



# GOMPERS PREPARATORY ACADEMY A UCSD Partnership

1005 47th Street, San Diego, CA 92102 p. (619) 263-2171 f. (619) 264-4342 [www.gompersprep.org](http://www.gompersprep.org)

Course Title: 7th Grade ENS

Instructor: Sally Cohenour

Instructor Availability: Anytime after 3:00 p.m. Please schedule an appointment prior to meeting.

Instructor Contact: [scohenour@gomperscharter.org](mailto:scohenour@gomperscharter.org) ENS Women's Office

### Course Description:

In this class, students will be able to refine and demonstrate movement patterns needed to perform a variety of physical activities. Students will practice body management along with locomotor, nonlocomotor, and specialized sport skills. Students will also demonstrate knowledge of movement concepts and principles, and strategies that apply to the learning and performance on physical activities. These will help the students acquire specific skills and be able to teach them to another adolescent. All students will assess and maintain a level of physical fitness to improve their own health and performance. The FitnessGram state test is an assessment all 7<sup>th</sup> graders are required to complete. Students will practice for the FitnessGram throughout the course for maximum performance on the assessment. This assessment will help students gather data to see where they can improve on in their personal fitness goals. Students will also become sportsmanship experts and are expected to practice proper sportsmanship in every activity they perform. They will demonstrate the roles and responsibilities of a leader and will understand the value of encouraging others during physical activity.

### GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	<ul style="list-style-type: none"><li>Completion/Quality (Must have a minimum of 1 weekly grade)</li></ul>	30%
Demonstrations of Learning	<ul style="list-style-type: none"><li>Key Course Assignments (See course syllabus for Unit Key Assignments)</li></ul>	35%
Homework/Independent Learning	<ul style="list-style-type: none"><li>Any work assigned to a student in which they complete on their own outside of class. (Must have a minimum of 1 weekly grade)</li></ul>	10%
Quarter Finals	<ul style="list-style-type: none"><li>Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.</li></ul>	25%

\* Classwork/Participation and Homework/Independent Learning will be updated weekly.



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Prerequisites: N/A

Course Materials: ENS Uniform, athletic shoes, journal (teacher provided)

Course Structure: This course will be extremely interactive. Your role as a student is to fully engage yourself in the activities and participate to the best of your ability. Once a week we will be in a classroom and you will have a lecture style course that will help deepen your understanding of fitness and your personal health.

Course of Study:

Culture/Olympic Unit (*Length of unit - 4 WEEKS - 8 LESSON*)

Content Standards	Learning Objectives	Key Assignments/Exams
1.5 Demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities.  5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity.  CCSS.ELA-LITERACY.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  CCSS.ELA-LITERACY.RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	<i>SWBAT = Students will be able to...</i>  1. SWBAT demonstrate the classroom rules of 7th grade ENS. 2. SWBAT demonstrate how to clean up after an ENS class. 3. SWBAT demonstrate how to open a locker at least 3 times by themselves. 4. SWBAT demonstrate proper locker room protocol and dressing out in the proper GPA ENS uniform. 5. SWBAT identify and understand the GPA rules, protocols, and culture and it connects into their 7th grade ENS class. 6. SWBAT demonstrate body management and locomotor skills needed for successful participation in track and field and combative activities. 7. SWBAT demonstrate an acceptance of differences in physical development and personal preferences as they	Be a Symbol Artwork  Be a Symbol Presentation  ENS Uniform Due  Locker Quiz  Olympic Event Data Card (Math shown)  Self Assessment of Sportsmanship



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CCSS.ELA-LITERACY.RH.7.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how the Olympics began, how the Olympic games were chosen, how the Olympic committee began).	affect participation in physical activity. 8. SWBAT identify key steps in a text's description of a process related to history/social studies (e.g., how the Olympics began, how the Olympic games were chosen, how the Olympic committee began).	
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## Sportsmanship and Feedback (Cone Ball) (6 Weeks, 9 Lessons)

Content Standards	Learning Objectives	Key Assignments/Exams
1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching. 2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching. 1.3 Combine manipulative, locomotor (running, jumping), and nonlocomotor (twisting, rotating, pivoting) skills into movement patterns. 5.3 Demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in physical activity. 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity. 5.5 Identify the responsibilities of a leader in physical activity 3.5 Participate in moderate to vigorous physical activity a minimum of four days each week. CCSS.ELA-LITERACY.SL.7.1	1. SWBAT identify key elements and explain the effects of encouragement to others while participating in a group physical activity. 2. SWBAT identify the 4 responsibilities of a leader in physical activity. (empower teammates, share the credit, initiate positive feedback, and create the culture) 3. SWBAT identify the different types of throws and when to execute those throws in a competitive activity. 4. SWBAT identify the key elements of throwing and catching. 5. SWBAT demonstrate proper encouragement to others while participating in coneball. 6. SWBAT demonstrate an acceptance of differences in physical development and personal preferences as they affect participation in coneball.	Sportsmanship, Feedback, Throwing Exam <ul style="list-style-type: none"><li>Selected forced choice items (multiple choice questions) (key elements for throwing and catching, 4 responsibilities of a leader, math - add and subtract positive and negative integers)</li><li>Essay question (evaluate encouragement effects) (CCSS 7.2)</li><li>Essay question (the responsibilities of a leader) (CCSS 7.2)</li></ul> Performance based assessment on throwing and catching (structured observation) Multiple Journal Entries



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<p>Engage effectively in a range of collaborative discussions with diverse partners on grade 7 topics (responsibilities of a leader, effects of expressing encouragement), texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (Journal Entries)</p> <p>CCSS.MATH.CONTENT.7.NS.A.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (Scoreboard)</p>	<ol style="list-style-type: none"><li>7. SWBAT demonstrate the mature and proper techniques for throwing and catching during coneball.</li><li>8. SWBAT demonstrate the ability to combine manipulative, locomotor (running and jumping), and nonlocomotor (twisting, rotating, pivoting) into movement patterns during coneball.</li><li>9. SWBAT demonstrate sportsmanship before, during, and after a competitive activity.</li><li>10. SWBAT participate in vigorous activity while giving their best effort.</li></ol>	<p>Multiple structured observations on Sportsmanship and Feedback during competitive activity</p>
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## Disc Sports (3 Weeks, 5 Lessons)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities</p> <p>2.2 Analyze movement patterns and correct errors.</p>	<ol style="list-style-type: none"><li>1. SWBAT analyze movement patterns and correct errors.</li><li>2. SWBAT use principles of motor learning to establish, monitor, and meet goals for motor skill development.</li><li>3. SWBAT accept responsibility for individual improvement.</li><li>4. SWBAT demonstrate mature techniques for the following patterns: overhand, sidearm, and</li></ol>	<p>Daily Journal Log Progress Plan Structured Observation on Disc Throwing Techniques</p>



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<p>2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>5.2 Accept responsibility for individual improvement.</p> <p><u>CCSS.ELA-LITERACY.RI.7.2</u></p> <p>Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (principles of motor learning)</p> <p><u>CCSS.ELA-LITERACY.W.7.4</u></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>CCSS.ELA-LITERACY.SL.7.1.D</u></p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p><u>CCSS.MATH.CONTENT.7.EE.A.1</u></p> <p>Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.</p>
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<p>underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>5. SWBAT demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.</p> <p>6. SWBAT participate in vigorous activity while giving their best effort.</p>
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## Team Handball (5 Weeks, 9 Lessons)

Content Standards	Lesson Objectives	Key Assignments
<p>1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>1.3 Combine manipulative, locomotor, and nonlocomotor skills into movement patterns</p> <p>2.1 Identify and describe key elements in the mature performance of overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying.</p> <p>2.2 Analyze movement patterns and correct errors.</p> <p>2.3 Use principles of motor learning to establish, monitor, and meet goals for motor skill development.</p> <p>2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.2 Identify physical activities that are effective in improving each of the health-related physical fitness components.</p> <p>4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.</p>	<ol style="list-style-type: none"><li>1. SWBAT demonstrate mature techniques for hand dribbling while participating in team handball.</li><li>2. SWBAT demonstrate mature techniques for overhand, sidearm, and underhand throwing.</li><li>3. SWBAT combine manipulative, locomotor, and nonlocomotor skills into movement patterns during team handball.</li><li>4. SWBAT identify the mature techniques for hand dribbling.</li><li>5. SWBAT explain and demonstrate spin and rebound principles for performing manipulative skills in team handball.</li><li>6. SWBAT identify and explain the five components of fitness.</li><li>7. SWBAT identify physical activities that are effective in improving each of the 5 components of fitness.</li><li>8. SWBAT match personal preferences in physical activities with of the five components of fitness.</li></ol>	<p>Team Thank You Letter</p> <p>Sportsmanship</p> <p>Structured Observation (Daily)</p> <p>Dribbling Test</p> <p>Team Handball Dribbling and Passing (Throwing)</p> <p>Structured Observation (Daily)</p> <p>5 Components of Fitness Quiz</p>



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## Fitnessgram Unit (6 Weeks, 12 Lessons)

Content Standards	Lesson Objectives	Key Assignments/Exams
<p>3.1 Assess one's own muscle strength, muscle endurance, aerobic capacity, flexibility, and body composition by using a scientifically based health-related fitness assessment.</p> <p>3.2 Evaluate individual measures of physical fitness in relationship to patterns of physical activity.</p> <p>3.3 Develop individual goals, from research-based standards, for each of the five components of health-related physical fitness.</p> <p>3.4 Plan a weekly personal physical fitness program in collaboration with the teacher.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>3.6 Assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</p> <p>5.2 Accept responsibility for individual improvement.</p>	<ol style="list-style-type: none"><li>1. SWBAT participate safely and correctly in a variety of Fitnessgram tests.</li><li>2. SWBAT assess their own muscular strength and endurance, aerobic capacity, flexibility, and body composition by using Fitnessgram tests.</li><li>3. SWBAT evaluate individual measures of physical fitness in relationship to patterns of physical activity.</li><li>4. SWBAT develop individual goals, from research-based standards, for each of the five components of fitness.</li><li>5. SWBAT plan a weekly personal physical program in collaboration with the teacher.</li><li>6. SWBAT participate in MVPA during fitnessgram unit.</li><li>7. SWBAT assess periodically the attainment of, or progress toward, personal physical fitness goals and make necessary adjustments to a personal physical fitness program.</li></ol>	<p>My Fitnessgram Results</p> <p>My Fitnessgram Weekly Plan</p> <p>My Fitnessgram Evaluation</p> <p>My Fitnessgram Progress</p> <p>Completion of Fitnessgram Tests</p>



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## Rugby (5 Weeks, 11 Lessons)

Content Standards	Learning Objectives	Key Assignments/Exams
<p>1.2 Perform multicultural dances.</p> <p>1.4 Demonstrate body management and object-manipulation skills needed for successful participation in individual and dual physical activities.</p> <p>2.2 Analyze movement patterns and correct errors.</p> <p>2.4 Explain and demonstrate spin and rebound principles for performing manipulative skills.</p> <p>2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities.</p> <p>3.5 Participate in moderate to vigorous physical activity a minimum of four days each week.</p> <p>4.3 Match personal preferences in physical activities with each of the five components of health-related physical fitness.</p> <p>5.2 Accept responsibility for individual improvement.</p> <p>5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity.</p> <p>5.5 Identify the responsibilities of a leader in physical activity</p>	<ol style="list-style-type: none"><li>1. SWBAT perform multicultural dances (Haka).</li><li>2. SWBAT demonstrate body management and object manipulation skills (pitching) during rugby.</li><li>3. SWBAT analyze movement patterns and correct errors in rugby.</li><li>4. SWBAT explain and demonstrate spin principles for pitching in rugby.</li><li>5. SWBAT diagram and demonstrate basic offensive and defensive strategies for rugby.</li><li>6. SWBAT participate in moderate to vigorous physical a minimum of four days each week.</li><li>7. SWBAT evaluate the effect of expressing encouragement to others while participating in a rugby.</li><li>8. SWBAT identify the responsibilities of a leader in rugby.</li></ol>	<p>Haka Performance</p> <p>Pitching Demonstration</p> <p>Rugby Playbook (Offensive/Defensive Strategies with Diagrams)</p> <p>Structured observation on pitching, execution of offensive and defensive strategies from playbook, and sportsmanship. (Daily)</p>

## Ultimate Tournament (Create A Game) (6 Weeks, 12 Lessons)

Content Standards	Lesson Objectives	Key Assignments/Exams
<p>2.7 Develop an individual or dual game that uses a manipulative skill, two different</p>	<ol style="list-style-type: none"><li>1. SWBAT develop a physical activity game that uses a manipulative skill, two</li></ol>	<p>Create A Game Presentation</p>



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<p>offensive strategies, and a scoring system and teach it to another person.</p> <p>4.1 Develop a one-week personal physical fitness plan specifying the proper warm-up and cool-down activities and the principles of exercise for each component of health-related physical fitness.</p> <p>4.4 Explain the effects of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.</p> <p>4.5 Describe the role of physical activity and nutrition in achieving physical fitness.</p> <p>4.6 Identify and apply the principles of overload in safe, age-appropriate activities.</p> <p>4.7 Explain progression, overload, and specificity as principles of exercise.</p> <p>4.8 Discuss the effect of extremity growth rates on physical fitness.</p>	<p>different offensive strategies, and a scoring system and teach it to the class.</p> <p>2. SWBAT develop a personal one week fitness plan with warm up and cool down activities and the principles of exercise for each component of fitness.</p> <p>3. SWBAT explain the effect of physical activity on heart rate during exercise, during the recovery phase, and while the body is at rest.</p> <p>4. SWBAT describe the role of physical activity and nutrition in achieving physical fitness.</p> <p>5. SWBAT identify and apply the principles of overload in safe, age- appropriate activities.</p> <p>6. SWBAT explain progression, overload, and specificity as principles of exercise.</p>	<p>6 Week Summer Plan Final Project</p>
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## Course Specific Student Expectations:

### Gompers Preparatory Academy ENS Expectations:

#### Be Prepared

Must have GPA issued ENS uniform (GPA ENS shirt [MS - green, HS - blue], GPA ENS shorts/sweats and athletic shoes) daily – dress out always  
Classroom homework completed on time and bring ENS classroom journal daily  
Eat well; get plenty of sleep and come to class with a POSITIVE attitude

#### Be Engaged

Participate to the BEST of your ability daily  
Communicate with your teacher if you cannot participate fully PRIOR to class  
Be active in class activities and discussions  
Be willing to take a leadership role when asked



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## Be Accountable

Focus on your own learning and actions

Complete homework on time

Have good attendance and be on time

Bring a note from a parent/doctor if you cannot participate fully; note must have a signature, date and contact information

Complete teacher assigned make-up work for missed days due to excused absences or medicals

Make sure to lock up your valuables (phones, money, etc.) and belongings – do not leave anything unlocked

Do not share lockers, combinations information or uniforms

Check your grade/citizenship weekly on the PowerSchool app

Follow all locker room protocols and expectations

## Be Appropriate

Treat classmates and teacher with respect and kindness at all times

Work out differences in a calm and mature manner

Name calling or put downs WILL NOT BE TOLERATED

Use mature language at all times - refrain from inappropriate use of language

Respect each other's space and belongings in the locker room

Respect all ENS equipment and space

Take pride in GPA - clean up after yourself in ENS areas and locker rooms

## Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

## GPA Student Expectations:

School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.



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**Homework Completion:** As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

**Electronic Device Policy:** Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

**Computer/Internet Usage Policy:** Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

*Acceptable Use-*

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

**Academic Integrity:** Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism.
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices

Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities*.



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## Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name: "Sammy Gompers"

Teacher name: Ms. Teacher

Course name, period: English I, Period 3

Date 06 February 2009

3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in text citations and works cited is mandatory

## Important Dates:

### Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

### Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

### Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

### Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th



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Student Signature : \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_



