Here's one more example: We'd say "it is big" in English, but in Spanish you only have *es grande*. The same suit is followed for many similar sentences.

## **9. Capitalization and punctuation is slightly different in Spanish**

While much of the punctuation stays the same for these two languages, there are a few — slight differences to note.

In English, there is only punctuation at the end of a sentence, whereas in Spanish when asking a question or expressing excitement, punctuation is placed at both the beginning and the end of the sentence. An upside-down question mark or upside-down exclamation point will start the sentence, and a right-side up mark will end it. For example:

¡Qué suerte! (How lucky!)

¿Quieres cenar conmigo mañana? (Do you want to have dinner with me tomorrow?)

Secondly, in the Spanish language when writing out numbers, a period will separate numbers by the thousands instead of a comma, and a comma will separate whole numbers from decimals. For example, thirteen-thousand dollars and twelve cents would be written as \$13.000,12 in Spanish.

Lastly, there are just a few simple differences in capitalization between the two languages. Days of the week, months of the year and languages aren't capitalized in Spanish. There are more situations where Spanish doesn't capitalize words that English does, but those are the first categories you'll come across.

## **10. Spelling is much easier in Spanish**

Why don't "cough" and "dough" rhyme? And what's with "gnat" and "knot"?

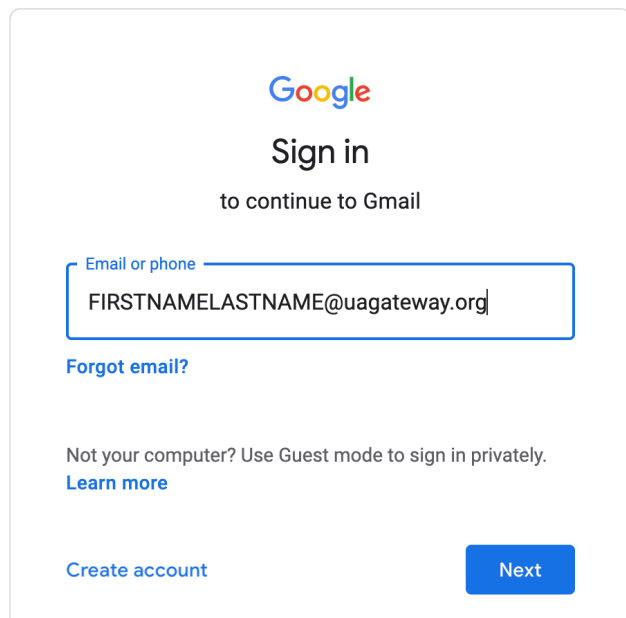
In the English language, we can have spelling bees because of how irregular, difficult and unintuitive spelling can be. In Spanish, usually spelling a word is so simple that it can almost always be accomplished just by sounding it out.

While in English, letters can sound long, short or even silent—creating over a dozen different vowel sounds—in Spanish, there are only five. Simply enough, each vowel in the Spanish language only has one unique sound.

This will come as a relief down the road in the learning process, but for starters, learning how to use the letters may be a bit difficult for non-native speakers. While we use the same letters, the way some of them are pronounced **can sound rather different** in the Spanish language, and additions like diaereses, **accents** and tildes must also be used. The most trouble with spelling in Spanish for English speakers comes from the false cognitive sound of letters. For instance, in Spanish, the letter "v" is often pronounced like English "b," and what sounds like an English "y" is actually a Spanish "ll."

No one ever said that English and Spanish were similar languages, but by knowing 10 main ways that they differ, learning will be that much easier.

**Challenge #25:** As a student at UAG, you will receive an email account at [uagateway.org](mailto:uagateway.org). Be sure that you have logged into it! Follow the steps below to log in and send your first few emails.



Google

Sign in

to continue to Gmail

Email or phone

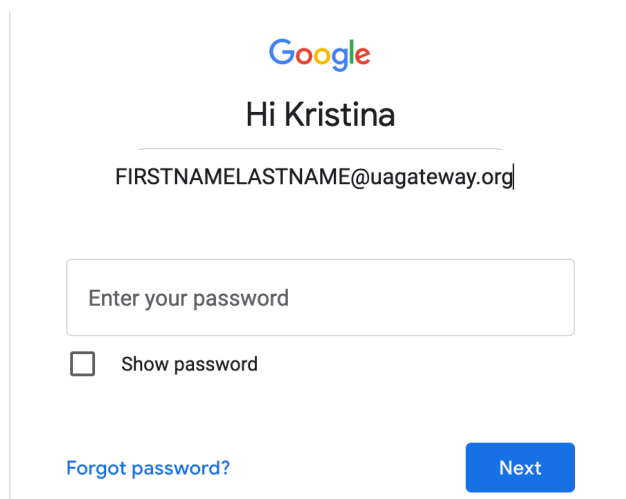
FIRSTNAMELASTNAME@uagateway.org

Forgot email?

Not your computer? Use Guest mode to sign in privately.  
[Learn more](#)

Create account

Next



Google

Hi Kristina

FIRSTNAMELASTNAME@uagateway.org

Enter your password

☐ Show password

Forgot password?

Next

**STEP #1-**

Go to [gmail.com](https://gmail.com)

**Where it says email type in-**

YourFIRSTnameYourLASTname  
@uagateway.org

Hit NEXT

**STEP #2-****When it asks for your password-**

type in your Student ID # as your password (if this is your first time logging in)

Hit NEXT

**STEP #3-****Need Help?** Email

[D@uagateway.org](mailto:D@uagateway.org) or  
[RPatel@uagateway.org](mailto:RPatel@uagateway.org)

**ONCE YOU LOG IN!****Send your first email!**

Send an email to your guidance counselor [KJOSEPH@UAGATEWAY.ORG](mailto:KJOSEPH@UAGATEWAY.ORG), your Principal [D@UAGATEWAY.ORG](mailto:D@UAGATEWAY.ORG) and your Assistant Principal [RPATEL@uagateway.org](mailto:RPATEL@uagateway.org) introducing yourself and telling us why you are so excited to come to Gateway!

Day 25

25

**Q: How do I become an active participant of the Parent Association?****A:** You can:

- Pay your Annual Dues!
- Come to the monthly meetings of the PA!
- Come to special events (school events, open houses, workshops, and special seminars that will be organized throughout the year.
- Elect representatives to join the School Leadership Team's meetings.
- Join one of our committees!
- Email [PA@uagateway.org](mailto:PA@uagateway.org) for more information.

**Q: What can the school offer my child if they are struggling academically?**

**A:** If your child is struggling academically, we offer daily G.O.L.D.. The purpose is to assist your child in a small setting where their struggles with the content can be addressed. Additionally we run Saturday Academy and After School Bootcamps to help prep students for the Regents.

**Q: What is the purpose of home visits?**

**A:** During home visits we get to establish a more personal communication with our new students and parents. We would love to meet the family, and those that interact the most with your child. It's a great way to begin a wonderful relationship with our students, but also, parents and legal guardians who are so imperative to the child's success.

**Q: I am more comfortable communicating in a language other than English. How can I make sure to establish continuous communication with the school?**

**A:** Our Parent Coordinator is fluent in Spanish, and we have several members on staff that speak multiple languages. Please do not let language become a barrier in communicating with us; we will find the means of communicating with you in the language you feel most comfortable with.

**Q: Who can I contact if I have further questions, comments, or concerns?**

**A:** If you have any questions you can contact Ms. Michelle Jordan or Ms. James at the general school number of 212 246 1041. If you have questions or comments for someone in particular, please look at our Staff Directory.

**Q: What are the different ways the school will contact me?**

**A:** Our teachers use Jupiter to update grades and log any concerns. PLEASE be sure you have access to Jupiter and check it daily. You will be contacted using our texting app- KiNvolved as well as by phone

**Q: How do I know if my child has GOLD?**

**A:** There is no way to know about GOLD in advance- but assume your child has GOLD daily!

**Q: How can I get working papers?**

**A:** You can receive an application and instructions from Ms. James in 716

**Q: Are there internship opportunities, and how do I find them?**

**A:** Yes, there are internship opportunities! Internship and enrichment opportunities are listed on the blog. Speak to your guidance counselor, or Internship Coordinator

**Q: I lost my MetroCard! What do I do?**

**A:** Alert Ms James in the main office, during your lunch period or after school.

**Q: I lost my UAG school ID! What do I do?**

**A:** Alert the UAG entrance staff as soon as you arrive in the morning. Go to the main office to make sure you submit a request

**Q: I am feeling out of sorts. Who can I talk to?**

**A:** You are always encouraged to check in with your guidance counselor and our school Social Worker (Lindsey), if at any point you feel like you need someone to talk to.

**Q: I need to get a physical for PSAL. Where do I go?**

**A:** There are monthly doctor visits to our campus. Speak to Ms Jordan or Ms James and check the blog and calendar for upcoming visits.

**Q: I need a copy of my transcript and recommendation letters for summer programs. Who do I speak with?**

**A:** Speak to your guidance counselor for a transcript. Make sure you give teachers and staff two weeks notice to write a recommendation before deadline.

**Q: I am interested in starting my own club- who can I speak to?**

**A:** First you will need to have interest! Start recruiting students for your club. You must get at least 30 signatures of students who are interested in joining your club. Then submit a proposal for your club along with the signatures to the Coordinator of Student Activities.

**Q: Where can I drop off my absence note?**

**A:** Ms James- 716

**Q: Where can I drop off my forms?**

**A:** Ms James- 716

**Q: How can I get a verification of enrollment letter for my parents?**

**A:** Email Ms James!