

**I. Required:**

- A. An 8-1/2 x 11-inch notebook of AT LEAST 100 pages; Bring your notebook to class each day. Some use lined paper.
- B. Have **ample** separate loose-leaf paper too.
- C. Handouts and other teacher-provided pages **MUST BE** glued or taped in place so that any writing on the page is clearly visible.
- D. Organized in the same manner: Right side for input only: lecture notes, labs and worksheets. Left side for output only: drawings, reflections, associations, “choice” assignments.[**Interactions 52+ choices**]
- E. Pages must be numbered consecutively, do not skip pages, each page titled and dated.
- F. A Table of Contents [T.O.C.]will be kept in the front of the notebook.
- G. Staying current with notebook entries is vital to your success in this course. If you are absent, copy the right side entries from another student, complete the left side on your own and be sure to update your table of contents. Complete Agendas too.

**II. How to Organize Your Personal Notebook**

- H. Left side (OUTPUT)
- I. Right side (INPUT)
- J. The left page demonstrates YOUR understanding of the information on the right side page.
- K. You work with the input and interact with the information in creative, unique and individual ways [**AKA own work-no copying/paraphrasing might be fine**].
- L. The left side helps focus your attention and guides your learning of the social science content and concepts. interactive notebooks are used to help you learn and remember important concepts. Why do they work? This notebook style uses both the right an left-brain hemispheres to help you sort, categorize, remember and creatively interact with the new knowledge you are gaining.
- M. What goes on the left side?
- N. •OUTPUT goes on the left side!
- O. • Every left-side pages gets used when possible.OUTPUT or Assigned/choice
- P. • Always number and date your pages.

- Q. • Always use at least four colors and organize information. Be creative; it helps the brain learn.
- R. • Your answer will ALWAYS be on OUTPUT
- S. What goes on the right side?
- T. •INPUT goes on the right side!
- U. • Always write the date on each page.
- V. • Always title each assignment.
- W. • Always number each page consecutively.
- X. What could go on the left side?
- Y. See “**Interactions**” Assignments sheet. Will be “Free Choice” or “Limited Choice / teacher assigned” but will involve techniques of:
  - Z. Concept maps
  - AA.Venn Diagrams/thinking maps
  - BB.Pictures
  - CC.Drawings
  - DD.other Diagrams
  - EE.Writing Prompts/exit card/AVID ideas
  - FF. Flow Charts
  - GG.Poems-handout
  - HH.Songs
  - II. Self Reflections
  - JJ. Questions
  - KK.Cartoon
  - LL. When creating a left-side page ALWAYS do the following:
    - MM. • Use the FULL space available to you (leaving the top margin blank for your).
    - NN. • Use **a minimum of four colors for your OUTPUT. MAPS, TIMELINES, PICTURES, ETC**
    - OO. • Reflect the information on the INPUT side as completely as possible.
    - PP. • Be NEAT, LEGIBLE and don’t waste space.
  - QQ. Notebook contents are neatly completed, all pages are numbered, titled and dated.
- III.Guidelines:**
- RR.The right page is for writing down information you are given in class (**INPUT is all new information**).
- SS. When the teacher lectures, take notes on the right side page.
- TT. When you take book or video notes, they go on the right side page.

UU. Activities go on the right side. ANSWERS can be OUTPUT. Make sure TOC is correct. as you add to your notebook

VV. Any other type of INPUT you get in class.

**WW. Highlight important information.**

XX. Annotate notes in study sessions

YY. Please no staples, only glue or clear tape

#### **IV. Evaluation Marks**

ZZ. Please write in complete sentences; avoid paragraph numbering and the creation of a "laundry list. Your point is not clear. Try paraphrasing or otherwise restating your point.

**AAA. Have you been keeping up with the assigned reading?**

**BBB. Make sure to use the vocabulary from the text/discussion/lecture.**

CCC. The point you make is meaningful and relevant; I need for you to develop it at greater length.

DDD. Answer the question^).

EEE. Don't forget the question^).

FFF. Have you remembered the question

GGG. Spelling! (Especially key vocabulary terms)

**HHH. Keep going! (You may have had sufficient time to develop another aspect of the question/comparison.)**

**III. Develop the point meaningfully or omit it from your discussion.**

JJJ. . Remember: It's not enough simply to restate or paraphrase the reading; you must in addition explain why the point is significant. In other words, always support your assertions with examples. What does it mean, and why does it matter? You're missing some identifying information or detail here.

#### **Assessment of Written Student Work.**

What follows is an explanation of my grading. Please note these are guidelines; I account for strengths and weaknesses in a "holistic" way (e.g., very strong discussion of what it means and why it matters, with less secure examples may result in a higher grade than suggested below, etc.)

A. **The "A" Grade:** Thorough command of information on the assignment topic, including defined

terms, author, document, and historical timeframe. Discussion is clearly focused on relevant issues (as indicated in class or the assigned text) and is developed in relation to the ideas in question. The student makes use of appropriate vocabulary and other explanatory language. Sentence and paragraph development is clear, logical; the writing is free of errors.

B. **The "B" Grade:** The student demonstrates an acceptable knowledge of the information. Key ideas are enumerated, but are not so thoroughly or effectively presented as above. Logical development of the ideas is occasionally marred by small errors in mechanics.

C. **The "C" Grade:** Information on some links is less secure, and marked by error or contradiction. There is some indication of the important aspects of the work, but inconsequential points compromise the focus on the key material; moreover, discussion tends to be limited and, in the case of comparative essays, the focus is on one idea at the expense of the other. The essay is confused and marked by frequent errors in mechanics; there is a minimal use of key terms.

D. **The "D" Grade:** Most of the response contains errors. The writing is confused and filled with errors. There is an absence of key points of discussion and vocabulary, indicating a lack of preparation. Not college-preparatory writing.

E. **The "F" Grade:** Errors throughout. Writing presents little evidence of thought or preparation, and is flawed by numerous problems with sense and mechanics. Not high school-preparatory writing. Boot camp for college.