



Student Handbook

<https://www.burbankusd.org/jbhs>

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Your BUSD Student Computer Account

Username:

Last 2 digits of your graduation year + the initial of your first name + initial of your middle name + your last name + @stu.burbankusd.org

Password:

Your password is the last 4 digits of the numbers underneath the long bar code at the bottom of your ID card typed **twice**. This is your permanent ID number, NOT your student ID number.

Example:

Username: 22snabelyan@stu.burbankusd.org

Password: 64856485



*Record your **username** here. _____

*Record your **password** here. _____

Joining Google Classrooms

1. Go to classroom.google.com and click "Sign In."
2. Sign in with your **Burbank School District username**. (See above.)
3. Click "Join Class."
4. Enter the **class code** that the teacher emailed to you. It will contain about 6-7 numbers and/or letters.
5. Click "Join." You will not have to join or enter the class code again once you have joined a class. Record the codes for all of your classes below.

Record Google Class Codes Below

	Period 0	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
class code								

MLA Format for Handwritten Papers

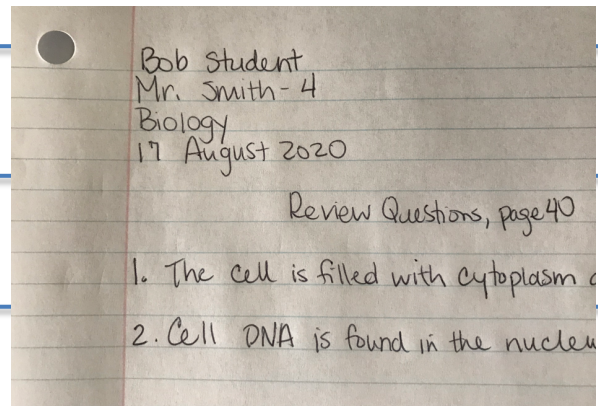
First Name & Last Name

Teacher – number (period)

Class Name (subject)

Date (day month year)

Title



Start writing here. Write from margin to margin. Indent when you begin a new paragraph. Do not skip lines between paragraphs.

MLA Guidelines and Style Sheet for Typed Papers:

1. The entire paper has 1” margins on all sides.
2. The entire paper, including the heading, is double-spaced. Never add additional spaces between paragraphs or titles.
3. The font is 12-point, Times New Roman.
4. The heading is left justified and double-spaced. (It is single-spaced if handwritten.) The heading contains the following information, in this order:

Student’s Name

Teacher’s Name – Period (Mrs. Smith – 3)

Class or Course Title

Date written out with **NO** abbreviations and **NO** commas. (17 August 2020)

Title

Indent at the beginning of each new paragraph. Make sure that you do not have extra spaces between the heading and title, and between the title and the first line.

5. The title is centered. **DO NOT** underline the title, put it in quotation marks, in ALL UPPERCASE, *italics*, bold or any special font or size.
6. Multiple-page responses must include a header with page numbers that is right justified, one half inch from the top of the page. Your last name and the page number are separated by a single space. For example: Smith 2. (MLA states the header is optional on page 1.)
7. The rest of the paper is left justified.
8. Indent five spaces (1 tab) for each new paragraph.

***See the sample student paper on the next page.**

Taylor Sutton

Mrs. Carman-2

English 9

7 April 2018

Heading

Your Name
Teacher's Name-Period
Course Title
Date

Header

Your last name (space) page number.

Title

Center the title. Never use quotation marks, underlining, bold print, or italics. Your title should be your own, original title.

Morals? What Morals?

The Great Gatsby by F. Scott Fitzgerald, is a timeless story of a man who wanted to complete the image of how he thought his life should be. He loves and who returns his feelings, as well as all the money in the world he surrounds himself with people who come from old money they seem to have everything, but they are missing one thing: morals.

Thomas Buchanan is a man who has it all, but is not satisfied. This leads to immoral behavior. It is when Tom tells Nick, his wife's cousin, "I want you to meet my girl" that the reader sees his true character (Fitzgerald 24). Although he has a wife, a child, a beautiful home and a huge bank account, Tom seeks passion through hedonistic parties and to be with his mistress without any scruples. Tom is typical of the unhappy, immoral man with a conscience that might steer them away from self-destruction.

In-Text Citations

Every direct quotation must be copied accurately and cited correctly. Place the author's last name (space) and the page number at the end of the sentence, and put a period after the final parenthesis.

In the end, Tom and other characters cause pain to everyone around them. Tragically, they are the ones who come out unscathed. They are used to getting whatever they want, and because of their economic class, they get away with it. This is a commentary on the grossly opulent society of the 1920s.

Spacing: Double-space the entire paper. There should be no extra spaces between the heading, title, or paragraphs.

Font: Use size 12, Times New Roman.

Layout: left-justified, 1" margins

Formatting Parenthetical (In-Text) Citations

Generally, when you quote or paraphrase from a source (book, article, etc.), you need give credit to that source by inserting a citation into the body of the paper. This citation typically consists of the author's name and page number in parentheses. **Italicize the titles of books, speeches, and essays and put titles of articles or chapters in quotation marks.**

1. Parenthetical citations within the body of the text include the author's last name and the cited page number. The author's name may be cited either as part of the introduction for the quote or after the quote, but before the period.
2. Between the quotation marks, copy the original text accurately. Include all punctuation from the original text, **except for the period at the end of a sentence.**
3. **ALWAYS place a period after the parenthesis.**

*Examples:

The article goes on to say, "People don't do derby just for exercise but usually because it becomes a part of who they are" (Fagundes 109).

Medieval Europe was a place both of "raids, pillages, slavery, and extortion" and of "traveling merchants, monetary exchange, towns if not cities, and active markets in grain" (Townsend 10).

*Another option is to include the author's name in the text itself.

Fagundes goes on to say, "People don't do derby just for exercise but usually because it becomes a part of who they are" (109).

As Townsend explains, Medieval Europe was a place both of "raids, pillages, slavery, and extortion" and of "traveling merchants, monetary exchange, towns if not cities, and active markets in grain" (10).

*More Examples:

The sample quotations below are cited from the 2011 *New York Times* op-ed essay titled "Stop Coddling the Super-Rich" by Warren Buffett.

Original Text

I have worked with investors for 60 years and I have yet to see anyone — not even when capital gains rates were 39.9 percent in 1976-77 — shy away from a sensible investment because of the tax rate on the potential gain. People invest to make money, and potential taxes have never scared them off. And to those who argue that higher rates hurt job creation, I would note that a net of nearly 40 million jobs were added between 1980 and 2000. You know what's happened since then: lower tax rates and far lower job creation.

(Cited portion begins mid-sentence and doesn't end in a period.)

Buffett claims that raising taxes will not hurt job creation. In fact, when tax rates were higher from 1980-2000, "nearly 40 million jobs were added" (2).

OR

(Cited portion begins mid-sentence and **ends in a period.**)

Millionaires will continue to invest even when tax rates are higher because millionaires "invest money to make money, and potential taxes have never scared them off" (Buffett 3).

***Continued on next page.**

No page numbers?

If you are using an online source without page numbers, the citation will consist of only the author's name.

No author?

If a source has no author, start the parenthetical citation with the title of the item. The first time this source is cited, use the full title, but after that use a shortened version of the title instead of an author name.

Example:

Full title	"New Approaches to Diagnosis and Treatment in Anxiety and Related Emotional Disorders"
Shortened Citation	("New Approaches" 10)

Long quotes

Quotations longer than four lines need to be set apart from the rest of the text. Do not use quotation marks. The quote should be in a new paragraph and set 1/2 inch from the left margin (Tab once). Your parenthetical citation should come **after** the closing punctuation mark.

Source: <https://www.nwtc.edu/NWTC/media/student-experience/Library/MLA-Citation-Handout.pdf>

WORKS CITED

You may be required to add a works cited page at the end of your essay. Always check with your teacher to ask if one is required. A **works cited page** is a list of the **sources that you have cited** in your essay. It is a **specific type of bibliography** used by the Modern Language Association (MLA). It **only includes the works that you actually refer to in your paper**. DO NOT include sources that you have not referenced in your essay. DO NOT number your works cited page.

What should be documented in the works cited?

- direct quotations from the text
- sections of books or articles that are paraphrased
- parts of books or articles that are summarized
- the source of ideas or interpretations, including but not limited to websites

FORMAT

- It is the very last page of your essay. It should contain a header and page number just like the rest of your essay.
- Title it Works Cited. Do not change the font or size and do not use bold type, underlining, or italics.
- Maintain your one-inch margins.
- Double-space the entire page.
- IMPORTANT: List the sources in alphabetical order by author's last name. If the source has no author, then alphabetize by the title of the publication.
- IMPORTANT: You DO NOT NUMBER the sources. INSTEAD, indent only the second line of each source.

SAMPLE

Title = Works Cited

Smith 10

Works Cited

Header

your last name and page number
placed ½ inch from top

Bailyn, Bernard and Leslie L. Cooper. *The Great Republic: A History*

Lexington: Heath, 1977. Print.

Frohlich, Clifford. "The Physics of Somersaulting and Twisting." *Scientific American*. Mar.

1980: 154-64. Print.

Marcuse, Sibyl. *A Survey of Musical Instruments*. New York: Harper,

Patinkin, Mark. Telephone interview. April 26, 2011. "River Rafting

Feb. 2010: 170-71. On-line.

Stemple, James. "Solar Energy." *Book of Popular Science*. 2000.

Indenting

First line of each
entry is NOT
indented.
Subsequent lines
are indented 1 tab
(5 spaces).

eler

BIBLIOGRAPHY

If you are writing a report, you may be required to provide a bibliography of your research. Always check with your teacher to ask if one is required. A **bibliography** is an alphabetical, numbered list of all of the sources that you have used to do your research—anything from which you took notes. In other words, if you took notes from a book that you did not actually cite in your essay or report, include that source in the bibliography, but NOT in a works cited paper. It is NOT part of MLA. It is most often used in science classes.

FORMAT

1. It is the very last page of your report. It should contain a header and page number just like the rest of your essay.
2. Title it Bibliography. Do not change the font or size and do not use bold type, underlining, or italics.
3. Maintain your one-inch margins.
4. SPACING: Each entry is **single-spaced but double-space between entries**.
5. List the sources in alphabetical order by author's last name. If the source has no author, then alphabetize by the title of the publication.
6. IMPORTANT: The sources must be numbered, but DO NOT USE AUTOMATIC NUMBERING. Indent the second line of the entry.

SAMPLE

- Smith 10
- title** Bibliography
- Header**
your last name and page
number placed ½ inch from top
1. "Battery." *Encyclopedia Britannica*. 1990.
 2. "Best Batteries." *Consumer Reports Magazine* 32 Dec. 1994: 71-72. ← magazine
 3. Booth, Steven A. "High-Drain Alkaline AA-Batteries." *Popular Electronics* 62 Jan. 1999: 58.
 4. Brain, Marshall. "How Batteries Work." *howstuffworks*. 1 Aug. 2006 ← website
<<http://home.howstuffworks.com/battery.htm>>.
 5. Carman, Maria. "The Russian Revolution." John Burroughs High School. Burbank. Jan.-4 Feb. 2011. *notes
from class
 6. "Communism." *Merriam-Webster's Collegiate Dictionary*. 10th ed. 1993. dictionary
 7. Dell, R. M., and D. A. J. Rand. *Understanding Batteries*. Cambridge, UK: The Royal Society of Chemistry, 2001. ← book with two
authors
 8. Smith, Jean. *The Russian Revolution*. New York: Random 1992. ← book with one author

Academic Honesty Guidelines Burbank Unified School District
John Burroughs High School

Academic Honesty: Students shall not misrepresent examination materials, research materials, classwork, and/or homework assignments as their own, when in fact they are the work of someone else. Copying the work of another student or allowing your work to be copied is academic dishonesty. Copied work from published sources, and/or from the internet (plagiarism) without proper documentation constitutes academic theft.

The classroom teacher in charge is responsible for determining if cheating has occurred.

First Offense:

- Student will receive a “zero” on the assignment;
- Teacher will contact parent or guardian and warn them of possible consequences for subsequent offenses.
- Referral will be sent to an administrative for recording and filing in student’s record.

Second Offense in the same or any other class:

- If the class is an A.P. or Honors class, student MAY be transferred to a regular class (with the same teacher if possible);
- Student will receive a zero on the assignment;
- Teacher will contact parent or guardian and warn them of possible consequences of subsequent offenses.
- Student’s grade may be dropped by one letter grade at the teacher’s discretion.
- Student will lose privileges, such as lunch pass, dance and game admission.
- Student will receive a referral to an administrator or counselor.
- Administrator/Counselor will inform all the student’s teachers that this is the student’s second offense.
- Student may receive a ‘U’ in citizenship and “cheating” comment for the semester in the class where the second offense occurred.

Third or Subsequent Offense in the same or any other class:

- Student will receive a zero on the assignment.
- Student may be dropped/failed from the class in which he/she committed the third or subsequent offense or if student is not dropped/failed, his/her grade will be dropped by one or two letter grades at the teacher’s discretion.
- Student may be suspended from school.
- Administrator will meet with parent or guardian, student, and teacher.
- Administrator will inform all the student’s teachers that this is the student’s third offense.
- A notice stating that this student has committed at least three offenses of the Academic Honesty Policy will be in placed in student’s permanent record.
- Student will receive a ‘U’ in citizenship and “cheating” comment for the semester in the class where the third offense occurred.
- Student, if a senior, will be excluded from participation in senior activities.

What Is Plagiarism?

"Plagiarism is using others' ideas and words without clearly acknowledging the source of that information."

- Plagiarism: What It is and How to Recognize and Avoid Plagiarism <http://www.indiana.edu/~wts/wts/plagiarism.html>, accessed March 12, 2002.

How to Recognize and Avoid Plagiarism:

Paraphrasing

Original Text (from <i>The Pursuit of Oblivion: A Global History of Narcotics</i> by Richard Davenport-Hines, 2002).	The prohibition policies of the USA have escalated into the global Wars on Drugs associated since 1969 with the Nixon, Reagan and Bush administrations. The American approach can be summarized as requiring unconditional surrender from traffickers, dealers, addicts and occasional recreational users.
Plagiarism (Unacceptable Paraphrase)	The <i>prohibitive</i> policies <i>in</i> the <i>United States</i> have <i>become</i> the <i>worldwide</i> Wars on Drugs associated since 1969 with the Nixon, Reagan and Bush administrations. The American <i>way of dealing with things</i> can be summarized as requiring <i>complete</i> surrender from <i>dealers, addicts, traffickers</i> and occasional recreational <i>drug</i> users.
Why is it plagiarism?	1) Only a few words were changed or the order of words was altered. 2) The source of the text is not cited.
Acceptable Paraphrase	Drug policies in the United States emphasize prohibition at all levels: traffickers, dealers, addicts and occasional recreational users. Although these policies originated in the US, particularly with Republican administrations of the last 30 years, they have grown into the "global Wars on Drugs" (Davenport-Hines 15).
Why is it acceptable?	1) The passage was rewritten in the writer's own words while maintaining the meaning of the original text. 2) The source of the text is cited. Note: You can use paraphrase and quotations together. This is particularly useful for phrases which you don't wish to reword because that would alter the meaning.

Quoting

Original Text (from <i>Becoming Evil: How Ordinary People Commit Genocide and Mass Killing</i> by James Waller, 2002).	In 1492, it is estimated that well over 100 million indigenous people inhabited the Western hemisphere. Two centuries later, it is estimated that the indigenous population of the Americas had been diminished by some 90 percent and was continuing to fall steadily.
Unacceptable Quote	"In 1492, it is estimated that well over 100 million indigenous people inhabited the Western hemisphere. Two centuries later the population of the Americas had been diminished by 90 percent."
Why is it plagiarism?	1) The passage has not been quoted accurately. 2) The source of the quotation is not cited with a footnote.
Acceptable quotation	It is thought that in 1492 there were over one hundred million native inhabitants in the Western hemisphere. "Two centuries later, it is estimated that the indigenous population of the Americas had been diminished by some 90 percent and was continuing to fall steadily." (Waller 37)
Why is it acceptable?	1) The first sentence is an acceptable paraphrase. 2) The second sentence is quoted accurately 3) The whole passage is cited.

To Cite or Not to Cite?

Needs Documentation	NO Documentation Needed
When you use or refer to someone else's words or ideas whether from a printed source (book, magazine, etc.), the Internet, television, advertisement, movie, or any other medium.	When you are writing about your own experiences, observations opinions, conclusions, etc.
When you use information from an interview with another person.	When you are using "common knowledge"--that is, information that most people know. It might be common sense observation, folklore, shared knowledge, etc.
When you use statistics, diagrams, factual data from another source.	When you are stating generally accepted facts.
When you use ideas that others have given you in conversation or by email.	When you are reporting the results of your own experimental work or primary research.

The source used in creating this document was:

"Citing Sources and Avoiding Plagiarism." *Glendale College Library*. 24 July 2009. Web 10 August 2009.
<http://www.glendale.edu/library/research/plagiarism.html>. Last Updated 8/10/2009.

Writing Terms

Claim (Thesis)

- appears in the opening paragraph
- contains the central idea of the essay
- outlines the reasons and the supporting details that will follow

Topic Sentence

- usually the first sentence in the paragraph
- outlines a reason/reasons
- other sentences in the paragraph should support the topic sentence

Evidence

- supports the reason(s)
- connects to the claim
- facts, direct quotations, or examples.

Explanation

- outlines the relationship between the evidence and the claim
- offers further detail about the writer's point
- expresses the writer's opinion on the topic

Concluding Sentence

- comes at the end of the paragraph
- echoes the topic sentence
- summarizes the main point of the paragraph

Concluding Paragraph

- comes at the end of the essay
- summarizes the main points of the essay
- does not merely restate the thesis
- poses a question or suggests a course of action
- leaves the audience thinking further about the topic



Generating a Claim Statement (Thesis)

Step 1: Topic (State the topic.)

Example: writing classes

Step 2: Issue (State the specific issue in the form of an opinion.) What do you have to say about the topic?

Example: Writing classes should be abolished.

Step 3: Position + Rationale (because clause) = **DRAFT a claim**

Using a *because clause*, convert your **opinion** from Step 2 into a sentence that states your position on the issue and provides a main **rationale (at least one reason)** for that position.

Example: Writing classes should not be abolished because many students are inexperienced writers.

Step 4: Qualify and Test your claim (although clause)

Refine the rough thesis. Add any qualifiers (although clauses are good for this) and consider dropping the word because. What specific evidence can you identify to prove this claim?

Example: Although gifted high school graduates should be exempt from writing classes, most entering students need help in attaining college writing skills.

Step 5: Polish

Replace the word “because” if you did not do so in Step 4. You will most likely need to rephrase (revise or reword) and/or rearrange your claim statement.

* M. Carman’s adaptation © The Writing Program, University of Southern California 2000

*Adapted from Sheridan Baker’s *Practical Stylist*

Templates for Integrating Direct Quotations

Use the structure below to introduce direct quotations as evidence into an essay.

State the	claim if your essay is one-paragraph.
State the	Topic Sentence if the essay is multiple paragraphs.
Summarize what the author	SAYS in your own words.
Add the.....	EVIDENCE
Explain what the evidence	MEANS. What is the author suggesting in this quotation?
Explain why the evidence	MATTERS. How is it relevant to your argument?

Templates for telling what the quotation SAYS

- Basically, author suggests that paraphrase the evidence from the text.
- In author's opinion, paraphrase the evidence from the text.
- Author assumes that, paraphrase the evidence from the text.
- With regard to topic, author states, paraphrase the evidence from the text.

Templates for introducing a direct quotation

- According to author, “insert direct quotation” (author number).
- In fact, “insert direct quotation” (author number).
- Author makes a strong point about _____ when he/she argues, “insert direct quotation” (author number).
- Author's point that, “insert direct quotation” (author number) really validates my claim that _____.
- Author illustrates this idea perfectly when, “insert direct quotation” (author number).

Templates for explaining what the evidence MEANS.

- In essence, what author means is...
- What author really means is...
- So, author's view is...
- On a deeper level, what author claims is...

Templates for explaining why the evidence MATTERS.

- Therefore, it is critical to remember, in light of today's concern over _____, that...
- Essentially, this means that...
- This ____ is important because...
- Anyone can see that the effects of _____ could potentially...
- Because of _____, we should...

Writer's Signal Words

Time Sequence

then
now
today
meanwhile
while
first of all/in the first place
second/secondly
soon
after
in the meantime
later
further
last
next
finally
at last/lastly
afterwards
at the same time
to begin with
immediately
suddenly
consequently
eventually
until
already
during
presently
thereafter

To Qualify

even though
as though
whereas
unless
provided that
while
in spite of
many
some
several

Introduce an Example

for instance
for example
to illustrate

Add Another Thought

another
besides
moreover
furthermore
also
likewise
again
besides
to this end
with this in mind
in any event
in addition
additionally
indeed
as well as
in other words
that is to say

Show Cause & Effect

as a result
so
therefore
for this reason
thereupon
consequently
as though
thus
hence
accordingly
in order to
since
because
on account of
it follows that






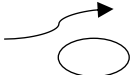
Compare or Contrast

even though
but
however
yet
otherwise
although
despite
still
on the contrary
on the other hand
nevertheless
rather than
conversely
equally important
in like manner
by comparison/compared with
differing from
similarly
likewise
equally
in the same manner
unfortunately

To Conclude

to sum up/to summarize
in brief
in short
as I have stated
as has been noted
on the whole
hence
consequently
thus
so
for this reason
therefore
as a result
it follows that
to conclude/in conclusion

JBHS Proofreading Symbols

Symbol	Definition	Example
	Make a new paragraph.	So he yelled, "What are you doing?" ¶ "I don't know." I answered.
	(no new paragraph) Attach this paragraph to the preceding	She screamed at the top of her lungs. ↳ All the neighbors turned to look.
	indent paragraph	→ <i>Twilight</i> by Stephanie Meyers is about teenager Bella Swan's romance with vampire Edward Cullen. It's ...
sp	Circled word is misspelled.	by William <u>Shalespear</u> sp
≡	Capitalize a lower case-letter.	by William <u>sh</u> akespeare
/	Change a capital letter to lower case.	I bought a book for my <u>U</u> ncle.
Λ or V	Add something: punctuation, missing word, etc.	Elephants do not sleep in Jared's house .
\	Add a space.	a l ot
MLA	Does not comply with correct MLA format.	*You should double check your margins, spacing, heading, title, and citations
	Close a space.	dog <u> </u> house clo <u> </u> se up
X	Delete a word, letter, punctuation or phrase.	Costed a lot of money
Frag	incomplete sentence/fragment	Because Jared's so rich. Frag
r/o	run-on Sentence	I wasn't talking, I wasn't complaining, I didn't say anything. r/o
cs	comma splice (Use a period instead.)	It was an amazing dog, Fido could swim underwater and catch frisbees.
	Change the order of the words.	The sat cat on the mat.
	Move circled words to place marked	The girl has a dog in <u>the red dress</u> .
✓	good point	The metaphor enriches the way we see her character grow. ✓
wdy	too wordy	She was rich, richer than anyone, the richest... wdy
wc	wrong word choice	wc Hooray, I was excepted into Harvard!

w/o	Write out.	w/o I owe her 33 cents.
sl	casual language/slang	sl sl Gotta give the girl props for her song.
av	Use active voice.	The boy was bitten by the dog. av
cl	cliché	She was as old as the hills. cl
rep	repetitious	His shoes were ugly and stupid, and not very stylish or fashionable. rep
?	incomprehensible/ illogical	The elephants argued ? all through Friday and on to Saturday.
awk	awkward wording or phrasing	When comparing school spirit, this has been attributed to numerous studies. awk
ts	unclear or no topic sentence	My dog has fleas. Cats don't have fleas. Fish get algae. Turtles hibernate. Ts
//	faulty parallel structure	Sam likes texting, to swim, and baseball. //
t	wrong verb tense or random change in verb tense	t I ran down the street and give him my keys.
EV	needs evidence/example	Everyone likes <i>Twilight</i> . EV
EXP	needs further explanation	EXP Seventy percent of your body is water and we need to drink water daily.
pro	wrong pronoun	pro Someone left their backpack on the
sv	subject/verb agreement	sv She talk in class too much.
trans	needs transition or Writer's Signal Word	He was arrested fifteen times for DUI. ✓ He drank too much... trans
PL	seems like plagiarism	*Did you forget to cite a direct quotation or did you get ideas or words from another source?

Guide for Reading and Annotating

1. Examine the title. What predictions can you make about the text based on the title?
2. What do you know about the author? Is he/she **credible**? How do you know?
3. What's the **context** of this piece? Why does the context matter? (time, place, historical/cultural) (Is it a primary/secondary source?)
4. Identify the intended **audience**.
5. State the **subject** discussed and the author's **claim**.
6. What's the author's **purpose** for writing this piece? What does the author want the audience to THINK or to DO?
7. How is this piece **organized**?
8. What type of **evidence** is provided? Is it effective? Why/why not?
9. What **literary &/or rhetorical devices** are used? Are they effective?
10. Is there anything that you think that the author left unsaid?
11. Note anything that confused you.

REMEMBER, the basics...

Subject

Occasion

Audience

Purpose

Speaker

Tone

How to Summarize a Current Event

1. Put the proper MLA heading on a piece of notebook paper and title the paper with the title of the article you found.
2. Read the article. Be sure to underline or highlight key words or ideas as you read.
3. Chunk up the article into sections that discuss similar information and number each chunk. Your article must have *at least* four chunks.
4. Divide your notebook paper up into the same number of chunks that you created on your article.
5. Re-read the underlined or highlighted areas *from each chunk*, and come up with three key words that describe that chunk of the article. Write these three words on your notebook paper in the appropriate area.
6. Re-read the three words you wrote down for each chunk and write a summary sentence for each chunk that includes all three words. You must underline each of the three words in the sentence to show that you used all three words.
7. Repeat Steps 5 and 6 with every chunk of the article until you have finished the entire article.
8. Combine all of the sentences you wrote for each chunk into ONE summary paragraph by following the **Template for a Current Event** shown on the next page. **Your FINAL paragraph must be either written in black ink or typed! You MUST follow the MLA guidelines on the JBHS rubric!*

Current Event Template

First and Last Name

Mrs. Tobin – _____

Name of Class

Day Month Year

My Original Title Goes Here

Do NOT underline, do NOT use
“quotation marks”, do NOT use
bold or *italics*.

In the (article, essay, editorial, report) entitled (title of article) published on (date or approximate time period of publication), (author’s complete name or name of researcher(s)) (verb: explores, investigates, discusses, argues, claims, suggests, etc.) that (the first sentence you wrote from the first chunk of the article goes here). First, (author’s last name or abbreviated name of researcher(s)) (verb: explains, shows, demonstrates, argues, claims, suggests, investigates, discusses, etc.) (the second sentence you wrote from the second chunk of the article goes here). Then, (author’s last name or abbreviated name of researcher(s)) (verb: explains, shows, demonstrates, argues, claims, suggests, investigates, discusses, etc.) (the third sentence you wrote from the third chunk of the article goes here). In addition, (s/he, it, they) (verb: explains, shows, demonstrates, argues, claims, suggests, investigates, discusses, etc.) (the fourth sentence you wrote from the fourth chunk of the article goes here). (Continue plugging in your sentences until you have included all sentences from all chunks of the article.) In conclusion, (pose a question, challenge the text, or suggest a course of action pertaining to the information just learned).

Information for Finding Your Own Current Event Article

Throughout the year, you will be required to find and print out your OWN current event article for *each* the homework packet assigned. The article must abide by the following guidelines:

1. It must pertain to the information being studied within that particular homework packet/chapter/unit.
2. It must be less than one year old, and must include the date it was published somewhere on the article when you print it out. **It is **not** acceptable to write a published date on the article by hand!*
3. It must be long enough to be able to be broken down into *at least* four major chunks, each chunk containing at least one paragraph.

Once you find the article you would like to use as your current event, you must then follow the steps on the “How to Summarize a Current Event” paper in order to properly read, highlight, chunk, and summarize the article.

Here are some great places to look for current event articles:

www.sciencedaily.com

www.scientificamerican.com

<http://discovermagazine.com>

<http://teachkidsnews.com>

www.dogonews.com/category/science

www.nasa.gov

<http://www.livescience.com>

<http://www.popsoci.com>

<https://www.newscientist.com>

<http://www.nature.com>

<http://www.redorbit.com>

...and many, many more!

Happy researching!

Cornell Notes Template

Name

Teacher-period number

Class

Date

Topic/Subject

TOPIC/SUBJECT
EXAMPLES:

- Animal Farm: Russian Revolution
- Differences: Mitosis and Meiosis

Fold your notebook paper in half.

On this side of the page, write the MAIN POINTS of the lecture, text, or media presentation.

On this side of the page, write the EVIDENCE, DETAILS, or

SUMMARY:

Write a brief summary that explains what you have learned about the topic at the bottom of the page, or at the end of the notes.

Basic Outline Template

Name

Teacher-period number

Class

Date

Topic

I. **Main Idea:** Write a complete sentence stating the first main point.

A. **Supporting (Concrete) Detail:** definition, reason, further explanation

B. **Supporting (Concrete) Detail:** definition, reason, further explanation

II. **Main Idea:** Write a complete sentence stating the NEXT main point.

A. **Supporting (Concrete) Detail:** definition, reason, further explanation

1. **Additional information/details** (series of steps, events, results, consequences, explanation)

a. **Further connections or explanation**

b. **Further connections or explanation**

III. **Main Idea:** Write a complete sentence stating the first main point.

A. **Supporting (Concrete) Detail:** definition, reason, further explanation

B. **Supporting (Concrete) Detail:** definition, reason, further explanation

1. **Additional information or details**

2. **Additional information or details**

Business Letter Template

3519 San Fernando Road
Burbank, CA 65286
October 21, 2018

your address here (number & street)
city, state and zip code

Ms. Betty Johnson, Chief Executive Officer
Shop Smart Corporation
765 Berliner Plaza
Industrial Point, CA 68534

recipient's name, title and address

Dear Ms. Johnson:

recipient's name

claim

It has come to my attention that the Shop Smart Corporation has actively lobbied against laws that will remove plastic and/or paper shopping bags from stores. While the proposed laws vary from charging shoppers a fee for a bag, to allowing only paper bags in stores, to eliminating plastic and paper bags altogether, any law that requires shoppers to provide their own bags is helpful. Although shoppers say that it is costly and inconvenient, consumers should be required to provide their own reusable bags because it is better for the environment and it lowers business costs.

evidence

Reusable bags greatly benefit our world. They reduce toxic waste that is created by non-biodegradable plastic. The toxic bi-products of plastic bags seep into groundwater and air for other countries, government officials have taken many measures to reduce the amount of waste that citizens produce, and people have been required to bring their own bags to stores for decades. Furthermore, the production and printing of causes deforestation and it adds to pollution, even though many argue that paper bags are often made from recycled materials and usually considered biodegradable. When you think about all of the advantages of eliminating paper and plastic shopping bags from stores, it's difficult to believe that Americans are so behind the curve. So many Americans are unaware that plastic bags are even hazardous to animals. Large birds have been known to swallow bags left floating in waterways and animals can become entangled in the handles of plastic bags, causing wounds, malnutrition and fatalities. I feel that in many other countries people are more devoted to protecting the environment. I mean if you weigh the benefits of getting rid of paper or plastic bags, the inconvenience, it is a small price to pay for the preservation of our environment.

topic sentence

explanation

Ms. Johnson, please consider changing your position on legislation that promotes reusable rather than disposable shopping bags. I am one of many Burbank citizens and patrons of your business who support this legislation out of concern for the environment. I hope that you will do the same.

concluding paragraph

Sincerely,

Mr. B. Green

Mr. B. Green

Glossary of Literary Terms

Inference:	This is a conclusion that one makes based on a series of facts or events.
Direct Characterization:	A writer directly describes the character's personality by using specific adjectives, like <i>brave</i> , <i>sneaky</i> , <i>kind</i> , <i>etc.</i>
Indirect Characterization:	A writer reveals a character's traits through dialogue (what he says), describing how he looks , telling what the character feels or thinks , telling what others say about a character, and telling what the character does .
Motivation	Motivation is what drives the character to work through the story's conflict. The character's motivation affects the story's resolution and whether the character is static or dynamic.
Summarize	First interpret and then retell the main ideas of a text completely in your own words.
Paraphrase	Retell an author's ideas using roughly the same wording as the author.
Plagiarize	To use someone else's ideas or work as your own is plagiarism.
Works Cited:	This is attached at the end of a research paper or essay. It includes a list of every work by another author that is cited (directly quoted) in the paper.
Bibliography:	A bibliography is merely a list of every piece of work used to research a topic. It's attached at the end of the research paper.
Documents (expository text):	<p>Workplace- anything used for communication in an office/business, like a memo, a letter or an email</p> <p>Functional- a document that helps you perform an everyday function, like taking a bus (ex: bus schedule; map)</p> <p>Technical- a document that describes how a product looks and how the parts work (It might include a diagram of the product.) Technical</p> <p>Directions- a document that tell you how to operate a product (set up; start up)</p>
Diction:	This is the writer's (or speaker's) choice of words. Diction determines a writer's style.
Voice:	This is the reader's sense of the author's presence in the work.
Tone:	The tone reflects the speaker's attitude towards his audience. A tone can be formal, playful, angry, ironic, etc..

Active Voice:	A verb in the <i>active voice</i> expresses an action done by the subject of the sentence. Ex: Rainsford surprised General Zaroff.
Passive Voice:	A verb in the <i>passive voice</i> expresses an action received by the subject of the sentence. Ex: General Zaroff was surprised by Rainsford.
Symbolism:	A symbol in a piece of literature is an object that stands for an idea or concept.
Motif:	A motif is a literary element such as an incident, device, or formula that recurs frequently in a story, or a series of short stories or poems.
Mood:	The feeling that the author creates for the work is the mood.
Foreshadowing:	Authors use foreshadowing to hint to the reader at what's to come.
Flashback:	As a story unfolds, the author may interrupt it to tell about events from the past. An entire novel or story may also be told in flashback.
Alliteration:	This is the repetition of consonant sounds at the beginning of each word, in a series of words. (example: <u>F</u> ive <u>f</u> righ <u>t</u> ened <u>f</u> reshmen <u>f</u> roze as <u>s</u> even <u>s</u> izable <u>s</u> eniors headed their way.)
Rhyme:	This is the repetition of sounds at the end of each word, in a series of words. (example: Do you <u>wish</u> to squ <u>ish</u> the <u>fish</u> in the <u>dish</u> ?) Iambic pentameter: <i>Pentameter</i> comes from the Greek <i>penta</i> (five) and <i>meter</i> (measure). Most English poetry is written in iambic pentameter. An iamb consists of one unstressed syllable followed by one stressed syllable. Therefore, iambic pentameter indicates a group of five iambs per line.
Propaganda:	The spread of ideas for the purpose of helping or hurting a particular cause or person. Mainly, propaganda utilizes fear as a tool to control the thoughts of its audience. Propaganda comes in several forms.
Satire:	This is a piece of literature that blends ironic humor with criticism to ridicule the weaknesses of individuals or institutions.

Figurative Language:	Authors use figurative language to state something subtly. The following are a few examples of figurative language.
Personification:	Authors sometimes give human qualities to inanimate objects or animals. (example: The wind whistled through the trees.)

Allusion: a reference to a well-known person, event, place, or artistic work; There are also **biblical allusions** (references to the Bible), **classical allusions** (references to Greek or Roman gods), and **historical allusions**
Example:

Oxymoron: An oxymoron combines two terms that contradict each other. The two terms are usually opposites. (example: "...bright smoke, cold fire,..."
Romeo and Julie, Act I, Scene I, line 177)

Juxtaposition: The act of placing side by side or close together to compare or contrast.

Irony: This is a discrepancy between what is expected to happen and what really happens. There are three types of irony. **Write the definitions below.**
dramatic irony:

situational irony:

verbal irony:

Pun: A pun is a joke that is made by using the multiple meanings of a word. People usually refer to a pun as play on words.

Double Entendre: A double entendre is a type of pun in which a word or phrase has a second, usually sexual, meaning.

Innuendo: An innuendo is an offensive remark that is subtly implied so that the victim of the innuendo may not even be aware that he is being insulted.

Malapropisms: a joke made by using a word incorrectly; malapropism is funnier when the person making the joke is unaware that he's made a mistake.

Hyperbole: A hyperbole is the use of great exaggeration for a humorous effect.

Simile: A simile is similar to a metaphor, but the comparison is made using *like* or *as*. (example: Through the hard times, my mom was strong, like a rock.)

Metaphor: A metaphor is a comparison of one thing to another, made by stating that one object is another, and is not meant to be taken

literally. (example: Through the hard times, my mom was a rock.)
Extended Metaphor: a metaphor that continues into several sentences; a metaphor that's extended throughout an entire stanza, paragraph or poem

Terms for Drama: A drama is a play.

Foil A foil is when one character serves to demonstrate the opposite of another. . **It is usually used when discussing two characters in a drama.**
Example:

Persona: This is the Latin term for “mask” which was used in classical theater. This term is applied to a first-person narrator or speaker who is a character as well as the narrator in the work of fiction. **It is usually used when discussing a character in a drama.**

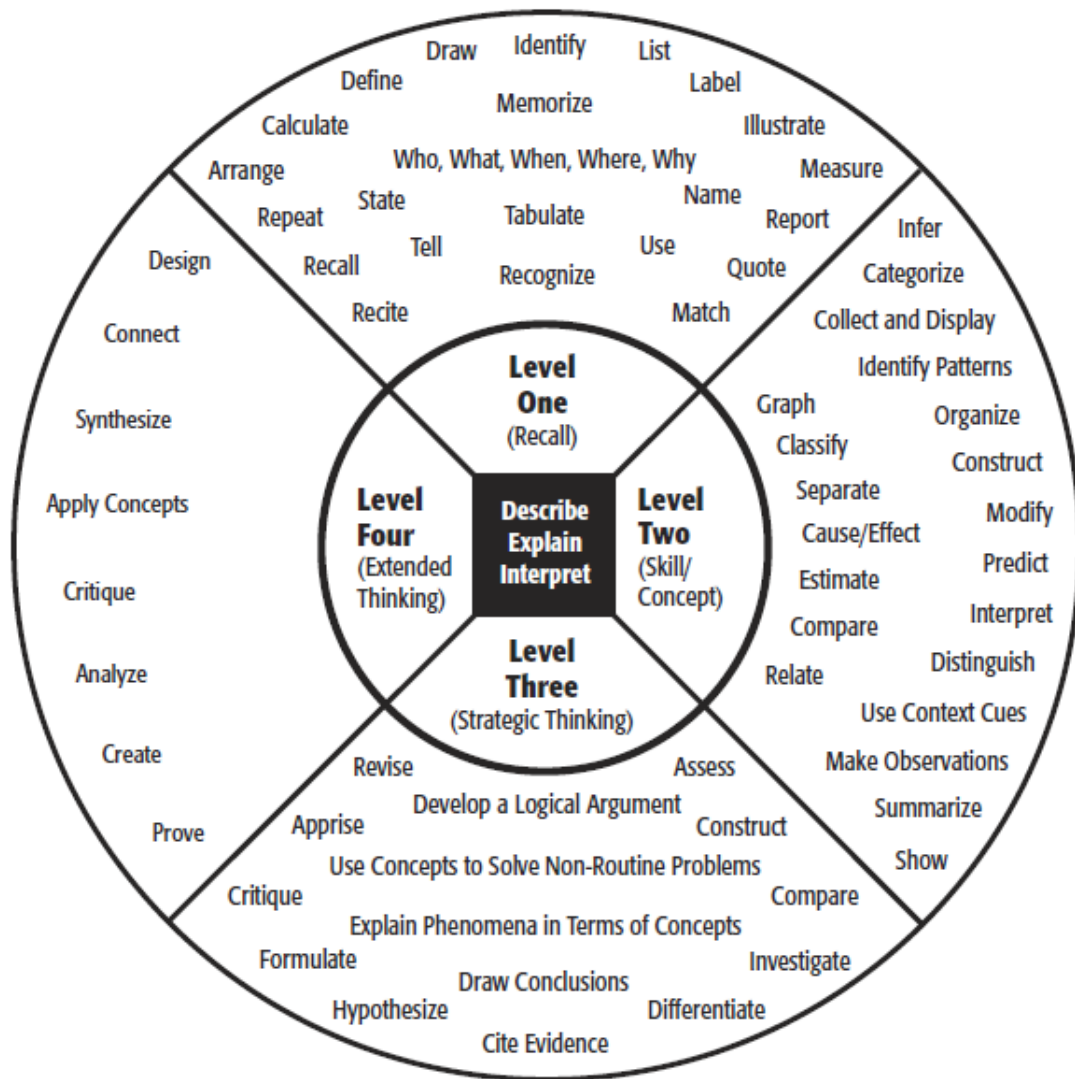
Dialogue: In a story or a play, it is a conversation between two characters.

Monologue: A long speech given by a single character to other characters in a play.

Soliloquy: A very long speech given by a character in a play who is onstage alone. It's as if the character is speaking his thoughts aloud.

Aside: A character in a play speaks either to the audience or another character, but his words are not supposed to be heard by the other characters.

Depth of Knowledge (DOK) Levels



Guidelines and Expectations for Student Behavior and Work Habits **For DISTANCE LEARNING**

*Please refer to the information packet that you received from the school office for more specific details outlining school rules and policies.

I. ATTENDANCE & TARDIES

- A. Regular attendance is critical, as new material is taught every day.
- B. Students are expected to keep up with all work, even work missed due to absences.
 - 1. Students should check teacher's on-line resources for make-up work.
 - 2. Students should also make contact with the teacher to verify what needs to be made up, and when the make-up work is due.
- C. When students know ahead of time that they are going to miss class for a school activity, or medical/dental appointment, they should inform the teachers whose classes will be missed at least one day in advance and make arrangements in advance to handle any work they will miss.
- D. Please be on time. Classes will begin promptly.
- E. Log-in to your class a few minutes before the class is scheduled to begin.

II. ATTITUDE

- A. Remember, you may be at home, BUT THIS IS STILL A CLASSROOM! Act accordingly.
- B. A good attitude goes a long way! A student's expectation should be to learn. Students should be attentive and polite.
- C. Your body language speaks volumes about your attitude! Even though you are at home, sit up attentively during class, if possible, in a chair. Avoid lying down or reclining.
- D. Be respectful and courteous to the teacher and to other classmates at all times.
- E. Profanity is unacceptable. There is no profanity or name-calling.
- F. Please do not talk while someone else is talking. Wait until the teachers indicates that it is your turn to speak.
- G. We all have bad days, but there is no excuse for acting out in class. Always do your best to remain focused and pleasant.
- H. Maintain eye contact (Do not look down at your phone, or at other people in your house, or at your pet, or anywhere other than on the class the entire time.)
- I. Finally, please do not eat or chew gum while class is in session; it is acceptable to drink water.
- J. Class time is not the appropriate time for grooming or using makeup.

III. CLASSWORK AND HOMEWORK

- A. Both classwork and homework are essential elements of a solid education.
 - 1. It is expected that you will complete all work according to directions, on time, and to the best of your ability.
 - 2. Always present your best work. It is a reflection of your character.
- B. Specific assignments should be recorded daily in an academic planner or on a calendar for every class, every period. Staying organized is key!
- C. Expect daily homework in high school, including weekends and possibly even vacations.
Come to class prepared with assignments and reading completed!
 - 1. Even when no written work is assigned, successful students review new material daily.
 - 2. You will need to study to be successful in high school.

3. You should also read for pleasure for at least thirty minutes per week outside of class.
- D. **Use your student account and email for all work and to maintain contact with your teachers. Check your district email and your teachers' Google Classrooms daily.**
- E. All submitted work must be legible and neat. **If you must upload a photo** of your work, make sure that it is legible and rotated so that it is right-side up.
- F. Assignments must be revised and edited for accuracy. Correct spelling and punctuation is expected in all classes.
- G. Assignments must be formatted correctly. Please follow the directions for MLA format on pages 3-5 of this handbook.

IV. VIRTUAL CLASS SESSIONS

1. Use your real first and last name. (Figure out how to change it if you share the computer with others in your house, and make sure it is changed at the beginning of class.)
2. Keep your video ON (No black screen, no avatar, no picture. I want to see YOU live and in action.)
3. Keep yourself MUTED unless told otherwise by the teacher.
4. No typing into the chat unless directed by your teacher.
5. Do your best to find a quiet place with few distractions. Be aware of what others can see and hear in the background.

V. GRADING

1. Each individual teacher will explain the grading system used for his or her class. Read the class guidelines carefully!
2. Teachers do not give grades; students earn them.

VI. DRESS CODE

- A. Students should consider their clothing choices carefully when dressing for school.
- B. School is a formal place for learning. Even for distance learning, students are expected to dress appropriately.
 1. Be fully dressed as if you were actually attending school in-person (no pajamas, no hats or hoodies). You should not participate in class from bed!
 2. Never wear clothes with inappropriate pictures or messages.

VII. MATERIALS

- A. Have all necessary materials at hand **every day**. Make sure that you have all appropriate textbooks, handouts/notes and completed work on-hand for your virtual class session.
- B. Other useful materials may include...
 1. Pens, pencils, eraser, and a highlighter.
 2. A three-ring binder with one divider for each class that extends beyond the paper in the notebook.
 3. Lined notebook paper in sufficient quantities to do the day's work.
 4. Appropriate handouts/notes and completed assignments.
- C. Every ninth grader record homework in an academic planner or on a calendar each class period daily.

VIII. CELL PHONES & ELECTRONIC DEVICES

- A. Do not use your cell phone or other electronic devices during class unless a teacher directs you to do so for instructional purposes.
- B. Please keep cell phones and other devices turned off or silenced and away from the learning space. Smart watches should never be a distraction.

Guidelines and Expectations for Student Behavior and Work Habits **For IN-PERSON LEARNING**

*Please refer to the information packet that you received from the school office for more specific details outlining school rules and policies.

I. ATTENDANCE & TARDIES

- A. Regular attendance is critical, as new material is taught every day.
- B. Students are expected to keep up with all work, even work missed due to absences.
 - 1. Students should check teacher's on-line resources for make-up work.
 - 2. Students should also make contact with the teacher to verify what needs to be made up, and when the make-up work is due.
- C. When students know they are going to be out of class for a school activity, sports event, or medical/dental appointment, they should tell the teachers whose classes will be missed at least one day in advance and make arrangements in advance to handle any work they will miss.
- D. When regular school is in session, students have a six-minute passing period between classes. There is no reason to be tardy. *Do not loiter in the hallways between classes.

II. ATTITUDE

- A. Remember, you may be at home, BUT THIS IS STILL A CLASSROOM! Act accordingly.
- B. A good attitude goes a long way! A student's expectation should be to learn. Students should be attentive and polite.
- C. Always sit up attentively during class. Do not put your head down on your desk.
- D. Be respectful and courteous to the teacher and to other classmates at all times.
- E. Profanity is unacceptable. There is no profanity or name-calling.
- F. Please do not talk while someone else is talking. Wait until the teachers indicates that it is your turn to speak.
- G. We all have bad days, but there is no excuse for acting out in class. Always do your best to remain focused and pleasant.
- H. Be attentive and maintain eye contact with whoever is speaking.
- I. Please do not eat or chew gum while class is in session; it is acceptable to drink water.
- J. A classroom is not the place for grooming or using makeup. Keep brushes, combs, perfumes, scented sprays and makeup in your backpack.

III. CLASSWORK AND HOMEWORK

- A. Both classwork and homework are essential elements of a solid education.
 - 1. It is expected that you will complete all work according to directions, on time, and to the best of your ability.
 - 2. Always present your best work. It is a reflection of your character.
- B. Specific assignments should be recorded daily in an academic planner for every class, every period. Staying organized is key!
- C. Expect daily homework in high school, including weekends and possibly even vacations.
Come to class prepared with assignments and reading completed!
 - 1. Even when no written work is assigned, successful students review new material daily.
 - 2. You will need to study to be successful in high school.
 - 3. You should also read for pleasure for at least thirty minutes per week outside of class.

- D. **Check your district email and your teachers' Google Classrooms regularly.**
- E. All submitted work must be legible and neat, without doodles or extraneous marks.
- F. Assignments must be revised and edited for accuracy. Correct spelling and punctuation is expected in all classes.
- G. Assignments must be formatted correctly. Please follow the directions for MLA format on pages 3-5 of this handbook.

IV. GRADING

- 1. Each individual teacher will explain the grading system used for his or her class. Read the class guidelines carefully!
- 2. Teachers do not give grades; students earn them.

V. DETENTION AND TEACHER APPOINTMENTS

- A. When students are asked to come in after school or at lunch for any reason, they are expected to show up on time! Failure to report is defiance of authority and will generally result in disciplinary action. If there is ever a conflict with time, students should discuss this with the teacher **before** the scheduled appointment.

VI. DRESS CODE

- A. Students should consider their clothing choices carefully when dressing for school.
- B. School is a formal place for learning. Students are expected to dress appropriately. Do not wear pajamas, hats, hoodies, or clothes with inappropriate pictures or messages.

VII. MATERIALS

- A. Students must have materials in class **every day**. Necessary materials are the following:
 - 1. Blue or black pens, pencils, eraser, and a highlighter.
 - 2. A three-ring binder with one divider for each class that extends beyond the paper in the notebook.
 - 3. Lined notebook paper in sufficient quantities to do the day's work.
 - 4. Appropriate handouts/notes and completed assignments.
- B. Folders and spiral notebooks are not acceptable in the ninth grade, unless specifically requested for use in a particular class.
- C. Students should keep their belongings with them and guard them carefully. They should not lay a notebook or a backpack down and walk away from it; they should not give it to a friend. They must remember to bring notebooks and backpacks to school each morning. Loss of a notebook can seriously impact a student's ability to perform effectively at school.
- D. Every ninth grader must use the academic planner each period daily to record assignments. Students must not tear out pages from the planner.
- E. Students are required to carry a book for silent reading (SSR) every day for every class.
- F. Students are required to carry their school ID at all times.

VIII. CELL PHONES & ELECTRONIC DEVICES

- A. Cell phones and other electronic devices may only be used during nutrition and lunch. They are NEVER allowed in class unless a teacher directs students to use them for instructional purposes.
- B. Using cell phones and electronic devices is not allowed during passing periods.
- C. Cell phones and other devices should be turned off or silenced and concealed inside a school bag, not in the student's pocket.
- D. Smart watches in particular, should never be a distraction. They must be removed during tests or at the teacher's direction.

General Short Essay Response Rubric

Claim	Evidence & Explanation	Organization	Mechanics	Formatting (4 pts.)
				Written Responses:
4 The response begins with a <i>well-focused</i> claim that <i>clearly</i> delineates the writer's position and directly addresses the prompt.	4 The response includes <i>well-chosen</i> evidence and <i>complex, thoughtful</i> explanation (specific reasons, details, definitions or connections) that <i>directly support</i> the writer's position.	4 The <i>clearly organized, consistently focused</i> response demonstrates a logical connection of evidence and explanation to the claim.	4 The writer demonstrates a <i>superior</i> command of spelling and grammar.	✓ Complete heading top line, left-hand corner ✓ Centered, appropriate title ✓ Do not skip lines. ✓ No extra spaces between paragraphs ✓ Write margin to margin. ✓ Quotations cited in correct MLA format.
3 The response begins with a <i>focused</i> claim that delineates the writer's position and directly addresses the prompt.	3 The response includes <i>appropriate</i> evidence and <i>sufficient</i> explanation (specific reasons, details, definitions or connections) that support the writer's position.	3 The <i>organized, focused</i> response demonstrates a logical connection of evidence and explanation to the claim.	3 The writer demonstrates a <i>reasonable</i> command of spelling and grammar. Minor touch ups are needed.	
2 The response begins with a claim that <i>may not clearly delineate a position</i> , or the claim <i>may not respond to all aspects</i> of the prompt.	2 The response includes <i>weak or unsuitable</i> evidence and <i>insufficient</i> explanation (mainly generalizations) to support the writer's position.	2 The <i>poorly organized</i> response demonstrates little logical connection between evidence, explanation, and the claim.	2 The writer demonstrates a <i>poor</i> command of spelling and grammar. Errors may be distracting.	Typed Responses: ✓ Complete heading (top left-hand corner) ✓ 12 pt. Times New Roman font ✓ Centered, appropriate title ✓ Entire document is double spaced ✓ No extra spaces ✓ 1" margins ✓ Header (if multiple pages) ✓ Quotations cited in correct MLA format. ✓ Do not rely on autofomat!
1 The response <i>does not contain a claim sentence</i> that delineates the writer's position or there is a claim that does not respond to the prompt.	1 The response includes <i>few if any specific</i> details to provide evidence and explanation in support of the writer's position.	1 The response <i>lacks organization</i> and there seems to be little connection between evidence, explanation, and the claim.	1 Spelling and grammar mistakes interfere with understanding the writing.	