

**Edward W. Bok Academy North**  
**Culture & Climate Student Handbook 2022-2023**



Scholar Name: \_\_\_\_\_

First Period Instructor: \_\_\_\_\_

Upon completion of my Edward W. Bok Academy North 2022-2023 Culture & Climate Student Handbook, I hereby understand the ways of work, the IB Learner Profiles and the value of continuing to build capacity in each of them, and the importance of the following The Bok Life and consequences if I do not. I also understand the importance of knowing and understanding the legacy of Edward W. Bok, which inspires me to live out the Bok Way.

Scholar Signature: \_\_\_\_\_

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

**COMPLETED BOOKLET WITH SIGNATURES IS DUE TO 1st PERIOD INSTRUCTOR**

**THURSDAY, AUGUST 18, 2022.**

## **Table of Contents**

**Mission Statement, Vision Statement, Bok North Creed, and Lake Wales Charter School Mantra** Page 3

**Bell Schedule and The Bok Life** Page 4

### **Student Handbook Policies and Procedures**

Attendance, Make-Up Work, Drills, and Medicine-Math Page 5

Dress Code-ELA Pages 5-7

Fortify and Forms-Reading Page 8

Technology Contract-Keystones Pages 7 and 9

Culture and Climate Procedures School Compact-Science Pages 9-10

Academic Honesty Policy-History Pages 11-14

### **IB Learner Profiles:**

Principled and Balanced-History Pages 17

Knowledgeable and Reflective-Math Pages 17

Thinker and Communicator-Science Pages 17

Risk-Taker and Caring-Reading Pages 17

Inquirer and Open-Minded-ELA Pages 17

All 10 IB Learner Profiles-Keystones Pages 15-16

### **Command Terms**

Pages 18-20 \*\*Scholars will collaborate and design an infographic for each department's specific Command Terms.

### **Building Culture and Climate of Bok North:**

The Bok Life- Math Page 21

History of Edward W. Bok Academy North and R.A.C.E. using the Learner Profiles to Prove Pages 22-23

The Bok Way and MLA Citation: ELA Pages 24-28

International Mindedness- Keystones Page 29

Learning From Failures- Science Page 30

Academic Honesty and Integrity- History Pages 31-32

### **Edward W. Bok Academy North Policies and Contracts (TO BE SIGNED)**

Scholar/Family Compact Page 9

Technology Contract Page 10

Academic Honesty Policy Page 11-14

These will be read daily each morning schoolwide.

## Edward W. Bok Academy North

Mission Statement: The mission of Edward W. Bok Academy North is to create, engage, and empower critical thinkers with an intercultural view of the world. Knights will be open-minded, risk takers who are reflective in their inquiry of knowledge making impacts locally and globally as lifelong learners.



Vision Statement: Edward W. Bok Academy North Scholars will be principled leaders that thrive through holistic education and will continue to build capacity and commitment for the value of service locally and globally.

### EDWARD W. BOK ACADEMY NORTH CREED

**I am an intelligent and focused scholar.**

**My destiny is in my hands.**

**I will overcome all obstacles which stand in my way.**

**The decisions I make today will affect the rest of my life.**

**I will have respect for myself and others.**

**I will also set a good example for my peers.**

**I will model integrity and high moral standards.**

**Education is my ticket to success.**

**I will utilize every day given to me to the fullest, realizing I will never have another opportunity to repeat today.**

**Right here, right now -- I seize this day!**

### Lake Wales Charter Schools Mantra

**If you have a problem or think you are having a problem, please come to the office and let us solve it.**

**Dr. Rodolfich, Lake Wales Charter Schools Superintendent**

# Edward W. Bok Academy North Bell Schedule 2022-2023

2022-2023 BELL SCHEDULE		
	Start	End
1st	9:00	10:00
2nd	10:05	10:55
3rd	11:00	12:10
<u>Lunch</u>	<u>11:00</u> 11:00 - Pt. 2, Pt. 3, Pt. 4 rooms 7-11 11:08 - Pt. 5, Pt. 6 rooms 12-15 11:16 - Bldg 8 rooms 1- 4	<u>12:10</u> 11:24 - Bldg 8 rooms 5-8 11:32 - Building 26 rooms 1-4 and PE 11:40 - Building 26 rooms 5-6
4th	12:15	1:05
5th	1:10	2:00
6th	2:05	2:55
7th	3:00	3:50



## EXHIBITING THE BOK WAY

Expectations	Classroom	Transitions/Dismissal	Lunch	Restrooms	Technology
<b>B</b> alanced	-Be prepared to learn. -Check assignments on Schoology.	Move respectfully, quietly, and swiftly to your next location.	Manage your time wisely.	ONLY 4 scholars to be in the restroom at a time. Check the clock for 15's.	Charge your device and pack your charger and device daily.
<b>O</b> pen-Minded	Respect your own culture and history as well as the values and traditions of others.	-Use appropriate and respectful language. -Respect and value one another and the campus.	Treat everyone like you would like to be treated.	-Use appropriate and respectful language. -Respect and value one another and campus.	Respect one's personal space, culture, and values, and respect the personal space, culture, and values of others and Bok North.
<b>K</b> nowledgeable	Explore concepts, ideas, and issues with local and global significance.	-Hold doors open for others & walk on sidewalks. -Don't pass it up, pick it up. -This campus is gum-free.	Reflect on a growth mindset.	-Use reusable water bottles & conserve energy and conserve water. -Recycle when possible.	Engage with issues and ideas that are important to our own lives and to the world.
Expectations	Classroom	Transitions	Lunch	Restrooms	Technology
<b>L</b> ife-long Learners	-Use creative thinking skills to solve problems. -Show initiative in making wise decisions.	-Be prepared with a sharpened pencil and begin your "Do Now".	Read 20 and engage in Lunch and Learn opportunities.	Help maintain the cleanliness of the restroom and report any issues.	Collaborate with others through various media. Uphold Academic Honesty and Integrity.
<b>I</b> nquirers	-Learn with enthusiasm. -Reflect on learning to understand how one learns best.	-Take time to meet new people. -Use the Ask and Answer Questions Strategy.	Settle your mind for 1 minute to replenish your thoughts.	Move quickly so that the least amount of class time is lost. Let learning be #1.	Research is properly cited using the specific MLA format for sources.
<b>F</b> ocused	-Arrive on time for class. -Stay on task. -Follow all expectations.	-Transitions are swift and orderly. -Don't pass it up, pick it up.	Be checkout ready in the lunch line.	-Use for the intended purpose. -Flush proper items down the toilet and wash hands.	-Follow all expectations. -Stay on assigned sites. -Make the best use of time and cite with MLA.
<b>E</b> mpowered	SLANT.	-If you see something, say something. -Say excuse me when needed. Be kind.	Remain in your assigned area. Pick up after yourself and clean your area.	Report any concerns to an adult as soon as possible.	Report any concerns or damages to an adult as soon as possible.

## Student Handbook Policies and Procedures

### ATTENDANCE POLICY

- For any absence, students must bring a note including the student's name; reason for absence; date of absence, and parent/guardian signature OR a medical release.
- Advanced absences require the completion of the Pre-arranged Absence Form. The form can be obtained at the front office.
- Students are responsible for obtaining and completing make-up work according to policy.
- Students may jeopardize their enrollment at Bok based on excessive absences, early check-outs, and/or tardies.

*We have a progressive Attendance Policy which is strongly enforced. Necessary action steps will be addressed.*

### TARDY POLICY

A parent/guardian listed on the Emergency Card must come inside the office and sign in the student.

The student must be given a tardy pass to enter class. Excessive tardies will be brought to the attendance committee.

### **MAKE UP WORK**

Absences for a short duration (1-3 days) due to illness should focus on getting well and returning to school quickly. It is the scholar's responsibility to check for make-up work when he/she returns from an absence.

•Scholars have the same number of days they were absent plus two (2) to make up the work. Upon return, scholars must ask the instructor for clarification on any assignment(s) they do not understand.

### **EMERGENCY DRILLS**

Fire, Weather, or Safety Drills are conducted monthly. Students are to follow the prescribed procedures quickly and quietly.

### **CLINIC/MEDICATION**

Medication can be administered at school only after the parent completes and turns in an authorization form to the clinic nurse. The student will be supervised by clinic personnel in taking his/her medication at such time and in the amount prescribed by the physician.

1. All medication must have a written order from a physician.
2. All medication must be received and stored in the original prescription bottle/container.
3. Parent(s)/Guardian(s) must bring in medication.

### **UNIFORM POLICIES**

**Drinking containers:** Scholars may only have water in their drinking containers. Clear drinking containers are preferred.

**Every Monday through Thursday, all Bok scholars are expected to wear the following:**

**Shirts:** 6th Grade Black polo with gold Bok logo. 7th/8th Grade: Black or Navy blue polo—with Bok logo; shirts are to be tucked in. Bok logo must be on the left chest.

**Bottoms:** Khaki, navy, or black pants/skirts/skorts/shorts. The fit of pants should not be too tight or hanging on the hips in an indecent manner. The length of the skirts/shorts should be mid-thigh or longer(Bermuda shorts). See LWCS Code of Conduct for details. Shorts/Skirts/Skorts must be fingertip in length.

**Shoes:** Closed-toe shoes and back heels. No heeled shoes **No Crocs. PE Students MUST have shoes with laces.**-(sneakers).

**Socks:** Socks must be appropriate.(no inappropriate advertisements or graphic designs).Socks are not to take away from the educational process.

**Jackets:** Uniform jackets only. The embroidery must be the student's name. No "nicknames".

**Only "BOK Academy" sports jackets and "Bok Academy" hoodies may be worn, unless permission is granted from the school administration. Notifications will come home via school messenger. If worn, they will be taken until the end of the day.**

**Jewelry:** Necklaces/bracelets, medallions with offensive words, are **Not** permitted. Bandanas, gauges, large headbands, and sweatbands are **NOT** permitted.

**Make-Up:** Modest, light, and appropriate for children of this age. No excessive dark eye makeup.

**Belts:** *Optional.* If worn, belts need to be in good taste, and no skulls or other items that are

inappropriate in a school setting are accepted. Pants must fit properly and may need a belt in order to do so.

**Hats and sunglasses:** No hats, bandanas, sweatbands, or other head covering. Sunglasses are not to be worn inside any building except with proof of a medical necessity.

**Hair:** Styles should not obstruct one's line of vision or distract others. No curlers, picks, bandanas, hats, do-rags, or other head adornments. Simple headbands are acceptable.

**Backpacks:** Backpacks are allowed but should not have anything offensive on them. No suitcases.

**Cell phones:** The phone is to remain off and will be collected at the beginning of each class period and returned at the end of each class period. **Administration only is allowed to take a student's phone. If the cell phone is taken, the parent will need to come to retrieve the phone.** Texting and/or calling from a student's cell phone is not allowed during school. A student can be suspended for inappropriate use of a cell phone. Inappropriate texting is a serious offense and will be treated accordingly. Social media, Snapchat, FaceTime, and other platforms are not to be used at school.

**Bok Academy North is not responsible for the loss of any electronic items.**

**Writing/Pictures:** No profanity or handwritten graffiti on clothing or skin. Do not write with markers on any part of your body. This even holds true on the last day of school. Cleanliness: Keeping yourself well-groomed is a sign of self-respect.

**We are asking for all scholars to follow Bok North's uniform policy without repeated reminders, and we expect the scholars to respect the expectations for proper dress. Our time and efforts will be focused on intellectually stimulating instruction and must not be interrupted with unnecessary uniform compliance distractions. Your adherence to these principles is greatly appreciated.**

### FRIDAY ATTIRE

Every Friday all students are expected to wear the following:

1. **Shirts:** Bok shirts are Friday uniform shirts or Bok polos and shirt tails may be untucked.
2. **Pants: Blue** jeans (no holes/tears/acid-wash/bleach stains/rips), mid-thigh cotton shorts, and plaid shorts are acceptable in addition to uniform pants/shorts. Jeans must be jean blue, not colored. Absolutely no jersey/gym shorts.

*Shoes/Jewelry/Hair/Makeup/Jacket expectations for Monday through Thursday are also in effect on Friday. Friday is just a more relaxed approach for Bok students. Friday attire is based on behavior and can be revoked, both individually and campus-wide.*

### WINTER DRESS ATTIRE

**\*Messages will be sent confirming all Winter Dress days.**

1. Bok Polo, a long-sleeved white, gray, or navy-blue undershirt may be worn.
2. Uniform bottoms or BLUE jeans. Jeans must follow the Friday attire guidelines. The jeans are to be blue, no other colors.
3. Jackets: Bok Jacket, Bok hoodie, a heavy winter coat with a hood may be worn outdoors (Winter coat hood **MUST** be removed while inside in the building).
4. Winter accessories like winter gloves, hats, and scarves must be removed while inside the building.
5. No Blankets! No pajamas or lounge pants!

### DRESS DOWN ATTIRE

On Dress Down days, all students are only permitted to wear the following attire:

1. Tops:
  - a. All tops must have full sleeves (no spaghetti straps or sleeveless)

- b. No see-through attire, no holes or tears.
  - c. Must either be tucked in or long enough to cover the torso.
  - d. Shirts must not be offensive in nature.
2. Bottoms:
- a. NO ATHLETIC SHORTS or RUNNING SHORTS
  - b. NO SWEAT, YOGA, LEGGINGS, EXERCISE OR TIGHT Pants
  - c. Must be mid-thigh in length
  - d. Must be loose fitting, no holes, or tears allowed.
3. Shoes:
- a. Must be closed toed
  - b. **No Crocs or Slides (unless announced).**

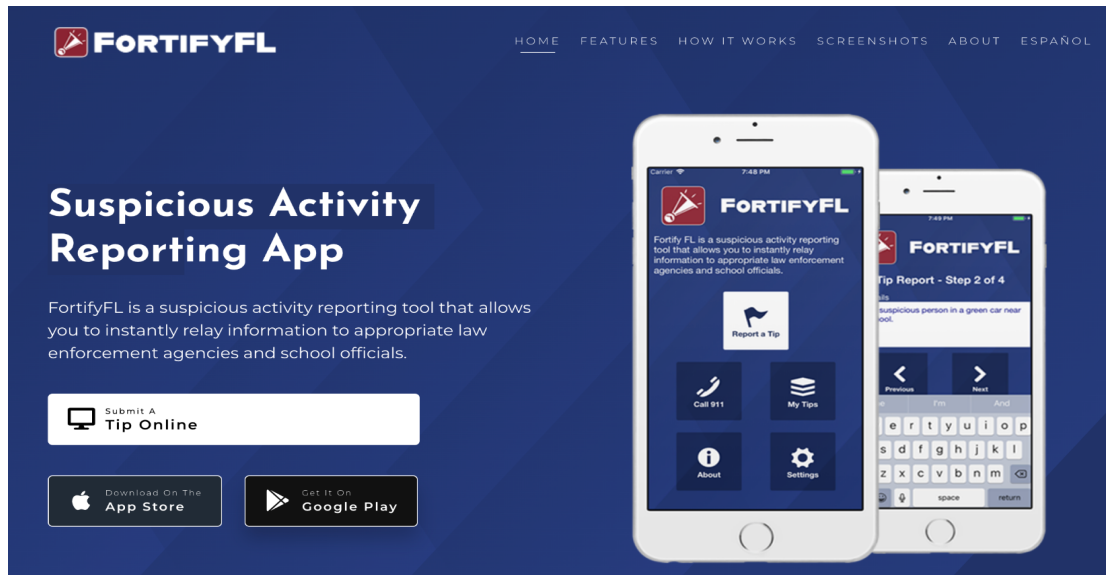
## **Culture and Climate Progressive Discipline Plan**

1. Verbal Warning
2. Behavioral Intervention Form and Phone Call Home.
3. Classroom Timeout to designated area/Seat Change/ and Phone Call Home: Document in the Behavioral Reflections Form. If the student argues, complains, or refuses to move or comply with your consequence, he/she should be sent directly to the office with a referral.
4. Referral to Administration/Phone Call Home or Parent conference.

**EDWARD W. BOK ACADEMY NORTH MAINTAINS THE EXPECTATIONS FOR STUDENT BEHAVIOR OUTLINED IN THE POLK COUNTY SCHOOLS CODE OF CONDUCT. FAILURE TO ADHERE TO THESE EXPECTATIONS WILL RESULT IN APPROPRIATE DISCIPLINARY ACTION.**

**FortifyFL**  
<https://getfortifyfl.com/>  
**Suspicious Reporting Activity App**





Wellness Check with Mrs. Gonzalez: Form is found in every course in Schoology.

Incident Report Forms: Mr. Hodach has these in his office. Please remember, "If you see something, say something." **You are your brother's keeper.**

### Lake Wales Charter Schools Mantra

If you have a problem or think you are having a problem, please come to the office and let us solve it.  
Dr. Rodolfich, Lake Wales Charter Schools Superintendent

Scholar Name: \_\_\_\_\_

Scholar Number: 5300-

## Edward W. Bok Academy Scholar Contract for School-Issued Technology Use



1. I understand that the care of the school-owned device is my responsibility.
2. I will never leave my school-owned device unattended.
3. I will ensure that my school-owned device's battery is charged nightly and ready for use in class.
4. I will not place decorations (such as stickers, markers, etc.) on the school-issued device. Defacing the school-owned device will result in a fine of up to \$400.
5. I will never loan out the school-owned device to other individuals.
6. I will keep food and beverages, and other liquids away from the school-owned device.
7. I will not deface the serial number on any school-owned device.
8. I will not disassemble any part of the school-owned device or attempt any repairs.
9. I will only use the school-owned device in ways that are educational and appropriate.
10. I understand that the school-owned device is subject to inspection at any time without notice by any school employee.
11. I understand that the school-owned device issued to me remains the property of LWCS.
12. I will be responsible for all damage or loss caused by neglect, abuse, or theft, including the taking of my device by another student.
13. I agree to return the school-owned device and power cord in good working condition.

## Edward W. Bok Academy North Parent Contract for School-Issued Technology Use

**I give permission for my child to check out a school-owned device. \_\_\_\_\_ (initial)**

**My child and I understand and agree to the following:**

1. Students must bring their school-owned device to school each day fully charged for the class. The device has been issued for classwork and homework; if students fail to bring the school-owned device to class, BOK Academy North will take the device back.
2. Students have no expectation of privacy in regards to the use of the school-owned device. School administration and teachers have the right to access all data and information on the school-owned device, including, but not limited to Internet browser history.
3. The school-owned device is the property of Bok Academy North. Parents and students agree that it will only be used for educational purposes.
4. In case of damage or loss the parent agrees to pay between \$100-400 to cover the cost of repair or replacement.
5. Students involved in after-school activities must store their school-owned devices in designated areas – theft of any school-issued device will result in the student being put on the obligation list for up to \$400.
6. Students withdrawing from Bok Academy North must return the school-owned device and power cord or pay the school up to \$400. Withdrawing without returning the school-owned device will be pursued as a case of theft.

**By signing below, I agree to the expectations and procedures as detailed above.**

**Student Name (Please Print):**

**Student Signature:**

**Date:**

**Parent Name (Please Print):**

**Parent Signature:**

**Date:**

**All school-owned devices and Power cords must be returned to Bok Academy North at the end of each school year. Students who graduate, withdraw, or terminate enrollment for any other reason must return their school-owned device.**

## SCHOOL-PARENT COMPACT (AGREEMENT)

**The administration, teachers, and entire staff of Edward W. Bok Academy North will work to ensure:**

- YOUR CHILD receives *high-quality content and instruction* which will be provided in a supportive, safe, and effective learning environment in order for him/her to meet Florida's Student Academic Achievement Standards and strive to be a life long learner:

*In order to provide the best instruction possible, our teachers have been trained in the following areas: data driven instruction, applying effective "best practice" teaching strategies, adapting curriculum maps, continuous monitoring of student progress, and current teaching materials. In addition, teachers also continue individualized professional development plans. All subjects follow the Florida Standards Assessment benchmarks provided by the Florida Department of Education.*

- Parent and teacher conferences are held regularly and this compact (agreement) will be discussed as it relates to YOUR CHILD'S academic achievement:

*Our schools continue to offer parent-teacher conferences whenever there is a concern by teachers and/or parents. Conferences are held before/after school, or during the school day as arranged with teachers.  
Please call the school office to set up a time to meet with your child's teacher(s).*

- Frequent reports on YOUR CHILD'S progress will be provided to you:

*through the school planner, parent grade viewer, interim reports, progress monitoring reports, student assignment reports, report cards, and state assessment reports.*

- YOU have reasonable access to staff:

*during scheduled times before or after school, or other pre-arranged meeting times. Teachers and staff may also be contacted via email or phone and will respond in less than 48 hours during the work week.*

- YOU are welcomed as an observer and volunteer in the school

*You are a vital partner in your child's education. We encourage you to be as involved as you are able, such as sharing lunch with your child or children on campus. Parents and other volunteers must be an approved LWCS or PCSB volunteer in order to participate in these opportunities including field trips, class tutors, book fairs, PTO events, sporting volunteer/coach, and other school activities. We also welcome you to serve on the PTO, Bok Boosters, and/or the School Advisory Committee (SAC). Please contact the school office for more information.*

**We are depending on YOU (parent) to.....**

- Have your child at school each day, on time.
- Give your child support and a quiet place to complete their school work.
- Encourage your child to read, or read to your child for 15-20 minutes each day.
- Participate in decisions about your child's education and ask for help from the school to assist your child in his/her efforts at home.
- Attend/request parent conferences, when needed.

**The school and your parents are depending on YOU (student) to.....**

- Attend school every day, ready to learn.
- Complete any school work given for that day.
- Read something of interest every day outside of school time.
- Deliver all notices and information you may receive at school to an adult in your home.
- Reach your highest potential in academics and behavior.
- Give maximum effort to your education, at all times.
- Ask for assistance and take advantage of tutoring opportunities.
- Take an active role in your education.

*Parents,*

*We hope you will join with us this year to provide the very best education for your son or daughter. Overwhelming evidence suggests when YOU are involved and engaged in the education of your child and give him/her the support necessary to make good decisions about progress made in their education, he/she will be more successful, perform better on exams, and provides them with a solid base for a successful future career.*

**WE NEED YOUR HELP TO EDUCATE YOUR CHILD.**

*If you are willing to make the commitment, please sign below.*

Principal's Signature Donna M. Drisdorn

Parent Signature \_\_\_\_\_

Student Signature \_\_\_\_\_

*This compact is discussed at the Annual Title I Meeting/Open House.*

## Edward W. Bok Academy North Academic Honesty Policy



### Purpose

Edward W. Bok Academy North aspires for our scholars to be engaged, critical thinkers with an intercultural view of the world. The desire for our scholars is to be focused, have integrity while being inquirers for knowledge, and demonstrate responsibility as lifelong learners. These character traits are the framework of the Edward W. Bok Academy North Academic Honesty Policy which are in alignment with IB learner profiles of Balance, Communicator, Thinker, and Principled. Focused scholars will demonstrate ethical reasoning in their assignments (Thinker), integrity by respecting others' intellectual property (Principled), and responsibility by managing time to complete assignments properly, which will eradicate possible situations that can lead to academic misconduct or plagiarism (Balance). Knights will be engaged and empowered to develop ideas of their own (Communicator) and collaborate with others to effectively impact our community and world as lifelong learners. Principled is a valued IB Learner Profile trait that is defined as, "Acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. Scholars who are principled take responsibility for their actions and their consequences." (MYP: From Principles into Practice, 2014). When scholars continually apply these learner profile traits to the learning process, a successful progression will be demonstrated at the examination level.

Edward W. Bok Academy North sets high expectations for all learners to demonstrate academic honesty and integrity in all their classes. This is done by submitting authentic work, valuing the work of others, not allowing other students to copy or submit work as their own, acknowledging sources used with appropriate MLA citations, and working collaboratively.

### Academic Integrity Important Definitions

The International Baccalaureate's Policy, *Academic Integrity*, (International Baccalaureate Organization, 2019) defines the following:

**Academic Integrity:** the guiding principle in education and choice to act in a responsible way whereby others trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work (International Baccalaureate Organization, 2019).

**Student academic misconduct:** deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. This includes causing a disadvantage for other scholars that threatens the integrity of an assessment or assignment (International Baccalaureate Organization, 2019).

**Plagiarism:** the representation, intentionally or unintentionally, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment (International Baccalaureate Organization, 2019).

**Cheating:** using unauthorized aids or sources as an advantage on an assignment, assessment, or exam.

**Collusion:** supporting the academic misconduct of another scholar.

**Collaboration:** working together with someone or a group to produce or create something with the expectation that all group members contribute to the final product. If a member does not contribute equally and/or is allowed to submit his/her name on the final product, then the student is performing the academic misconduct of collusion.

**Intellectual Property:** a work or invention that is the result of creativity, such as a manuscript or a design, to which one has rights and for which one may apply for a patent, copyright, or trademark (International

Baccalaureate Organization, 2019).

**Authentic Authorship** – the original or authentic work created by someone originating from their own creative ideas, language, or expressions.

### **Edward W. Bok Academy North Roles and Responsibilities**

Edward W. Bok Academy North places high value on academic honesty which extends from formative to summative assessments. From the beginning of their participation in the MYP, instructors work with learners to develop shared understandings about cheating, plagiarism, collusion, and any academic dishonesty.

#### **Faculty, Instructors, and Support Staff will:**

- Provide note-taking and mind mapping skills.
- Provide clear, specific instructions and expectations in intellectually engaging and creative assignments, projects, and assessments.
- Model best practices in academic integrity.
- Explain and use models to build capacity for understanding the difference between collusion and collaboration in one's work.
- Teach students how to cite various sources using MLA citation and avoid plagiarism.

#### **Scholars will:**

- Create their own intellectual property and not copy work from other scholar or source and submit it as their own.
- Work collaboratively when permitted and follow guidelines provided by the instructor for collaborative work.
- Develop a plan for assignments to meet deadlines to eradicate the chances of academic misconduct.
- Cite information when using other sources using correct MLA citation.
- Be prepared for assignments, projects, and assessments to uphold the academic integrity of the scholars and other scholars.
- Bring to the attention of academic leaders and instructors any issues of academic dishonesty.

#### **Parents and Guardians will:**

Support their child in developing self-management skills to be successful in their academics and support the Edward W. Bok Academy Academic Honesty Policy.

### **Examples of Proper Citations**

#### **Book (Print)**

**Format:** Author. Title of Book. Publisher, Year.

**Example:** Arnold, Francis. Greece. Steck-Vaughn, 1992.

**Example One or More Authors:** Bernadac, Marie-Laure, and Paule Bouchet. Picasso: Master of the New Idea. Abrams, 1993.

#### **Magazine or Newspaper Article (Print)**

**Format:** Author. "Title of Article." Title of Magazine or Newspaper, Date, Pages.

**Example:** Johnston, Richard. "Martin History Revisited." Acoustic Guitar, July 2009, pp. 60-69. **Web Page**

**Format:** Author. "Title of Page or Article." Title of Web Site, Publisher, Date of Publication, URL.

Coates, Ta-Nehisi. "The Case for Reparations." The Atlantic, June 2014,

[www.theatlantic.com/magazine/archive/2014/06/the-casefor-reparations/361631/](http://www.theatlantic.com/magazine/archive/2014/06/the-casefor-reparations/361631/). **Social Media**

**Post**

Format: Username. "Full text of post." Title of Web Site, Date of Post, Time of Post, URL.

**Example:** @dog\_rates. "They're good dogs Brent." Twitter, 12 Sep. 2016, 3:05 p.m., [twitter.com/dog\\_rates/status/775410014383026176](https://twitter.com/dog_rates/status/775410014383026176).

### **Photograph, Illustration, or Image (Online)**

**Format:** Artist. "Title of Image." Title of Collection, Publisher or Institution. Date of Publication, URL.

**Example:** Lomax, Alan. "Mexican Girls, San Antonio, Tex." Lomax Collection, Library of Congress, Apr. 1934, [www.loc.gov/pictures/collection/lomax/item/2007660003/](http://www.loc.gov/pictures/collection/lomax/item/2007660003/).

### **Video or Movie (Online)**

**Format:** "Title of Episode." Title of Movie or Series, Notable Contributors, Season number, Episode number, Publisher, Date. Streaming Service, URL.

**Example:** Black Panther. Directed by Ryan Coogler, Marvel Studios, 2018. Netflix, [www.netflix.com/title/80201906](https://www.netflix.com/title/80201906).

*Examples of citations retrieved from [www.andyspinks.com](http://www.andyspinks.com)*

### **Consequences of Academic Misconduct at Edward W. Bok Academy North**

The expectation at Edward W. Bok Academy is that scholars will not be academically dishonest. This includes both giving and accepting help on assignments and plagiarism. The instructor will inform the scholar's parent/guardian if cheating occurs. The scholar will receive a zero on the assignment and/or be referred to an administrator. The following actions are considered to be academically dishonest:

1. Using unauthorized materials on assignments or assessments and exams.
2. Receiving unauthorized information on assignments or assessments and exams.
3. Knowingly giving information on assignments or assessments and exams
4. Providing specific information, questions, or answers to a scholar who has not taken or completed an assignment, assessment, or exam.
5. Turning in someone else's work to receive credit.
6. Plagiarizing another's work.

The Polk County School Board Code of Conduct states in CHEATING (SECTION 4.02), "In addition to the academic ramifications for cheating, a student who participates in using, copying, or providing another student with any test, test answers or answer keys or another person's work representing it to be his or her own work, is guilty of unacceptable conduct."

### **The Edward W. Bok Academy North Academic Dishonesty Consequences Adheres to the Polk County Code of Conduct Section 4.02**

**Level 1 – Conference**-Instructor/Scholar/Administration/Family and/or other parties deemed necessary.

**Level 2 – Reinforce Behavior-Specific Strategies:** Reinforce strategies that support academic achievement, review, model, and practice academic honesty expectations, review classroom procedures and expectations, encourage peer coaching and mentoring, consult with grade level, resource, student services, and leadership teams for classroom/individual behavior management ideas.

**Level 3 – Detention or Work Detail Programs 1-5 days**

**Level 4 – Suspension 1-5 days (With a behavior contract.)**

**Level 5 – Suspension of 6-10 days**

**Level 6 – Alternative Education Programs**

**Maximum: Level 7 – Expulsion from School**

**A required 10-day suspension must be served and a due process hearing held for levels 5-7**

## References

Druid Hills Academic Honesty Policy. (2019). (online). Available at [https://druidhillsms.dekalb.k12.ga.us/Downloads/Druid%20Hills%20Middle%20School%20\\_Academic%20Honesty%20Policy2.pdf](https://druidhillsms.dekalb.k12.ga.us/Downloads/Druid%20Hills%20Middle%20School%20_Academic%20Honesty%20Policy2.pdf) (Accessed 25 July 2022).

Guide, M. (n.d.). *MLA Citation Guide* - andyspinks.com. (online) <http://andyspinks.com/mla/> (Accessed 25 July 2022).

International Baccalaureate Organization. (2019) Academic Integrity. International Baccalaureate Organization. Pages 3-48. (online). [www.ibo.org](http://www.ibo.org)  
<https://www.ibo.org/contentassets/76d2b6d4731f44ff800d0d06d371a892/academic-integrity-policy-english.pdf>

Kirschenbaum, M. and Kirschenbaum, M. (2019). *MLA Citation Templates: Easy Infographic for Students* - EasyBib Blog. [online] EasyBib Blog. <http://www.easybib.com/guides/mla-citation-templates-infographic/> (Accessed 25 July 2022).

Polk County Schools. Polk County Schools Code of Conduct. (online) [www.polkschoolsfl.com](http://www.polkschoolsfl.com) [Code Of Conduct | Polk County Public Schools](#) (accessed 25 July 2022).

### *Edward W. Bok Academy North Academic Honesty Agreement*

- Any and all work that I submit to any instructor for consideration and/or assessment will be my own authentic work. This includes prep work assignments, formative assessments, summative assessments, and work to be submitted to Edward W. Bok Academy North, state-wide assessments, and IBMYP assessments or exams.
- I will learn the process for acknowledging someone else's work or ideas and will appropriately acknowledge all uses of someone else's work or ideas.
- I understand that I can ask for help if I am unsure about what constitutes academic honesty in any of my assignments.
- I will submit only work that has been completed with academic honesty.
- I will not allow other students to copy or submit work that I have completed.
- I have read the school's academic honesty policy.

Scholar Name: \_\_\_\_\_

Scholar Signature: \_\_\_\_\_

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

### Parent/Guardian Acknowledgment

I have read the school's academic honesty policy. I have reviewed it with my child. Parent/Guardian

Name: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_

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



## KEYSTONES: 10 IB Learner Profiles









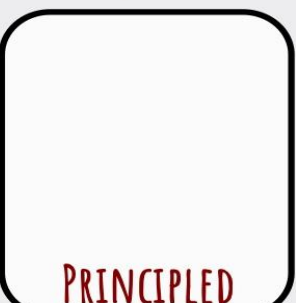



### What is the IB Learner Profile?


Characteristic	Description	My own words
<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.	
<b>Knowledgeable</b>	They explore concepts, ideas, and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.	
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems and make reasoned, ethical decisions.	
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.	
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice, and respect for the dignity of the individual, groups, and communities. They take responsibility for their own actions and the consequences that accompany them.	
<b>Open-Minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values, and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.	
<b>Caring</b>	They show empathy, compassion, and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference in the lives of others and to the environment.	
<b>Risk-Takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas, and strategies. They are brave and articulate in defending their beliefs.	
<b>Balanced</b>	They understand the importance of intellectual, physical, and emotional balance to achieve personal well-being for themselves and others.	
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.	



KEYSTONES: 10 IB Learner Profiles. Set goals of how you plan to emulate these traits this school year and include symbols that show your actions.

EXPLAIN HOW YOU DEMONSTRATE EACH OF THE PROFILES IN YOUR ACADEMIC LIFE.

 CARING	 BALANCED	 COMMUNICATOR	   MY LEARNER PROFILE
 THINKER	 INQUIRER		
 KNOWLEDGEABLE	 PRINCIPLED		
 OPEN MINDED	 REFLECTIVE	 RISK TAKER	



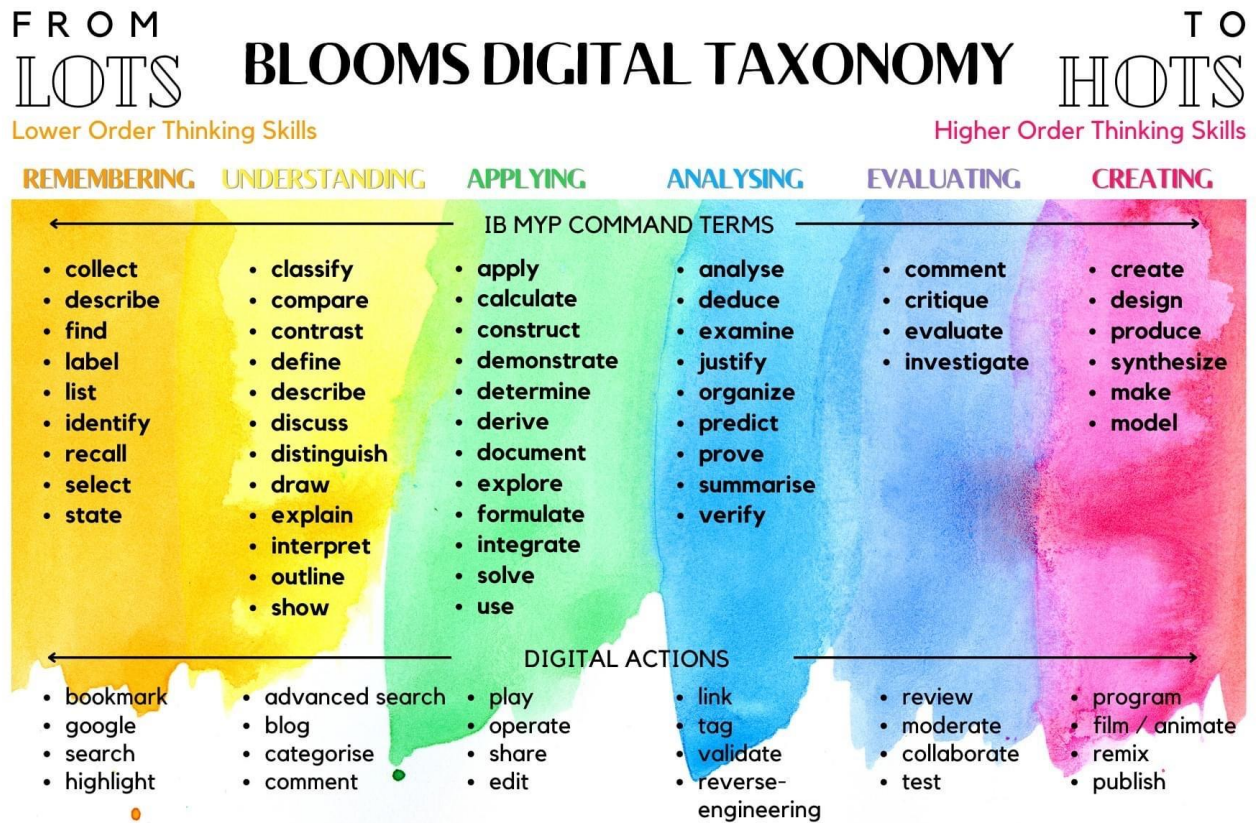
LBROWN 2021

History, Math, Science, Reading, ELA In each class take time to write how you will demonstrate and grow in that learner profile this year, Each class with also follow the steps of creating their learner profile heroes with the 10 learner profiles

<https://www.excitededucator.com/home/ib-learnersdg-heroes?fbclid=IwAROGjyV7WpeXXHMgUu00e899v2MsRALLaKRkc9G1raxcsaw9ieRLTWr-0l8>.

Balanced	Communicator
Principled	Risk-Taker
Knowledgable	Caring
Reflective	Inquirer
Thinker	Open-Minded

COMMAND TERMS Each Department will have scholars collaborate to create an infographic with their specific command terms.



BASED ON THE WORK OF ANDREW CHURCHES (2008), *BLOOMS TAXONOMY BLOOMS DIGITALLY*.  
 International Baccalaureate Organization. (2014). MYP: From principles into practice.

Bloom's Taxonomy	Command Terms
Knowledge Comprehension	Define List Label State
Application Analysis	Apply Describe Distinguish Outline
Synthesis Evaluation	Analyze Compare Deduce Discuss Evaluate Explain To What Extent



IB MYP Command Terms		
<b>Design/ Create Evaluate</b> <i>Plan, produce, check, judge, hypothesize, critique, experiment</i>	<b>Appraise</b>	Evaluate, judge or consider text or a piece of work.
	<b>Comment</b>	Give a judgment based on a given statement or result of a calculation.
	<b>Construct</b>	Develop information in a diagrammatic or logical form.
	<b>Design</b>	Produce a plan, simulation or model.
	<b>Evaluate</b>	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
	<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion
	<b>Synthesize</b>	Combine different ideas in order to create new understanding.
<b>Analyze</b> <i>Break information into parts to explore understandings and relationships organize, deconstruct, interrogate, find</i>	<b>Analyze</b>	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
	<b>Argue</b>	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
	<b>Compare</b>	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
	<b>Compare &amp; contrast</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
	<b>Contrast</b>	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
	<b>Deduce</b>	Reach a conclusion from the information given.
	<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
	<b>Distinguish</b>	Make clear the differences between two or more concepts or items
	<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
	<b>Explore</b>	Undertake a systematic process of discovery.
	<b>Infer</b>	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
	<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
	<b>Investigate</b>	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
	<b>Reflect</b>	Think about deeply; consider.
<b>Apply</b> <i>Use information in another familiar situation, implement, carry out, execute</i>	<b>Apply</b>	Use knowledge and understanding in response to a given situation or real circumstances.
	<b>Calculate</b>	Obtain a numerical answer showing the relevant stages in the working.
	<b>Demonstrate</b>	Prove or make clear by reasoning or evidence, illustrating with examples
	<b>Derive</b>	Manipulate a mathematical relationship to give a new equation or relationship.
	<b>Estimate</b>	Find an approximate value for an unknown quantity.
	<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s).
	<b>Measure</b>	Find the value for a quantity.
	<b>Predict</b>	Give an expected result of an upcoming action or event.
	<b>Present</b>	Offer for display, observation, examination or consideration.
	<b>Prove</b>	Use a sequence of logical steps to obtain the required result in a formal way.
	<b>Sketch</b>	Represent by a diagram or graph (labeled as appropriate). The sketch should give a general idea of the required shape or relationship and include relevant features.
	<b>Solve</b>	Obtain the answer(s) using appropriate methods
	<b>Use</b>	Apply knowledge or rules to put theory into practice.
<b>Understand</b> <i>Explain ideas or concepts Interpret, paraphrase, classify,</i>	<b>Annotate</b>	Add brief notes to a diagram or graph.
	<b>Classify</b>	Arrange or order by class or category.
	<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
	<b>Document</b>	Credit sources of information used by referencing/citing with a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
	<b>Exemplify</b>	Represent with an example.
	<b>Explain</b>	Give a detailed account including reasons or causes.
	<b>Recognize</b>	Identify through patterns or features.
	<b>Show</b>	Give the steps in a calculation, derivation, or process
	<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.
	<b>Summarize</b>	Abstract a general theme or major point(s).
	<b>Summarize</b>	Abstract a general theme or major point(s).
<b>Remember/ Know</b> <i>Recognize, retrieve, name, locate.</i>	<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity.
	<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
	<b>Label</b>	Add title, labels or brief explanation(s) to a diagram or graph.
	<b>List</b>	Give a sequence of brief answers with no explanation.
	<b>Outline</b>	Give a brief account.
	<b>Recall</b>	Remember or recognize from prior learning experiences.
	<b>State</b>	Give a name, value or other brief answer without explanation or calculation.



	<b>COMMAND TERMS: Definitions for students and staff</b>
<b>Analyse</b>	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
<b>Annotate</b>	Add brief notes to a diagram or graph.
<b>Apply</b>	Use knowledge and understanding in response to a given situation or real circumstances.
<b>Appraise</b>	Evaluate, judge or consider text or a piece of work.
<b>Argue</b>	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
<b>Calculate</b>	Obtain a numerical answer showing the relevant stages in the working.
<b>Classify</b>	Arrange or order by class or category.
<b>Comment</b>	Give a judgment based on a given statement or result of a calculation.
<b>Compare</b>	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
<b>Compare and contrast</b>	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Construct</b>	Develop information in a diagrammatic or logical form.
<b>Contrast</b>	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
<b>Deduce</b>	Reach a conclusion from the information given.
<b>Define</b>	Give the precise meaning of a word, phrase, concept or physical quantity.
<b>Demonstrate</b>	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
<b>Derive</b>	Manipulate a mathematical relationship to give a new equation or relationship.
<b>Describe</b>	Give a detailed account or picture of a situation, event, pattern or process.
<b>Design</b>	Produce a plan, simulation or model.
<b>Determine</b>	Obtain the only possible answer.
<b>Discuss</b>	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
<b>Distinguish</b>	Make clear the differences between two or more concepts or items
<b>Document</b>	Credit sources of information used by referencing (or citing) following one recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
<b>Estimate</b>	Find an approximate value for an unknown quantity.
<b>Evaluate</b>	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
<b>Examine</b>	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
<b>Exemplify</b>	Represent with an example.
<b>Explain</b>	Give a detailed account including reasons or causes.
<b>Explore</b>	Undertake a systematic process of discovery.
<b>Formulate</b>	Express precisely and systematically the relevant concept(s) or argument(s).
<b>Identify</b>	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
<b>Infer</b>	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
<b>Interpret</b>	Use knowledge and understanding to recognize trends and draw conclusions from given information.
<b>Investigate</b>	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
<b>Justify</b>	Give valid reasons or evidence to support an answer or conclusion.
<b>Label</b>	Add title, labels or brief explanation(s) to a diagram or graph.
<b>List</b>	Give a sequence of brief answers with no explanation.
<b>Measure</b>	Find the value for a quantity.
<b>Outline</b>	Give a brief account.
<b>Predict</b>	Give an expected result of an upcoming action or event.
<b>Present</b>	Offer for display, observation, examination or consideration.
<b>Prove</b>	Use a sequence of logical steps to obtain the required result in a formal way.
<b>Recall</b>	Remember or recognize from prior learning experiences.
<b>Reflect</b>	Think about deeply; consider.
<b>Recognize</b>	Identify through patterns or features.
<b>Show</b>	Give the steps in a calculation or derivation.
<b>Sketch</b>	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
<b>Solve</b>	Obtain the answer(s) using appropriate methods
<b>State</b>	Give a specific name, value or other brief answer without explanation or calculation.
<b>Suggest</b>	Propose a solution, hypothesis or other possible answer.
<b>Summarize</b>	Abstract a general theme or major point(s).
<b>Synthesize</b>	Combine different ideas in order to create new understanding.
<b>Use</b>	Apply knowledge or rules to put theory into practice.

# Math Department



## EXHIBITING THE BOK WAY

Expectations	Classroom	Transitions/Dismissal	Lunch	Restrooms	Technology
<b>B</b> alanced	-Be prepared to learn. -Check assignments on Schoology.	Move respectfully, quietly, and swiftly to your next location.	Manage your time wisely.	ONLY 4 scholars to be in the restroom at a time. Check the clock for 15's.	Charge your device and pack your charger and device daily.
<b>O</b> pen-Minded	Respect your own culture and history as well as the values and traditions of others.	-Use appropriate and respectful language. -Respect and value one another and the campus.	Treat everyone like you would like to be treated.	-Use appropriate and respectful language. -Respect and value one another and campus.	Respect one's personal space, culture, and values, and respect the personal space, culture, and values of others and Bok North.
<b>K</b> nowledgeable	Explore concepts, ideas, and issues with local and global significance.	-Hold doors open for others & walk on sidewalks. -Don't pass it up, pick it up. -This campus is gum-free.	Reflect on a growth mindset.	-Use reusable water bottles & conserve energy and conserve water. -Recycle when possible.	Engage with issues and ideas that are important to our own lives and to the world.
Expectations	Classroom	Transitions	Lunch	Restrooms	Technology
<b>L</b> ife-long Learners	-Use creative thinking skills to solve problems. -Show initiative in making wise decisions.	-Be prepared with a sharpened pencil and begin your "Do Now".	Read 20 and engage in Lunch and Learn opportunities.	Help maintain the cleanliness of the restroom and report any issues.	Collaborate with others through various media. Uphold Academic Honesty and Integrity.
<b>I</b> nquirers	-Learn with enthusiasm. -Reflect on learning to understand how one learns best.	-Take time to meet new people. -Use the Ask and Answer Questions Strategy.	Settle your mind for 1 minute to replenish your thoughts.	Move quickly so that the least amount of class time is lost. Let learning be #1.	Research is properly cited using the specific MLA format for sources.
<b>F</b> ocused	-Arrive on time for class. -Stay on task. -Follow all expectations.	-Transitions are swift and orderly. -Don't pass it up, pick it up.	Be checkout ready in the lunch line.	-Use for the intended purpose. -Flush proper items down the toilet and wash hands.	-Follow all expectations. -Stay on assigned sites. -Make the best use of time and cite with MLA.
<b>E</b> mpowered	SLANT.	-If you see something, say something. -Say excuse me when needed. Be kind.	Remain in your assigned area. Pick up after yourself and clean your area.	Report any concerns to an adult as soon as possible.	Report any concerns or damages to an adult as soon as possible.

## THE BOK LIFE-TAKE A CAMPUS TOUR

### Classroom

Be prepared to \_\_\_\_\_. Check assignments on \_\_\_\_\_.

Respect your own culture and history as well as the \_\_\_\_\_ and \_\_\_\_\_ of others. **Show** \_\_\_\_\_ in making wise decisions.

\_\_\_\_\_ on learning to understand how you learn best. Arrive on \_\_\_\_\_ to class.

S. L \_\_\_\_\_. N \_\_\_\_\_.

### Transitions/Dismissal

Use appropriate and respectful \_\_\_\_\_. Don't \_\_\_\_\_ it up \_\_\_\_\_ it up. This is a \_\_\_\_\_ free campus. If you \_\_\_\_\_ something, \_\_\_\_\_ something.

### Lunch

Reflect on a \_\_\_\_\_ mindset. **READ** \_\_\_\_\_!!! Settle your mind for \_\_\_\_\_.

### Restrooms

.No more than \_\_\_\_\_ people in the restroom at a time. You must sign out on the \_\_\_\_\_ form and check out in your teacher's room before going to the restroom.

### Technology

\_\_\_\_\_ your device and bring it to school daily.

Cite all sources using the \_\_\_\_\_ format.

History of Edward W. Bok-Reading Classes please read this article and then make claims and cite and state your evidence to support your claim.

**"Make you the world a bit better or more beautiful because you have lived in it" ~Edward W. Bok**

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Edward William Bok was born October 9, 1863, in Den Helder, Netherlands. His family immigrated to Brooklyn, New York, in September of 1870, when he was 6 years old. At that time he entered the public school system. He grew up as a poor immigrant. Bok got his first job around the age of 9 at Frost's Bakery in Brooklyn, for 50 cents per week. Even at a young age, Bok demonstrated true grit. In 1876, he became an office boy for Western Union Telegraph Company.

Bok continued his education at night. His next two jobs were for publishing companies, one of which was Charles Scribner's Sons, as a stenographer. By the age of 21, Edward W. Bok had become editor of The Brooklyn Magazine. In 1886, he established the Bok Syndicate Press, which was basically a full page designated to causes for women. Due to the success of this page, in 1889, The Ladies Home Journal, which was a magazine company in Philadelphia, made him editor. Edward W. Bok developed departments within the magazine that could inform readers about important issues such as women's suffrage, wildlife conservation, the Pure Food and Drug Act, and disease. Under Edward W. Bok, The Ladies Home Journal was the first magazine to have one million subscribers!

Edward W. Bok married Mary Louise Curtis on October 22, 1896. They had two sons, William and Cary. He continued publishing his own works as well as continuing the success and bringing to light the Arts, Architecture, and Architects such as Frank Lloyd Wright Jr, for The Ladies Home Journal until retiring in 1919. Just one year later he published his autobiography, *The Americanization of Edward Bok*. His long-time friend, Charles Scribner's Sons, was the publishing company for his book. Edward W. Bok won the Pulitzer Prize in the area of biography for *The Americanization of Edward Bok* in 1921.

After retirement, his life's devotions were world peace, civic improvement, and philanthropy. He would continue to publish more titles. On February 1, 1929, President Calvin Coolidge came to Lake Wales, Florida, to dedicate Bok's Singing Tower and its beautiful gardens to America and its people as a gift from Edward W. Bok for all of the opportunities they had given him. On January 9, 1930, Edward William Bok died in Lake Wales, Florida. This community is grateful for his contributions to this world and his legacy lives on today through his namesake, Edward W. Bok Academy North.

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Sources: <https://boktowergardens.org/our-history-3/edward-bok/>, The Americanization of Edward Bok, <https://www.britannica.com/biography/Edward-Bok>

R.A.C.E.

Restate the question in a complete sentence.	Answer all parts of the question.	Cite evidence from the text	Explain how your evidence supports your answer and edit if needed.



# The Bok Way

**B**elieve you can accomplish any goal.

**O**vercome challenges you face along the way.

**K**eepp pushing forward.

**W**alk in the light and be a light to others.

**A**lways be kind to everyone you meet.

**Y**ou are your brother's keeper.



What learner profiles are demonstrated within the BOK WAY? Give specific reasons to support your answers.

## ELA-Citation

### MLA Style Guide Basics

#### What is MLA Style?

The Modern Language Association (MLA) developed a style guide for academic writing. Part of the style guide deals with standardized ways to document the writer's source materials. MLA provides guidelines for the creation of a bibliography (called a "Works Cited" page) and the corresponding parenthetical (within the text) citation.

#### How do I use this MLA Style Guide?

Students and teachers in the middle schools are expected to use this MLA style guide when writing pieces that require information to be cited from other sources.

#### Why is it Important that I Cite Sources?

As a writer, it is your responsibility to give proper credit to your sources. It is also very important that you give this credit in accordance with MLA style. If you fail to give proper credit to a source, you have committed plagiarism.

#### What is plagiarism?

If you have not given proper credit to your sources, you have committed plagiarism. Essentially, it is like you are lying to your reader. You have used someone else's ideas without telling your reader where you took it from.

Whether you have intentionally tried to pass off someone else's ideas as your own or, through careless research, you unintentionally "forgot" to cite a source, the charge is plagiarism.

#### How can I avoid plagiarism?

Basically, any idea or fact that you received from a source needs to be cited. Any idea or fact that is common knowledge does not need to be cited. For example, facts like the earth rotates around the sun or Abraham Lincoln was assassinated while in office are common knowledge and would not have to be cited.

#### What is a "Works Cited" Page?

A "Works Cited" page is the name that MLA gives to a bibliography. It is a listing of all of the sources you cited in the body of your paper.

Here are a few things to keep in mind about the "Works Cited" page:

1. The "Works Cited" page is always going to be the last page of your essay or report. You should type the words "Works Cited" and center it on the page.
2. Each entry must be complete and accurate. To see examples of common sources in correct bibliographic format [click here](#).
3. Each entry reads like one long sentence. What this means is that it does not matter where the second line begins in an entry; it begins on the second line only because you ran out of room on the first line.
4. The second and subsequent lines are always indented five spaces.

5. The sources are listed alphabetically by the first word or name of the entry. This first word or name should be what you use in your parenthetical citation.

### **What is Parenthetical Citation?**

Parenthetical citation is when a writer directly puts into the text a note from where he or she got the information. Parenthetical or “in-text” citation allows your reader to know from what source each idea/fact came.

This is how it looks in the text of your paper:

“In 2007, 37 percent of American adults sought medical information from the internet regarding a health problem they were experiencing before consulting a doctor” (Smith 38).

In the example above, notice that the author's name and the page number on which this fact was found are set off from the text within parenthesis. Note also that the punctuation of this parenthetical citation is also important. The reader would understand from this citation that on page 38 of Smith's book, this fact is mentioned. Furthermore, since the words are contained within quotes, the above example illustrates that this is a direct quote from that page.

Here is an example of the same idea presented as an indirect quote:

Instead of going to a doctor right away, a recent study found that 37 percent of Americans are now turning to the internet for medical information (Smith 38).

### **Glossary**

**Bibliography**—a listing of sources that a student used to write his/her essay or report.

**Citation**—is the identification of a specific idea or quote taken from a source.

**Direct Quote**—is a quote in which the author uses words from a source exactly as they were written. The words are taken verbatim. A direct quote is indicated by putting the words in quotation marks (“ ”). A direct quote must be cited.

**Indirect Quote**—is a quote in which an author paraphrases, or puts into his/her own words, an idea from a source. An indirect quote must be cited.

**Works Cited**—is the name that MLA gives to a bibliography. It is the last page of an essay or report. It lists all of the sources the student has used in his/her writing.

## Examples of Common Forms of Sources for Citation

**\*\*NOTE\*\*** The details are important in these citations--the order of the information, punctuation, underlining and quote marks all must be exact.

### Book by One Author

Last Name, First Name. Title. Place of publication: Publisher, Copyright Date.

Example:

Jameson, George P. Ellis Island. New York: Icon Press, 2006.

### Book by Two Authors

Last Name, First Name and First Name Last Name. Title. Place of publication: Publisher, Copyright Date.

Example:

Smith, Henry G. and Betty Harmon. Freedom Rides. Chicago: Broad Shoulder Press, 2006.

Encyclopedia (NOTE: The author is usually listed at the end of the article. If an author is not listed, begin the entry with the title of the article.)

Last Name, First Name. "Title of Article." Name of Encyclopedia. Edition Year.

Example:

Franz, Charlene. "Goat." World Book. 2006 ed.

### A Work within an Anthology

Last Name, First Name. "Title of work." Title of Anthology. Editor's First Name

Last Name. Place of Publication: Publisher, Copyright Date. Page numbers.

Example:

Stevens, Wallace. "Sunday Morning." Modern American Poetry. Ed. Thomas J. Hines. New York: Holt, Rinehart and Winston, 2003. 20-22.

### Newspaper Article

Last Name, First Name. "Title of Article." Newspaper Name Date: page(s).

Example:

Blake, Terry. "Attack in Bagdad: Two Marines Dead." The Plain Dealer 20 July 2006: A1.

### Magazine Article

Last Name, First Name. "Title of Article." Title of Magazine Date: page numbers.

Example:

Thomasson, Ronald. "Salt Mines of Lake Erie." Cleveland Magazine 15 May 2004: 23-25.

## **Non-Print Resources (Viewed Electronically)**

### **Online Database—Encyclopedia**

"Title of Article." Name of Encyclopedia. Year. Name of online source. Date  
<URL (Persistent link)>.

Example:

"Whale Oil." Encyclopedia Britannica. 2006. Encyclopedia Britannica Online. 23  
August 2006 <<http://search.eb.com/eb/article-9076727>>.

### **Online Database—Articles provided through Infohio.org Databases**

Last Name, First Name. "Title of Article." Original Print Source Title. Date. Online  
source name. Date accessed <URL link>.

Example:

Freeman, Gregory A. "Code Alpha: The President is Coming!" American History.  
October 2006. Academic Search Premier. 6 October 2006  
<<http://web.ebscohost.com/ehost/detail?vid=7&hid=1&sid=13275eeb-239a-4ec6-a998-d2dda6dc9f66%40sessionmgr101>>.

### **Internet Website**

Last Name, First Name. Title of Website. Date last updated. Author (if given). Name  
of organization that sponsors the site. Date accessed <URL link>.

Examples:

Flannery O'Connor Collection. 7 July 2006. Georgia College and State University.  
31 August 2006. <<http://library.gcsu.edu/~sc/foc.html>>.

Walker, Gary. "The Effects of Radiation." Hiroshima Atom Bomb. 15 Mar. 2000. Los  
Alamos Research Facility. 14 Oct. 2008. <<http://www.lanl.org/hiro/radeffect.htm>>

### **TV / Radio Transcript**

"Title of TV / Radio episode or segment." Title of Program. Broadcast date.  
Transcript. Name of Database Used. Date accessed <URL link>.

Example:

"Special Edition: The War in Iraq Part II." CNN Special Report. 5 April 2003.  
Transcript. eLibrary. 27 March 2006. <<http://elibrary.bigchalk.com>>.

### **Video Documentary**

Title of Film. Director's First Name Last Name. Copyright Year. Medium.  
Production Company Name. Edition Date.

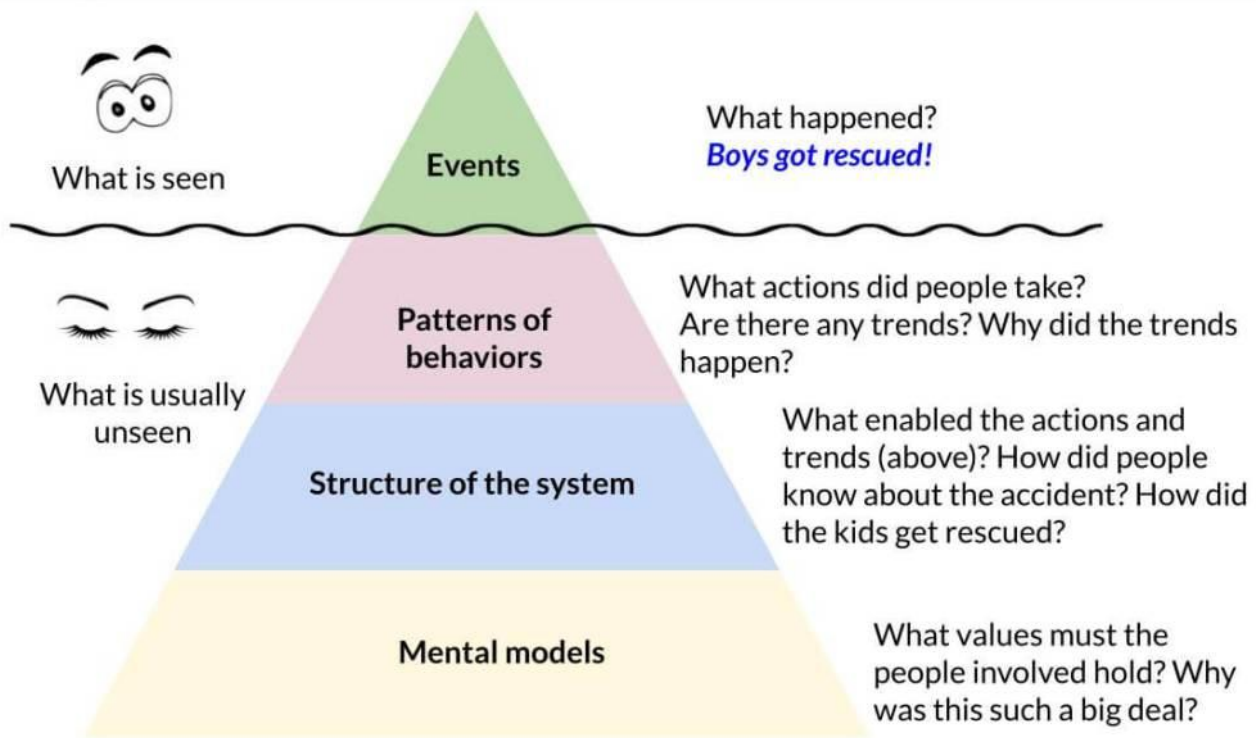
Example:

Finding Harmony. Kent Williams. 2003. DVD. Zen Buddhist Lecture Series Video.  
2003.

## Keystones: International Mindedness

Individually, then in groups, respond to the question, what it means to be human.

<u>Definition</u> (what does it mean to be human?)	<u>Qualities</u> that make us human (physical, emotional, cultural, spiritual)
<u>Examples</u> of being human	Examples when we <u>aren't</u> human



- What does international-mindedness mean to me?
- How can I display this understanding?
- How does international-mindedness vary across cultures

# Science Department -Learning From Failures

What actions did Jordan take to turn his failure into a success?

What character traits does Jordan have that lead him to success?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Famous Failures

What went wrong with Steve Jobs? Why?

What characteristics do you share with Steve Jobs?

What would you do if you tried five times and failed? Would you have quit after the first time? Why or why not?

What characteristics would it take to keep trying?

What actions helped Henry Ford succeed?

What characteristics did Ford have that you wish you had? Do you share any characteristics?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Famous Failures

What failures did Walt Disney experience?

What would you do if you failed twice at reaching your dream?

Finish the sentence: Walt Disney proved that

\_\_\_\_\_.

What obstacles did Walt Disney overcome to reach success?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Famous Failures

What are some factors in Oprah's young life that some would say "set her up for failure"?

In what ways did Oprah fail?

In what ways did Oprah overcome her circumstances?

How might the world be different without her success?

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Famous Failures

Why would Albert Einstein think he isn't smart?

What are some reasons that Einstein would not have succeeded in life?

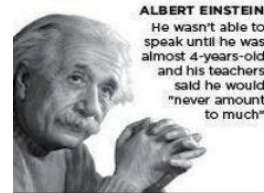
What obstacles did Einstein overcome?

What character traits did Einstein have that helped him succeed?

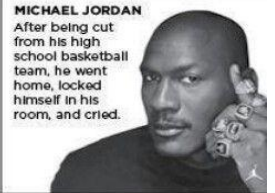
Name: \_\_\_\_\_ Date: \_\_\_\_\_

Reflect: What have you learned about failure today? How has your thinking about failing and succeeding changed due to this lesson? What characteristics or actions do you need to change in order to succeed?

## FAMOUS FAILURES



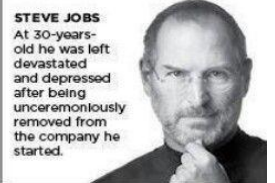
**ALBERT EINSTEIN**  
He wasn't able to speak until he was almost 4-years-old and his teachers said he would "never amount to much"



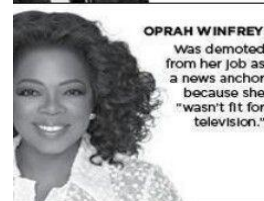
**MICHAEL JORDAN**  
After being cut from his high school basketball team, he went home, locked himself in his room, and cried.



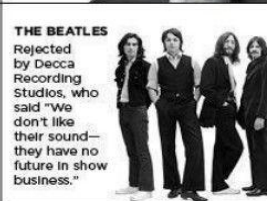
**WALT DISNEY**  
Fired from a newspaper for "lacking imagination" and "having no original ideas."



**STEVE JOBS**  
At 30-years-old he was left devastated and depressed after being unceremoniously removed from the company he started.



**OPRAH WINFREY**  
Was demoted from her job as a news anchor because she "wasn't fit for television."



**THE BEATLES**  
Rejected by Decca Recording Studios, who said "we don't like their sound—they have no future in show business."

**IF YOU'VE NEVER FAILED,  
YOU'VE NEVER TRIED ANYTHING NEW**

## Academic Honesty Policy–History Department

Term	Definition	Write In Your Own Words
<b>Academic Integrity</b>	the guiding principle in education and choice to act in a responsible way whereby others trust in us as individuals. It is the foundation for ethical decision-making and behavior in the production of legitimate, authentic, and honest scholarly work (International Baccalaureate Organization, 2019).	
<b>Student academic misconduct</b>	deliberate or inadvertent behavior that has the potential to result in the student, or anyone else, gaining an unfair advantage in one or more components of assessment. This includes causing a disadvantage for other scholars that threatens the integrity of an assessment or assignment (International Baccalaureate Organization, 2019).	
<b>Plagiarism</b>	the representation, intentionally or unintentionally, of the ideas, words, or work of another person without proper, clear, and explicit acknowledgment (International Baccalaureate Organization, 2019).	
<b>Cheating</b>	using unauthorized aids or sources as an advantage on an assignment, assessment, or exam.	
<b>Collusion</b>	supporting the academic misconduct of another scholar.	
<b>Collaboration</b>	working together with someone or a group to produce or create something with the expectation that all group members contribute to the final product. If a member does not contribute equally and/or is allowed to submit his/her name on the final product, then the student is performing the academic misconduct of collusion.	



<b>Intellectual Property</b>	a work or invention that is the result of creativity, such as a manuscript or a design, to which one has rights and for which one may apply for a patent, copyright, or trademark (International Baccalaureate Organization, 2019).	
<b>Authentic Authorship</b>	the original or authentic work created by someone originating from their own creative ideas, language, or expressions.	

## References

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Sunny Skys. Image of Famous Failures.