

Interactive Notebook Instructions

Grading Rubric

10 Points – Each assignment **correctly completed** in your Interactive Notebook

- Title everything and every Page (Page #s that match table of contents, Whiteboard Notes, PowerPoint Notes, Video Notes, DBQs, etc.)
- Complete each assignment
- Tape or glue all loose papers into your Interactive Notebook (**Loose papers will not be graded**)
- Thoughtfully and thoroughly complete your left-hand column for your notes.
- Write a summary for each set of notes. (**Summaries are the main ideas in 3-5 sentences**)
- Highlight or underline the key ideas, vocabulary, people, historical thinking skills, themes, etc.

3 Points – Table of Contents for the Unit

2 Points – Labeled tab attached to the Table of Contents page

Cornell Note Taking	
Title of Notes	
Essential Question:	
Things to put in the left-hand column: -Higher level questions -Connection to previous content -Identify key words/concepts /people and their significance -Hypothesize cause/effect -Linear connections of events	Cornell Notes can take many forms, remember to stay true to the format and purpose for each side, but you can take notes however YOU prefer—just be sure to highlight ideas, vocabulary, people, <i>et cetera</i> .
Summary:	
<ul style="list-style-type: none"> • Write 3-5 sentences explaining the main ideas of the notes you have just taken and answering the Essential Question 	

“Get The Gist” Video Notes	
Title of Video Notes	
Essential Question:	
1. Key Points from the Video 2. Key Points from the Video 3. Key Points from the Video 4. Key Points from the Video 5. Key Points from the Video 6. Key Points from the Video 7. Key Points from the Video 8. Key Points from the Video 9. Key Points from the Video 10. Key Points from the Video Et cetera.... <i>You will typically write 15-25 key points depending on Mr. B's instructions</i>	
OR	
Mr. B will give you specific questions to answer.	
Summary:	
<ul style="list-style-type: none"> • Write 3-5 sentences explaining the main ideas of the video you have just watched 	

PRO TIP: Bring the following with you every day

- | | |
|---|---|
| <ul style="list-style-type: none"> • Pen or Pencil • Highlighter • Tabs | <ul style="list-style-type: none"> • College Ruled notebook • Tape or glue stick • Scissors (recommended) |
|---|---|



Vocabulary: Costa's Levels of Thinking and Questioning



LEVEL 1

Remember	Define Repeat Name	List State Describe	Recall Memorize Label	Match Identify Record
Show Understanding	Give examples Restate Discuss Express	Rewrite Recognize Explain Report	Review Locate Find Paraphrase	Tell Extend Summarize Generalize

LEVEL 2

Use Understanding	Dramatize Practice Operate Imply Apply	Use Compute Schedule Relate Illustrate	Translate Change Pretend Discover Solve	Interpret Prepare Demonstrate Infer
Examine	Diagram Distinguish Compare Contrast Divide	Question Inventory Categorize Outline Debate	Analyze Differentiate Select Separate Point out	Criticize Experiment Break down Discriminate
Create	Compose Design Propose Combine Construct	Draw Arrange Suppose Formulate Organize	Plan Compile Revise Write Devise	Modify Assemble Prepare Generate

LEVEL 3

Decide	Judge Value Predict Evaluate	Rate Justify Decide Measure	Choose Assess Select Estimate	Conclude Summarize
Supportive Evidence	Prove your answer. Support your answer.	Give reasons for your answer.	Explain your answer. Why or why not?	Why do you feel that way?

DIGITAL COMMUNICATION

Use the following format when emailing Mr. B

(ALWAYS USE CORRECT GRAMMAR, PUNCTUATION, MECHANICS and USAGE)

To: brett.kier@vallivue.org

Subject: P. 4 – American Revolution Quiz Question
(Class period, then the subject of your email)

Message:

Mr. B, (alternatively “Dear Mr. B,”)

I had a question about the last quiz we took on the American Revolution. May I please come by the classroom before school at 8:00am to discuss it with you?

(Brief message with a very specific request)

Sincerely, (salutation of your choice)

Student ABC (your First and Last name)

TEAM GUIDELINES

Team Projects

EQ: How should the team organize itself for maximum effectiveness and efficiency?

- Leader
- Time Keeper
- Recorder
- Researcher
- Presenter
- If inapplicable to project, divide up labor equally, and contribute fully

Team Presentations

EQ: How should our team present our work to the class?

- Always speak standing on the left...
 - To the left of the visual aid (white board, poster, etc.)
 - To the left of your other Team members
- Each Team member speaks at least once

Team Discussions

EQ: How should team members engage in discussion with one another?

- Seek first to understand, then to be understood
- Give everyone an opportunity to speak
- Constructively disagree, and find areas of agreement whenever possible
 - “I agree with how you framed X, but I think its effects are different than what you outlined. For example...”

Class Discussions

EQ: What are some of the ways that we will be expected to engage in whole class discussion?

- Say What You Heard (explain what someone on your Team said)
- Say What you Think (explain your own thoughts)
- Say What You Agreed With (explain something that was said that you agree with and Why?)
- Say What You Disagreed With (explain something you disagreed with and Why?)

PRO TIP: Always follow *The Golden Rule*, and follow *The Platinum Rule* whenever you can.