All Digital Citizens

RESPECT THEMSELVES AND OTHERS in online communities.

STAND UP TO CYBERBULLYING when they see it happening.

PROTECT PRIVATE INFORMATION for themselves and others.

STAY SAFE ONLINE by listening to their parents, teachers and gut feelings.

BALANCE THE TIME they spend using media and doing other activities.

2020 IMPACT II CURRICULUM

"Commitment to Quality Education for All"
The purpose of IMPACT II is to spread excellent teaching ideas throughout Ventura County.

IMPACT II does this by partnering with local businesses and organizations to provide $500 individual and $750 team grants to educators for unique, original and innovative curriculum that has been classroom tested.

IMPACT II enables excellent teaching ideas to reach all teachers in the county and raises community awareness of exemplary classroom practices. IMPACT II boosts teacher morale by recognizing innovative teaching through both grants and an annual awards dinner where we celebrate the true heroes and heroines in our communities.

Over the years Ventura County IMPACT II has matured into the program that we envisioned at its inception in 1993. Business leaders, teachers, and administrators are becoming aware of the program and are participating in unprecedented numbers.

The Ventura County IMPACT II program is a partnership between the Ventura County Office of Education and Community Sponsors.

IMPACT II puts cutting edge classroom projects into the mainstream, turning students on to learning.

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5189 Verdugo Way
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Ph: (805) 437-1501 • Fax: (805) 437-1503
jtarkany@vcoe.org • www.vcoe.org/ImpactII
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When I first started teaching I designed a lesson called *About Me, MYSPACE Style* where students filled out a graphic organizer for their first autobiography in our class. It had a section for their favorite song, favorite quote, top friends, and a blog for their hopes and dreams. If you used MySpace, then you are as old as me. Imagine still being logged on to AOL with a dial up modem signed up for MySpace. Sounds somewhat absurd to think someone would still use her MySpace account, wouldn’t you say? Then, why do teachers still teach the same lessons the same way for the past decade and then some? Tic toc educators, times are changing.
Tik Tok, Times are Changing

When I first started teaching I designed a lesson called About Me, MYSPACE Style where students filled out a graphic organizer for their first autobiography in our class. It had a section for their favorite song, favorite quote, top friends, and a blog for their hopes and dreams. If you used MySpace, then you are as old as me. Imagine still being logged on to AOL with a dial up modem signed up for MySpace. Sounds somewhat absurd to think someone would still use her MySpace account, wouldn’t you say? Then, why do teachers still teach the same lessons the same way for the past decade and then some? Tic toc educators, times are changing.

In our classrooms students see outdated traditional learning modules requiring memorization, rote learning, and modalities stunningly similar to those used when the teachers themselves were in the classroom as students. Personal electronics are banned unless it is an emergency and asked to be tucked away. Social media is frowned upon and seen as a distraction to learning. What if educators used social media to impact students’ learning and increase the students’ level of creativity, encourage using the tools they have at their disposal, and link what the students love to what they are learning in class? Bringing Tik Tok into Academia fosters and environment where students can share and create information on a platform they know well, making the objectives and learning goals attainable, relevant, and individualized.

Tik Tok is a video sharing social networking service that is highly popular with teens. A month ago SnapChat was the most popular, last year Instagram, and only for adults- Facebook and MySpace before that. A blogger’s dream is to get the most ‘hits’ on YouTube, followers on Instagram, and likes on Tik Tok. Our goal as educators is not to be ‘popular,’ but rather be relatable and deliver information in ways students understand and receive. These social networking services are free options for group projects, extra credit, ‘sub days’, tutorials, and/or assessments. Although this specific lesson is designed for PE, it can be easily used as a template for any subject. Words are not necessary, so it can be very informative for all learner types.
Lesson Plan Title: Weight Room Portfolio, Arms

Lesson Plan Grade Levels: 9-12th

Lesson Plan Subject Area: Physical Education

Students will already be enrolled in teacher’s Google Classroom. Assignment will display the following instructions:

Weight Room Portfolio:
Slides with pictures/video showing
1. Exercise and how to do it properly
2. Identification of muscles used
3. Dos and Don’ts
4. Video of how to
5. Variations

This unit we will be focusing on our biceps and triceps. Before we execute these exercises, I want you to have an understanding of proper form, muscles used, and different ways to achieve the same results. Look up the following exercises, complete a power point with the five steps above for each exercise.

1. Push-ups
2. Barbell Curl
3. Seated dumbbell curl
4. Concentrated Curl

Assessment: Create a Tik Tok video demonstrating proper form and ‘round robin’ rotation. Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Attachments:
Google Classroom Screen Grab
Google Classroom Bicep Weight Room Portfolio PowerPoint Student Sample 1 & 2
Screen grab of Tik Tok example
Link to Tik Tok Video               https://vm.tiktok.com/bRCM5N/

This lesson is one of many weight room portfolio units. By the end of our class, students will have a guide on how to work every muscle group in the body, a visual from online, and a recording of fellow classmates demonstrating the exercises properly. They could use this virtual portfolio to guide fellow classmates, use in a personal gym, help family members work out, and more.

Used in Health: Identify the 7 factors of influencing behavior. Make a Tik Tok tutorial explaining each factor and how it relates to your overall wellness.

Use in Dance: Create a tutorial of our current dance choreography. Instructor has created a “Challenge”. Assessment will be to ‘duet’ on instructor’s recording.

Use in any Elective around registration time: Tik Tok Campaign- Create a Tik Tok video outlining who can take the class, what requirements that class covers, and how to enroll.

Use in English: Create a Tik Tok “cliff notes” summary of our current text. Explain in your own creative way the main theme of the story and roles of the main characters.
Class name
PE Maggio

Class description

Section
10 Grade HS PE

Room
Bryden

Subject
Physical Education Department

General
Class code: 472sza9
Red Robin Weight Room
Bicep Focus

Push ups, Barbell curl, Seated curl, and Concentrated curl

Push ups, Barebell curl, Seated curl, and Concentrated curl

Train like a champ
Red Robin Weight Room
Theme: Bill Carter, Rock

Add comment...
Red Robin Weight Room
Bicep Focus

Push ups, Barebell curl,
Seated curl, and
Concentrated curl
x (8-15)

Add comment...
Arms Weight Room Portfolio

Itzel Aguayo, Esme Gonzalez, Jesus Parrilla
Pushups
Correct way to do push ups

● Position your hands shoulder-width apart on the ground
● Bend your elbows and lower to the ground (should be bent at 90 degrees angle before straightening arms).
● Do push ups at steady pace.
Muscles worked out

- Targets chest
- Deltoids
- Serratus
- Back
- Triceps
- Abdominals
Do’s and don’t proper way to do push up

- Don't lock out your arms
- Don't collapse your whole body down quickly
- Don't let your stomach or hips sag
- Don't have butt up in like a mountain shape

- Slowly lower your entire body your muscles to feel the tense
- Have a straight back
- Start counting when it hurts to see how strong you are.
Push-Ups With Bicep Emphasis: Fitness & Muscle Building
Variation of push ups

- Wide grip push up
- Close grip push up
- Clap push up
- One leg push up
- Spiderman push up
- Eccentric push up
- Dead stop pushup
Barbell Curl
Proper way to do barbell curl

- Stand up straight (starting position)
- Hold barbell shoulder width apart
- Move the forearms only and curl barwell to shoulder level
- Hold contacted position for a second and squeeze bicep
- Slow bring bar back down to starting position as you breathe
- Repeat many times till you feel a burn
Muscles being worked

- Biceps
- Forearms
- Shoulders
Do’s and don’ts

- Have straight back
- Grab barbell shoulder width apart
- Stand shoulder width apart
- Grab the bar under with palms facing up

- Don’t have back arched
- Don’t stand up stiff
- Don’t grab the bar with palms facing directly down onto the bar
Video

https://www.bodybuilding.com/exercises/barbell-curl
Variation of barbell curls

- Dumbbell curl
- Incline bench curl
- Spider/Scott curl
- One-arm spider/Scott curl
- Braced concentration curl
- Free-form concentration curl
- Seated curl.
Seated Dumbbell Curl
Proper way to do a seated dumbbell curl

- Sit on a flat bench with a dumbbell held at arm's length. The elbows should be close to the torso.
- Have palms of the hands facing your torso, starting position.
- While holding the arm still, curl the weights and twist wrists once the dumbbells pass your thighs, have your palms of your hands face forward at the end of the movement. Contract the biceps, make sure that only the forearms move. Continue till your biceps are fully contracted and the dumbbells are at shoulder level. Hold for a second as you squeeze the biceps.
- Slowly begin to bring the dumbbells back to the starting position as your breathe in and as you rotate the wrists back to a neutral grip.
- Repeat
Muscle groups

- Biceps
- Forearm
Do’s and Don’ts

- Do have your elbow toward your torso
- Do keep your palm facing your torso
- Do keep form when extending
- Do hold when biceps contract
- Don’t lose form
- Don’t start with wrong starting form
- Don’t rush exercise
Variations

- Can use a flat or regular bench
- Can perform by alternating arms

Lift with right hand and the lift with right hand
Concentrated Curl
Correct way to do exercise:

- Sit down on a flat bench with your legs shoulder width apart while bending your knees, feet flat on the floor, and the dumbbell in front of yourself.
- Grab the dumbbell and place the upper portion of your arm along the inner thigh, the rotate the palm of the hand to a position where it is facing away from your thigh.
- Now curl the weights and repeat these steps once finished with sets.
Muscles worked:

- Biceps
- Triceps
- Flexor digitorum
- Serratus anterior
- Rectus abdominis
The Do’s and Don’ts:

The Do’s:

- Make sure legs are shoulder width apart.
- Once the dumbbell is in your hand, rotate it.
- Place your arm that is holding the dumbbell on top inner thigh of the leg that is on the same side as the arm you are using.

The Don’ts:

- Do not sit straight legged on the bench.
- Do not arch your back or make it so that you are bending too far forward.
- Don’t keep your arm extended rotate the palm of your hand and curl the weight towards your body not extended.
- Do not place your forearm too far away from you when starting, as it may cause you to bend your back far forward.
Video:

https://www.bodybuilding.com/exercises/concentration-curls
Variation:

- This can be done standing, bent forward, with the arm in front of you.
Correct way to do exercise

- Have a low stiff chair to use.
- Place hands shoulder width apart on the edge of the chair.
- Have feet straight out.
- Dip lower body by bending arms and lean torso a little forward.
- Slowly rise up and straighten your arms again.
- Repeat many times till you feel the burn.
Muscle being worked

- Triceps
- Chest
- Shoulders
- Abs
Dos and dont

- Dip all the way down until you almost touch the ground
- When rising back up straighten your arms and lock elbow
- Don't dip half way down
- Don't have elbows unlocked
- Don't touch the ground
- Parts from your hip and down shouldn't ever touch your chest.
How to do triceps dips on bench - YouTube

https://www.youtube.com › watch
Variations

- Band assisted dip
- Weighted dips
- Band resistant dips
- Side to side dips
- Ring dips
Overhead Tricep Extension
Correct way to do exercise

- Start with feet hip-width apart and with a weight in your hand
- Lift weight overhead, extend arms straight
- Keeping everything still, bend your elbows so that they just pass a 90 degree angle
- Pause and raise back up
- Repeat
Muscles used

- Tricep muscles
- Brachii muscles
DO’S and DON’TS

- Do keep your arms straight when bending elbows
- Do have your elbows pointing outward when bended
- Do pause for a second when bended
- Do have arms extended above head
- Don’t loose form
- Don’t lose grip of weight
- Don’t rush
- https://m.youtube.com/watch?v=9wxRhONFsRA
Variations

- Use one hand
- Use dumbbells or bar weights
- May change weight
Correct way to do workout:

- Start with a dumbbell in one hand while placing one leg (bent) on the bench, with the arm on the bench extended. Create a 90 degree angle with your arm.
- Use your triceps to lift the dumbbell/weight and fully extend arm.
- Then bring the weight back down and repeat.
Muscles worked:

- Triceps
- All upper arm muscles.
Do’s and Don’ts:

The Do’s:  

The Don’ts:
https://www.bodybuilding.com/exercises/tricep-dumbbell-kickback
Variation:

- Can be done with one arm.
- A pulley
Tricep Pulse
Correct way to do it

- Hold bumble in each hand
- Plant feet, stay still urging exercise
- Keep head toward and back straight
- Have palms face behind you
- Push palms back till triceps tighten
- Keep for a second then return
- Repeat
Muscles

- Arms
- And tricep muscles
Dos and DON’TS

● Do keep palm facing back
● Do keep back straight with feet planted
● Do pause for a second when tightening triceps
● Don’t have wrong form
● Don’t stand with feet together nor shoulder width apart
● Don’t rush exercise
Video

- https://m.youtube.com/watch?v=WkInzF_IHZ4
Variations

- Can use a low pulley system
- Can change weights
Weight Room Portfolio
Arms

By; Blanca, Miraya, Erica, Denise, Noelia
Push ups

Muscles used:

- chest muscles, or pectorals
- shoulders, or deltoids
- back of your arms, or triceps
- abdominals
- the “wing” muscles directly under your armpit, called the serratus anterior

Proper form; The correct setup for a standard push-up is to position your hands shoulder-width apart, or a little bit wider. As you bend your elbows and lower toward the ground, your elbows should be at about a 45-degree angle to your body.

Dos; DO perform partial reps in a full push-up position, increasing your range of motion as you get stronger until you are able to come all the way to the floor without losing form. Do actively press away from the ground with your hands and spread your shoulder blades apart at the top of the move as you would in plank.

Don’ts; DON’T drop your belly or hips, as this puts pressure on your lower back, DON’T study the dirty floor between your hands, DON’T race the clock, DON’T forget to breathe.
1. Stand up with your torso upright while holding a barbell at a shoulder-width grip. The palm of your hands should be facing forward and the elbows should be close to the torso. This will be your starting position.

2. While holding the upper arms stationary, curl the weights forward while contracting the biceps as you breathe out. Tip: Only the forearms should move.

3. Continue the movement until your biceps are fully contracted and the bar is at shoulder level. Hold the contracted position for a second and squeeze the biceps hard.

4. Slowly begin to bring the bar back to starting position as you breathe in.

5. Repeat for the recommended amount of repetitions.

**Muscles used:**

biceps, but also trains muscles in your forearms and shoulders to some degree

**Dos:** Watch Arm Alignment, Squeeze For All It's Worth, Use The Brachialis, Cheat A Little (Really!)

**Video:**

https://www.youtube.com › watch
Seated Dumbbell Curl

**Dos**
- Stand tall with core engaged
- Grip tightly

**Don'ts**
- Lock knees
- Let dumbbells swing

**muscles worked**
- biceps
- brachialis
- brachioradialis

**HOW TO DO THEM**
- Sit on a reclined bench
- Pull weight up and down
Concentration Curl

**DOS**
- Sit down on a chair
- Spread legs apart

**DON'TS**
- Don't do them standing up
- Don't bring dumbbell too high

**Muscles used**
- Biceps brachii
- Brachialis muscles
- Tricep brachii.
- Flexor digitorum
- Pectoralis major and minor
- Serratus anterior.
- Rectus abdominis.

**HOW TO DO THEM**
- Sit down with barbell weight between your legs
- Lift weight up slowly
- Repeat as many times as desired
How to properly do Overhead Tricep Extension

1. With feet shoulder-width apart and core tight, hold a dumbbell with both hands
2. Lift the dumbbell until your arms are fully extended with palms facing the roof and elbows pointing forward. This is the start position
3. Bending at the elbows and squeezing your triceps, slowly lower the dumbbell behind your head
4. Slowly return to start position and repeat

Muscles used: your triceps, but also trains your shoulders, chest, lats, and forearms, depending on how you perform the exercise.

Do’s; lift up your arm all the way, do slowly lower the dumbbell over h

Donts; do not go way to fast, do not sit the wrong ways

Video: https://www.youtube.com/watch?time_continue=6&v=9wxRhONFsRA&feature=emb_title
How to do Dips with proper form:

1. Sit on your chair or bench with your arms at your side and your feet flat on the floor, hip distance apart.
2. Position your hands so that your palms are down beside your hips. Your fingers should grip the front of the chair seat.
3. Move your torso forward off the chair with your arms extended. Your buttocks should hover over the floor and your knees should be slightly bent. Your heels should touch the floor a few inches in front of your knees.
4. Breathe in as you slowly lower your body, hinging at the elbows until each forms a 90-degree angle.
5. Breathe out as you push up to your starting position with your arms fully extended.

Muscles used: deltoids, traps, tricep, forearms.

Do's: keep hands wide and elbows slightly bend in the knee, stretch out legs, raise body to starting point, lower body towards the floor.

Don'ts: Don't flair out your elbows. Don't lock your elbows, Don't arch your back.
Tricep Kickbacks

- **How to do it:** Stand with knees bent, lean forward slightly, back straight, bend your dumbbell-holding arm 90 degrees at the elbow, lifting the dumbbell up and back as you try and straighten your arm, only your elbow move, lower back to 90 degrees
- **What muscles are being used:** targets your glutes (gluteus maximus, gluteus medius, and gluteus minimus) and hamstring muscles
- **Do’s:** elbows be 90 degree angle, and lower back 90 degree angles, straight arms **Don’ts:** bend back to far, no wobbly arms

https://hmg.h-cdn.co/videos/2018-womenshealth-fitnessloops-sm-v2-round-4-22-1541540634.mp4
Tricep Pulse

- **How to do it:** arms straight, knees bent, straight back and swing arms forward and back but not all the way forward
- **Muscles used:** back muscles, triceps brachii, muscle on the back of the upper limb of many vertebrates
- **Do’s:** have back straight, and straight arms **Don’ts:** have knees bent all the way down only half way, no bended backs or arms
- [Video](https://www.youtube.com/watch?v=bNIZyU14gSk)
Teaching sophomores is a challenging task. How does the teacher today compete with the fast and connected technological world, in order to gain students’ attention? This sustainable city project does just that. This project is engaging, because it is creative and has real inputs and outputs, while students gain experience with the true meaning of sustainability. I found it at the National NSTA (National Science Teaching Association) Conference last spring, and I adjusted it to be a distance learning experience.

This project is broken down into five learning cycles. These cycles include: energy sources, food production, modes of transportation, innovation techniques, and waste disposal. Students learn about these topics in depth and then demonstrate their knowledge by using quizziz.com, reflection questions, and a final project where students build a prototype of their personalized sustainable city.
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The energy sources include: biomass, coal, hydroelectric, geothermal, natural gas, nuclear, solar, and wind sources. In the classroom, the teacher may scaffold and personalize lessons regarding energy flow and information about these energy sectors. At home, I adapted this lesson by using a hyper-slides presentation (Google platform) where students watch videos that supplement lessons and answer questions to show their progress. At the end of this learning cycle, students test their knowledge by taking quizzes online, then choose which energy source they would like to utilize in their sustainable city. Students track their progress by entering this energy source on a Google Sheet that does the math for them. This data includes water use, cost, and carbon dioxide emissions. Students see how sustainable their choice is immediately, and may change their population size if the values are not sustainable before reflecting on the process by answering incorporated questions.

After energy sources, students learn about food production including: almonds, avocado, beef, bread, broccoli, cheese, chicken, lettuce, pistachio, pork, strawberries, and tomatoes. The process is similar. Students go through a learning module and watch various videos that cover water use, methods, and some benefits or risks involved. Many of the videos chosen are demonstrating farming and ranching here in California or locally in Ventura County. Students demonstrate their learning by answering questions and taking an online quiz at the end. Then students choose which food they would like to produce in their sustainable city, and enter that into the Google Sheet which calculates cost and water use. Once again, sustainability feedback is provided immediately by the formulas already in place on the Google Sheet where students track progress. Students then answer reflection questions based on this process, and may have to adjust their population size in order to remain sustainable.

Next, students learn about various methods of transportation. These methods include: the personal electric car, bicycle, gasoline powered car, the subway, bus, personal mopeds and motorcycles. The learning videos demonstrate pros and cons of each method, and include tips for using public
transportation locally. Students test their knowledge of transportation online, then choose which method they would like to utilize in their sustainable city and follow the same process of entering that information in the Google data Sheet. This data includes carbon dioxide emissions and annual cost. After responding to reflection questions, students move onto waste disposal. This learning cycle includes: agricultural waste, food waste, industrial waste, landfills, nuclear waste, recycling, and sewage treatment plants. These videos include processes, systems, and research here in Ventura County. Students learn statistics, cause and effect relationships, and other facts regarding daily consumption. After this learning cycle, students test their knowledge online and choose their method of waste disposal. The data entered into the Google data Sheet includes carbon dioxide emissions and water use or water pollution. Students reflect and respond to questions about: the needs of their population, the amount of water remaining, if climate change would affect their city, cost and money remaining. Once again, students may need to adjust their population size to stay sustainable which is also written down during the reflection process.

Further reflection on sustainable cities is included in the last learning cycle, regarding innovation techniques. Students watch videos and respond to questions regarding innovation techniques and sustainability, climate change, biodiversity, conservation, restoration in Ventura County, and city planning.

Lastly, students plan and build their own prototype of their sustainable city. Students choose one of three mediums to design this prototype: Google Sites (website), a physical model using cardboard, or a conceptual model utilizing architectural planning. A rubric for each of these methods is provided and students demonstrate what they have learned in a creative way while incorporating crosscutting concepts (NGSS). In theory, these prototypes are presented in class upon return. If we do not return to class, digital platforms like Google Meet would be utilized.

If this project were selected for the Impact II Grant Application, I would share supporting documents in a shared copy using Google Drive. This is essential because the hyperlinks would be accessible and the extensive formulas would be formatted in Google Sheets. All of the supporting resources are online, and easy to navigate by using Google Drive.

This project is engaging, teaches science through storytelling, and incorporates engineering. By allowing students to choose their resource cards, inquiry and critical thinking skills are applied. Students demonstrate their knowledge in a variety of ways and end with a good understanding of what sustainability really means.
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| TOTAL POINTS: |                                      |                                      |                                      | /60                                                                 |
| Final Grade:  |                                      |                                      |                                      | 70                                                                 |
# Sustainable City Presentation

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<td>Quality</td>
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<td>Content may be somewhat vague and/or difficult to follow.</td>
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### Sustainable-City Architectural Plans (conceptual model) RUBRIC

**Name_________________________  Period_______**

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Sustainable City Project

...\n
Research and Card/Document Game
Overview:

You are going to create a Sustainable City!

Before you begin, you must first learn what makes a city **sustainable**. You will learn about energy sources, food production, modes of transportation, innovation technologies, and waste disposal options that are found in a “city”. The information you learn will be critical to **success** in this project.

**NOTE:** You will be responding in red to make it easier to grade. If you run out of room, simply make the font size smaller to compensate.
Directions:

- You will first determine how many people will make up your population.
- You will select the percent of your people’s education level.
- You will learn about each of the following sustainable topics: energy, food, transportation, innovation, and waste; by doing research and answering the questions provided throughout this process (following the slides).
- You will then select the specific type of energy, food, transportation, innovation, or waste that will be a part of your city.
- After the selection process, you will insert the information on your own Google data sheet. This sheet will track whether you are meeting the needs of your people. In other words, it does the math for you.
- Throughout the project you may need to adjust your population size in order to make sure your city doesn’t fail.
- At the end of the learning cycles, you will design and build your city prototype.
How You Will be Graded:

The tracking sheet contains a “current grade” section. The point values (out of 5) will decrease any time the following needs are not fully met.

- Meeting the needs for all your people
- Having enough water
- Climate Change effect
- Having a positive amount of money

Note that you may always change your population size if things do not go as planned.
Tracking Progress: How to Complete Google Data Sheet located on Google Classroom

- Step 1: Click on cell A1. Type your name where it says “student name”
- Step 2: Click on cell A4. Type the name of your city
- Step 3: Click on cell B8. Type the number of people that will be in your city.
- Step 4: Click on cell F15. Type the percentage of people you want to have “some high school” education. Note: this number should be less than 100.
- Step 5: Do the same as step 4 for cells F16-19.
- Step 6: Check cell F20. The square should be green. If it is not green, you need to change your numbers until that number equals 100.
How to Complete Google Data Sheet (continued):

- Step 7: Read the card/document you selected - **for each learning cycle** (Energy Source, Food Production, Modes of Transportation, Innovation Techniques, & Waste).
- Step 8: Look at all the topics in row 7 on your sheet and locate the words from your card/doc.
- Step 9: Type the number values you see on your card/doc. to where it corresponds on the sheet (this info will be inserted in rows 9-12).
- Step 10: Repeat steps 7-9 after each learning cycle.
- Step 11: Keep track of your “current grade” on cell A14. You may want to adjust your population size if you see that you are struggling to meet the needs of your people.
Name of Your City

Personalize this page to show the founding day of your city.

Include the initial population size.
Energy Sources

Learning Cycle 1

Biomass, Coal, Hydroelectric, Geothermal, Natural Gas, Nuclear, Solar, and Wind
Watch the video, and answer the following questions:

1. Energy is neither __Type here__ nor __Type here__; but energy can be __Type here__.

2. Infrared radiation (sunlight heat), warms the Earth’s surface and gets trapped by what? __Type here__.

3. Plants, algae, and photosynthesizing bacteria depend on __Type here__, to produce organic matter (molecules containing hydrocarbons including sugars) by converting __Type here__ and __Type here__ into __Type here__. This powers the Earth’s __Type here__ chains.

4. What is the most efficient organism for an animal/consumer to eat, to get the most energy? __Type here__. Why? __Type here__.

5. Name 3 types of fossil fuels: __Type here__. Where do they come from? __Type here__. What is that energy transferred into (for electricity)? __Type here__.

6. Name 4 types of renewable energy: __Type here__.
Watch this video, and answer the following questions:
1. What are natural resources? Type here.
2. What are examples of Earth’s natural resources? Type here.
3. What are non-renewable resources? Type here. Why? Type here.
5. Why is water renewable? Type here.
6. What is renewable energy? Type here.
7. How is the oxygen we breath renewed? Type here.
Watch the video, and answer these questions:
1. What can biomass energy be made from? Type here
2. The raw material (like milled corn) is converted into ethanol by what process? Type here
3. What are some benefits of biomass energy production? Type here
4. What are some disadvantages of biomass energy production? Type here
Watch these videos, and answer these questions:

1. What is coal made of? Type here
2. How old is coal? Type here
3. How is coal used to produce energy? Type here
4. What are some benefits of coal energy production? Type here
5. What are some disadvantages of mining coal? Type here
6. What are the effects of burning coal for energy? Type here
7. What effects are there from coal pollution? Type here
8. What is the United States doing about coal production? Type here
Watch this video, and answer these questions:
1. What is hydroelectric power? Type here
2. Beyond damming rivers, what are 3 types of hydroelectric power sources? Type here
3. What are some advantages of dams? Type here
4. What are some disadvantages of dams? Type here
5. What are some environmental impacts of damming rivers? Type here
6. Is hydroelectric power renewable? Type here
Watch these videos, and answer these questions:

1. Where does geothermal energy come from? Type here
2. How does geothermal energy work? Type here
3. What is good about geothermal energy production? Type here
4. What are some disadvantages of geothermal energy? Type here
Watch this video, and answer these questions:
1. What is natural gas? Type here
2. Where does natural gas come from? Type here How long did it take to form inside the Earth? Type here
3. How is natural gas extracted from the Earth? Type here
4. How is natural gas transported? Type here
5. What are some advantages of natural gas energy? Type here
6. What are some disadvantages of natural gas energy? Type here
7. What are dangers of natural gas energy? Type here Why? Type here
Watch these videos, and answer these questions:

1. What is nuclear energy? Type here
2. How is nuclear energy made (from atoms)? Type here
3. What is a primary concern of making nuclear energy? Type here
4. What are some advantages of nuclear energy? Type here
5. What are some disadvantages of nuclear energy? Type here
6. What is the worst case scenario of a nuclear reactor? Type here
Watch this video, and answer these questions:

1. What are solar panels made up of? Type here
2. How is an electrical charge generated? Type here
3. How is a solar panel constructed to get more energy? Type here
4. How long do solar cells last? Type here
5. What are some problems with solar energy? Type here
6. What are some advantages of solar energy? Type here
Watch these videos, and answer these questions:
1. How does a wind turbine blade work? Type here
2. How is energy generated by these blades? Type here
3. Why are wind turbines so tall? Type here
4. How much energy does a small farm of wind turbines produce? Type here
5. What are some advantages of wind powered energy? Type here
6. What are some problems with wind powered energy? Type here
Now test your knowledge...

Quizziz: Energy Sources

Go to quizziz.com and search for “Energy Sources”. Click Solo Practice. Then click Play.

You may play more than once. What was your % accuracy? Type here
Select an **Energy Source** for your Sustainable City

Click on the *energy source* you choose. A link will take you to the information you will need to **complete your data chart** for the Energy Source, tracking your progress.
Energy Source Reflection

Did you meet the needs of all your people? Type here and grade yourself using the point system.

Did you have enough water to be sustainable? Type here and grade yourself using the point system.

Will climate change affect your city? Type here and grade yourself using the point system.

Do you have a positive amount of money? Type here and grade yourself using the point system.

Did you have to change your population size to be sustainable? If so by how much? Type here.
Food Production

> Learning Cycle 2
> Almond, Avocado, Beef, Bread, Broccoli, Cheese, Chicken, Lettuce, Pistachio, Pork, Strawberry, Tomato
Introduction to the Industry of Food Production

Watch these videos, and answer these questions:

1. What are some benefits from industrial agriculture (farming)? Type here
2. What are some problems with industrialized agricultural practices? Type here
3. What practices can farmers utilize to make agricultural practices more sustainable? Type here
4. How can farming practices encourage biodiversity and soil productivity? Type here
5. What is CSA and why is it sustainable? Type here
Watch these videos, and answer these questions:
1. What do almond trees require to produce nuts? Type here
2. How are almonds harvested? Type here
3. What are some benefits are there from growing almond orchards? Type here
4. What are some disadvantages are there from growing almonds? Type here
5. What do almond orchards need a lot of, to grow? Type here
Watch this video, and answer these questions:

1. Why does the market prefer Hass avocados? Type here
2. What are some challenges in growing avocado orchards? Type here
3. What is the most important factor in growing avocado trees? Type here
4. What happens when avocado trees don’t get enough water? Type here
5. Can avocado trees grow back, if they “died”? Type here
Watch this video, and answer these questions:
1. Why are ranchers considered environmentalists?  
2. How has ranching cattle become more efficient?  
3. What are some saying about the beef industry?  
4. What country produces the most beef?  
5. How much water does it take to raise cattle?  
6. What are some hidden costs for the mass production of beef?
Watch these videos, and answer these questions:

1. What is the process of wheat production? **Type here**
2. What happened to agriculture with the 20th Century increase of population? **Type here**
3. What is a benefit of mono cropping? **Type here**
4. What are problems with mono cropping? **Type here**
5. What is a benefit of pesticides? **Type here**
6. What is a problem of pesticides? **Type here**
7. What is a benefit of fertilizer? **Type here**
8. What is a problem of fertilizer? **Type here**
9. What is intercropping? **Type here**
Watch these videos, and answer these questions:
1. How is broccoli grown and harvested? [Type here]
2. What benefits are there from growing broccoli? [Type here]
3. What makes it hard to grow broccoli? [Type here]
4. How much water does broccoli need to grow? [Type here]
Watch this video, and answer these questions:

1. What is cheese made from? Type here
2. What is the first step to making cheese? What does this process produce? Type here
3. What is the second step to making cheese? Type here
4. What is the third step to making cheese? Type here
5. What are the final steps to making cheese? Type here
6. How are cheeses aged? Why? Type here
7. What does culturing bleu cheese do? Type here
Watch these videos, and answer these questions:

1. What are the challenges to farming chickens? Type here
2. Chicken farming can be highly industrialized, and some find it inhumane, what methods promote sustainability and animal rights? Type here
Watch these videos, and answer these questions:

1. What are some challenges to farming lettuce? Type here
2. What is the process of hydroponic farming, for lettuce? Type here
3. What are some advantages of farming lettuce with hydroponics? Type here
Watch these videos, and answer these questions:

1. How are pistachio nuts harvested? Type here
2. How much water do pistachio trees need in marginal soils like in the central California valley? Type here
Watch these videos, and answer these questions:

1. What are the three main pillars of sustainability? *Type here*
2. What US regulations have influenced sustainable practices? *Type here*
3. What are sustainable swine (pig) farming practices? *Type here*
4. What is needed to raise pigs for market? *Type here*
Watch these videos, and answer these questions:

1. What are 5 benefits of growing strawberries under low tunnels? Type here
2. What makes Ventura County ideal for growing strawberries? Type here
3. What are some risks of growing strawberries for crops? Type here
4. What tools are there to promote strawberry growth? Type here
Watch these videos, and answer these questions:

1. What makes Ventura County ideal for growing tomatoes?  
   Type here

2. How can water use be reduced for tomato farming?  
   Type here

3. What risks are there in growing tomatoes?  
   Type here

4. How much water do tomato plants need?  
   Type here
Now test your knowledge...

Quizziz: Food Production

Go to quizziz.com and search for “Food Production (N5 3.5 Food Production)”. Click Solo Practice. Then click Play.

You may play more than once. What was your % accuracy? Type here
Select a Food Production for your Sustainable City

Click on the **food production** you choose. A link will take you to the information you will need to **complete your data chart** for the Food Production, tracking your progress.

- Almonds
- Avocado
- Beef
- Bread
- Broccoli
- Cheese
- Chicken
- Lettuce
- Pistachio
- Pork
- Strawberries
- Tomato
Food Production Reflection

Did you meet the needs of all your people? Type here and grade yourself using the point system.
Did you have enough water to be sustainable? Type here and grade yourself using the point system.
Will climate change affect your city? Type here and grade yourself using the point system.
Do you have a positive amount of money? Type here and grade yourself using the point system.
Did you have to change your population size to be sustainable? If so by how much? Type here
Modes of Transportation

Learning Cycle 3
Personal Electric Car, Personal Bicycle, Personal Gas Engine Car, Subway, Bus, Personal Moped, Personal Motorcycle
Modes of Transportation

Watch these videos, and answer these questions:

1. How has transportation changed over time?  
2. Before the internal combustion engine, what powered machinery?  
3. How did the internal combustion engine change Detroit?  
4. The USA is planned around what transportation method?  
5. Why are cars not sustainable?  
6. How are the cities in Spain planned differently than USA?
Personal Electric Car

Watch these videos, and answer these questions:

1. What are some benefits of electric cars? Type here
2. What are some problems with electric cars? Type here
3. Do electric cars pollute? Type here
4. What issues are there with the batteries needed for electric cars? Type here
5. How efficient are internal combustion engines? Type here
6. What is important to consider when comparing the electric car to the internal combustion engine? Type here
7. Are electric cars more efficient than gas powered cars? Type here
Personal Bicycle

Watch these videos, and answer these questions:
1. What are some benefits of riding bikes for transportation? Type here
2. How does transportation by bicycle help the environment? Type here
3. What are the rules to riding bicycles in cities or urban areas? Type here
4. Does it look safe to ride bikes in a busy city, like Los Angeles? Type here
Watch these videos, and answer these questions:

1. What mode of transportation produces the most carbon dioxide? Type here
2. How much do cars and trucks contribute to the UK’s carbon dioxide emissions? Type here
3. Cars run on fossil fuels how old are fossil fuels? Type here
4. Why are fossil fuels used? Type here
5. Are fossil fuels renewable? Type here
6. How does carbon dioxide affect global warming? Type here
Subway

Watch these videos, and answer these questions:
1. How much is it to ride the subway in Los Angeles? Type here
2. How often do subways pass each stop? Type here
3. What advantages are there from having a subway system? Type here
4. Why aren’t there more subway systems in the USA? Type here
Bus

Watch these videos, and answer these questions:
1. What are some benefits to riding buses? Type here
2. How does transportation by bus help the environment? Type here
3. What are some disadvantages to bus transportation? Type here
Watch this video, and answer these questions:

1. What some benefits are there about using a moped for transportation? Type here
2. What are some problems with using a moped for transportation? Type here
Watch this video, and answer these questions:

1. What are some positive aspects of having a motorcycle for transportation? Type here
2. What are some cons (negative aspects) of having a motorcycle only for transportation? Type here
3. What are some dangers to riding motorcycles? Type here
Now test your knowledge...

Quizziz: Transportation Technology

Go to quizziz.com and search for “Transportation Technology”. Click Solo Practice. Then click Play.

You may play more than once. What was your % accuracy? Type here
Select a Method of Transportation for your Sustainable City

Click on the method of transportation you choose. A link will take you to the information you will need to complete your data chart for the Methods of Transportation, tracking your progress.
Methods of Transportation Reflection

Did you meet the needs of all your people? Type here and grade yourself using the point system.
Did you have enough water to be sustainable? Type here and grade yourself using the point system.
Will climate change affect your city? Type here and grade yourself using the point system.
Do you have a positive amount of money? Type here and grade yourself using the point system.
Did you have to change your population size to be sustainable? If so by how much? Type here
Waste Disposal

Learning Cycle 5

Agricultural Waste, Food Waste, Industrial Waste, Landfills, Nuclear Waste, Recycling, Sewage Treatment Plant
Watch these videos, and answer these questions:

1. What problems arise with waste and landfills? Type here
2. What is the largest factor causing waste production? Type here
3. Where does waste go? Type here
4. What are sustainable options for waste management? Type here
5. How can consumers become more conscious to reduce, reuse, and recycle? Type here
Agricultural Waste

Watch these videos, and answer these questions:
1. Why are cows a source to study in order to convert waste into energy? Type here
2. What are some issues with pollution runoff from agriculture? Type here
3. What pollutants runoff and enter our waterways including our oceans? Type here
4. What happened to the Gulf of Mexico from excessive runoff? Type here
5. What are the effects of algal blooms from excessive fertilizer runoff? Type here
6. How has the government worked to decrease this problem? Type here
7. What other ways can agricultural waste be managed? Type here
Watch this video, and answer these questions:
1. What percentage of the food produced in the USA becomes waste? Type here
2. How much greenhouse gas pollution does food waste contribute to? Type here
3. What food waste has the greatest greenhouse gas effect? Type here
4. What methods could help reduce food waste? Type here
5. How much food does the United States waste each day? Type here
Watch this video, and answer these questions:
1. What impacts does industrial waste have on the environment? Type here
2. What are the top 10 most environmentally damaging industries? Type here
3. How could industrial waste become sustainable? Type here
Watch these videos, and answer these questions:
1. What greenhouse gases are released from landfills? Type here
2. What is landfill leachate? Type here
3. What are some problems with landfills? Type here
4. What are plastic bottles made from? Type here
5. What happens when a plastic bottle goes to a landfill? Type here
6. How long does it take for some plastic bottles to decompose? Type here
7. What happens when a plastic bottle goes out to sea? Type here
8. What are microplastics? Type here
9. How can plastic be reused? Type here
Nuclear Waste

Watch this video, and answer these questions:

1. How much carbon dioxide do nuclear plants produce? Type here
2. How poisonous is nuclear waste? Type here
3. What are some problems with cleaning up nuclear spills? Type here
4. How much do nuclear waste clean-ups cost? Type here
5. Is Uranium renewable? Why? Type here
6. What is the most dangerous part of nuclear power? Type here
7. How is nuclear waste dealt with? Type here
8. What happened at Fukushima? Type here
9. Why is nuclear waste so dangerous? Type here
10. What is Finland doing to solve this problem? Type here How could this still be problematic? Type here
Watch these videos, and answer these questions:
1. What happens to the things put in Ventura County’s recycling bins? Type here
2. What happens at recycling centers? Type here
3. How is separation done? Type here
4. Should recycling be bagged or loose? Why? Type here
5. What can be recycled? Type here
6. What happens when paper recyclables are processed? Type here
7. How is steel recycled? Type here
8. How are plastics recycled? Type here
9. What are plastics made from? Type here
Watch these videos, and answer these questions:

1. How do sewer systems work? Type here
2. What are some issues with pumping sewage? Type here
3. Where does sewage go? Type here
4. What is Ventura researching in order to make sewage treatment sustainable? Type here
Now test your knowledge...

Quizziz: Waste Management

Go to quizziz.com and search for "Waste Management environmental science". Click Solo Practice, Play...

You may play more than once. What was your % accuracy? Type here
Select a **Waste Management** for your Sustainable City

Click on the **waste management** source you choose. A link will take you to the information you will need to **complete your data chart** for the Waste Management, tracking your progress:
Waste Management Reflection

Did you meet the needs of all your people? **Type here and grade yourself using the point system.**

Did you have enough water to be sustainable? **Type here and grade yourself using the point system.**

Will climate change affect your city? **Type here and grade yourself using the point system.**

Do you have a positive amount of money? **Type here and grade yourself using the point system.**

Did you have to change your population size to be sustainable? If so by how much? **Type here**
Innovation Techniques

Learning Cycle 4
Innovation Techniques & Sustainability

Watch this video, and answer these questions:

1. What is sustainability? Type here
2. What is innovation? Type here
3. What are concerns of climatologists regarding today’s global issues? Type here
4. What does the speaker say about the sustainability index of fossil fuels? Type here
5. How do we plan to become sustainable for future generations? Type here
6. What effects does innovation have? Type here
7. What does it take to be innovative? Type here
8. What is the innovation ecosystem, according to this speaker, and how could we create this? Type here
Innovation and Climate Change

Watch these videos, and answer these questions:
1. How much does electricity account for climate change? Type here
2. What else contributes to climate change? Type here
3. How much does manufacturing contribute to climate change? Type here
4. How much does transportation contribute to climate change? Type here
5. How much does agriculture contribute to climate change? Type here
6. How much do buildings contribute to climate change? Type here
7. What is a successful path to solve climate change? Type here
8. What innovations are there to make energy sources more sustainable? Type here
9. What innovations are there to make food production more sustainable? Type here
10. What innovations are there to change the amount of CO₂ in the air? Type here
11. What innovations are there to design better or more efficient cities? Type here
Watch these videos, and answer these questions:
1. How do humans depend on biodiversity? Type here
2. What is happening, currently, to our world’s biodiversity? Type here
3. How does biodiversity help us? Type here
4. What destroys biodiversity? Type here
5. What is the importance to healthy ecosystems? Type here
6. How can we encourage or help biodiversity? Type here
7. What are three things that contribute to biodiversity? Type here
8. What makes ecosystems strong? Type here
9. How are species interconnected? Type here
10. What happens when coral reefs disappear from an underwater ecosystem? Type here
11. How are botanical gardens innovative towards biodiversity? Type here
Watch these videos, and answer these questions:

1. How was the Clark Fork River restored? Type here
2. What is conservation biology? Type here
3. What is restoration ecology? Type here
4. What do ecologists (scientists that study the environment) look at in this type of work? Type here
5. What is one method scientists use or study to remove oil spills? Type here
6. What are 6 products, that help work towards sustainability? Type here
Watch these videos, and answer these questions:

1. What is unique about the Santa Clara River valley? Type here
2. What is the Santa Clara’s potential for promoting biodiversity? Type here
3. What threats are there to the Santa Clara’s watershed? Type here
4. What are the migration patterns of the steelhead fish? Type here
5. How do invasive plants like arundo affect the river habitat? Type here
6. What threatens the steelhead population? Type here
7. How has the Santa Clara River valley been restored? Type here
8. How is the Sespe Creek related to the Santa Clara River? Type here
9. How is Ormond Beach, in Oxnard, being restored? Type here
10. What endangered species live or breed at this beach? Type here
11. Why are the wetlands important to biodiversity? Type here
12. Name 3 important things about wetlands? Type here
13. What has happened to most wetlands? Type here
Innovation and Cities

Watch these videos, and answer these questions:
1. What are problems cities face? Type here
2. What is included in a smart city? Type here
3. What are 7 principles for building better cities? Type here
Now test your knowledge...

Quizziz: Innovation

Go to quizziz.com and search for “Innovation”
Click Solo Practice. Then click Play.

You may play more than once. What was your % accuracy? Type here
Innovation Reflection

How could innovation help you meet the needs of all your people? Type here and grade yourself using the point system.

How could innovation provide enough water to be sustainable? Type here and grade yourself using the point system.

How could innovation help with climate change, affecting your city? Type here and grade yourself using the point system.

How is innovative ideas affected by your population size and sustainability? Type here
Sustainable City Prototype

Now it’s time to make a model of your Sustainable City
Directions - Sustainable City Prototype

● You will choose how to make your Sustainable City Prototype.
  ○ Website, Cardboard Model, Paper or Digital Architectural Models

● You will show the percentage of your people’s education level.

● You will demonstrate the cause and effect for each of the sustainable topics: energy, food, transportation, waste, and innovation.

● You will demonstrate the flow, cycles, and conservation of energy and matter.

● You will show the stability or changes that occurred in your sustainable city.

● You will demonstrate the structure and function of your city.

● You will demonstrate your progress and reflection throughout this process, based on the Google “data sheet” and whether you met the needs of your people and if the population size changed over time.

● Refer to the rubric for grading criteria.
● **Rubric for a Website - Prototype of your Sustainable City**
  ○ Click on this image to learn how to make a website on Google Sites:

● **Rubric for a Physical Model - Cardboard Sustainable City**
  ○ Click on this image to learn how to engineer models using cardboard professionally:
  ○ It is acceptable to use other materials as needed (like poster board, paper, etc.)

● **Rubric for Architectural Plans - Sustainable City**
  ○ Click on these images to learn how to draw architectural plans:
  ○ Be sure to label your design (or have a key)!
When is this prototype due, and how will it be presented?

Your Sustainable City Project will be due when we get back.

Plan A is that we return to school May 4th, and we will present our projects!

RUBRIC FOR PRESENTATIONS
Sustainable City Project
Waste Disposal

Agriculture Waste

Look at all the topics in row 7 on your sheet and locate Waste. Agriculture Waste is the card you selected.
On your data sheet - **Type agricultural in cell G6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Waste** -15,000 gallons of contaminated water per person.
Sustainable City Project
Food Production

Almonds - nut

Look at all the topics in row 7 on your sheet and locate Food Production. Almond is the card you selected. On your data sheet - Type almond in cell E6, then enter. Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -6 gallons of water
- **Cost** $4 per pound

Attack -6    Defense 4
Look at all the topics in row 7 on your sheet and locate Food Production. Avocado is the card you selected. On your data sheet - **Type avocado in cell E6, then enter.**

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** - 7 gallons of water
- **Cost** $3 per pound

**Avocado - fruit**

Attack -7    Defense 3
Sustainable City Project
Food Production

**Beef** - meat

Look at all the topics in row 7 on your sheet and locate Food Production. Beef is the card you selected. On your data sheet - *Type beef in cell E6, then enter.* Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -450 gallons of water
- **Cost** $4 per pound

Attack -450   Defense 4
Look at all the topics in row 7 on your sheet and locate Transportation.
The personal bicycle is the card you selected.
On your data sheet - **Type bicycle in cell H6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **CO₂ Produced** none
- **Yearly Cost** $-35
- **Initial Cost** $-350
Sustainable City Project
Energy Sources

**Biomass** - corn to electricity

Look at all the topics in row 7 on your sheet and locate Energy Source. Biomass is the card you selected.

On your data sheet - **Type biomass in cell D6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** - 8,000 gallons of water/person each year.
- **Cost** - $2,000/person each year
Sustainable City Project
Food Production

Bread - grain

Look at all the topics in row 7 on your sheet and locate Food Production. Bread is the card you selected. On your data sheet - **Type bread in cell E6, then enter.** Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -60 gallons of water
- **Cost** $2.50 per pound

![Bread Image]

- **Attack** -60
- **Defense** 250
Look at all the topics in row 7 on your sheet and locate Food Production. Broccoli is the card you selected. On your data sheet - Type **broccoli** in cell E6, then enter.

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -2.5 gallons of water
- **Cost** $2 per pound

**Attack** -2.5  **Defense** 2
Sustainable City Project
Methods of Transportation

**Bus**

Look at all the topics in row 7 on your sheet and locate Transportation.
The bus is the card you selected.
On your data sheet - **Type bus in cell H6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **CO₂ Produced** 1.650
- **Yearly Cost** $-30
- **Initial Cost** $-5,500
Sustainable City Project
Methods of Transportation

**Personal Car**

Look at all the topics in row 7 on your sheet and locate Transportation. The personal car is the card you selected.

On your data sheet - **Type car in cell H6, then enter.**

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **CO₂ Produced** 3.197
- **Yearly Cost** $-1,200
- **Initial Cost** $-33,000
Sustainable City Project
Food Production

Cheese - dairy

Look at all the topics in row 7 on your sheet and locate Food Production. Cheese is the card you selected.
On your data sheet - **Type cheese in cell E6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -96 gallons of water
- **Cost** $2 per pound

Attack -96    Defense 2
Look at all the topics in row 7 on your sheet and locate Food Production. Chicken is the card you selected.
On your data sheet - **Type chicken in cell E6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -130 gallons of water
- **Cost** $3 per pound

**Attack** -130  **Defense** 3
Sustainable City Project
Energy Sources

**Coal** - fossil fuel

Look at all the topics in row 7 on your sheet and locate Energy Source. Coal is the card you selected.
On your data sheet - **Type coal in cell D6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -6,000 gallons of water/person each year.
- **Cost** -$95/person each year

![Image of a character with a hammer and a bag, representing Weakness, Resistance, and Retreat Cost]
### City's Name

<table>
<thead>
<tr>
<th>Total</th>
<th>Energy Source</th>
<th>Food</th>
<th>Innovation</th>
<th>Waste</th>
<th>Transportation</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>100000</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
<td>none</td>
</tr>
</tbody>
</table>

- **Population (people):** 100000
- **Water (Gallons):** 30000000000
- **CO2 produced (tons):** 0
- **Money (US Dollars):** 4370000000
- **Initial Cost (US Dollars):** 0

### Current Grade:

- **Did you meet the needs of all your people?** A: 5pts
- **Did you have enough water to be sustainable?** B: 4pts
- **Will climate change affect your city?** C: 3pts
- **Do you have a positive amount of money?** D: 2pts
- **Isolated Dwelling**
  - Hamlet
  - Village
  - Town
  - City

### Population Education Level

<table>
<thead>
<tr>
<th>Level</th>
<th>Points</th>
<th>Default</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some High School</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>High School Graduate</td>
<td>44</td>
<td>30</td>
</tr>
<tr>
<td>College Graduate</td>
<td>39</td>
<td>39</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Doctorates Degree</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total:** must be 100%

**Isolated Dwelling:** Hamlet, Village, Town, City, Metropolis, Conurbation, Megalopolis
Look at all the topics in row 7 on your sheet and locate Transportation. The personal electric car is the card you selected. On your data sheet - Type electric car in cell H6, then enter. Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **CO₂ Produced** 1.028
- **Yearly Cost** $-1,000
- **Initial Cost** $-43,000
Sustainable City Project
Waste Disposal

**Food Waste**

Look at all the topics in row 7 on your sheet and locate Waste.
Food Waste is the card you selected.
On your data sheet - **Type food in cell G6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Waste** 250 tons of CO$_2$ per person
Sustainable City Project
Energy Sources

Geothermal - energy

Look at all the topics in row 7 on your sheet and locate Energy Source.
Coal is the card you selected.
On your data sheet - Type geothermal in cell D6, then enter.
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- Environment -20,400 gallons of water/person each year.
- Cost -$20,000/person to install -$120/person each year

Weakness

Retreat Cost
Sustainable City Project
Energy Sources

**Hydroelectric** - energy

Look at all the topics in row 7 on your sheet and locate Energy Source. Coal is the card you selected.

On your data sheet - **Type hydroelectric in cell D6, then enter.**

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** none.
- **Cost** -$2,580/person to install -$204/person each year.

![Hydroelectric Dam Image]
Sustainable City Project
Waste Disposal

Industrial Waste

Look at all the topics in row 7 on your sheet and locate Waste. Industrial Waste is the card you selected. On your data sheet - **Type industrial in cell G6, then enter.** Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Waste** -1,500 tons of CO$_2$ per person
- **Water** -5,000 gallons of water per person
Sustainable City Project
Waste Disposal

Landfills

Look at all the topics in row 7 on your sheet and locate Waste.
Landfills is the card you selected.
On your data sheet - **Type landfill in cell G6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Waste** 2575 tons of CO₂ per person
- **Water** -7,000 gallons of water per person
Sustainable City Project
Food Production

**Lettuce** - vegetable

Look at all the topics in row 7 on your sheet and locate Food Production. Lettuce is the card you selected.

On your data sheet - **Type lettuce in cell E6, then enter.**

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -1 gallons of water
- **Cost** $3 per pound

Attack -1  Defense 3
Sustainable City Project
Methods of Transportation

**Personal Moped**

Look at all the topics in row 7 on your sheet and locate Transportation. The personal moped is the card you selected. On your data sheet - **Type moped in cell H6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- CO₂ Produced 1.745
- Yearly Cost $-100
- Initial Cost $-800
Sustainable City Project
Methods of Transportation

Personal Motorcycle

Look at all the topics in row 7 on your sheet and locate Transportation.
The personal motorcycle is the card you selected.
On your data sheet - **Type motorcycle in cell H6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **CO₂ Produced** 2.247
- **Yearly Cost** $-500
- **Initial Cost** $-10,000
Sustainable City Project
Energy Sources

Natural Gas - fossil fuel

Look at all the topics in row 7 on your sheet and locate Energy Source. Biomass is the card you selected. On your data sheet - Type natural gas in cell D6, then enter. Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** - 2,400 gallons of water/person each year. 7 tons of carbon dioxide/person each year.
- **Cost** - $3,000/person each year
Sustainable City Project
Energy Sources

**Nuclear**- energy

Look at all the topics in row 7 on your sheet and locate Energy Source.
Coal is the card you selected.
On your data sheet - **Type nuclear in cell D6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -6,000 gallons of water/person each year.
- **Cost** -$25,000/person to install -$45/person each year
Nuclear Waste

Look at all the topics in row 7 on your sheet and locate Waste. Nuclear Waste is the card you selected. On your data sheet - **Type nuclear in cell G6, then enter.** Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Waste** - 15,000 gallons of contaminated water per person.
Sustainable City Project
Food Production

Pistachio - nut

Look at all the topics in row 7 on your sheet and locate Food Production. Pistachio is the card you selected.
On your data sheet - Type pistachio in cell E6, then enter.
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -6 gallons of water
- **Cost** $6 per pound

Attack -6  Defense 6
Sustainable City Project
Food Production

**Pork** - meat

Look at all the topics in row 7 on your sheet and locate Food Production. Pork is the card you selected.

On your data sheet - **Type pork in cell E6, then enter.**

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -144 gallons of water
- **Cost** $4 per pound

**Attack** -144  **Defense** 4
Sustainable City Project
Waste Disposal

Recycling

Look at all the topics in row 7 on your sheet and locate Waste. Recycling is the card you selected.
On your data sheet - Type recycling in cell G6, then enter.
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Cost** $30/person.
- **Waste** 1 ton of CO$_2$ per person
Sustainable City Project
Waste Disposal

Sewage Treatment Plant

Look at all the topics in row 7 on your sheet and locate Waste. Sewage Treatment Plant is the card you selected. On your data sheet - **Type sewage in cell G6, then enter.** Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Water** +1,000 gallons of water per person due to processing
Sustainable City Project
Energy Sources

**Solar** - energy

Look at all the topics in row 7 on your sheet and locate Energy Source.
Coal is the card you selected.
On your data sheet - **Type solar in cell D6, then enter**.
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** - 240 gallons of water/person each year.
- **Cost** - $8,000/person to install - $250/person each year

Weakness

Retreat Cost

<p>| | | | | | | | | | | | |</p>
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</tbody>
</table>
Sustainable City Project
Food Production

**Strawberry** - fruit

Look at all the topics in row 7 on your sheet and locate Food Production. Strawberry is the card you selected.
On your data sheet - **Type strawberry in cell E6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** -1 gallons of water
- **Cost** $3 per pound

![Strawberries Drawing]

**Attack** -1  **Defense** 3
Sustainable City Project
Methods of Transportation

Subway

Look at all the topics in row 7 on your sheet and locate Transportation. The subway is the card you selected.
On your data sheet - **Type subway in cell H6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **CO₂ Produced** 1.554
- **Yearly Cost** $-750
- **Initial Cost** $-50,000
Sustainable City Project
Food Production

**Tomato - vegetable**

Look at all the topics in row 7 on your sheet and locate Food Production. Tomato is the card you selected. On your data sheet - **Type tomato in cell E6, then enter.**

Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** - 2.5 gallons of water
- **Cost** $4 per pound

**Attack** -2.5    **Defense** 4
Sustainable City Project
Energy Sources

Wind - energy

Look at all the topics in row 7 on your sheet and locate Energy Source. Coal is the card you selected.
On your data sheet - **Type wind in cell D6, then enter.**
Do not delete the formulas, the values should change, and match the numbers listed below (this info will be inserted in rows 9-12).

- **Environment** - none.
- **Cost** -$7,000/person to install -$250/person each year

Retreat Cost

Retreat Cost
In November of 2019, a group of 5 teachers got together and asked how we could create engaging lessons for our students who are working to acquire Spanish at high levels. We met several times as a team, and we made some big decisions about how to best serve our students. Through a process of consensus, we decided to focus student learning on CCSS ELA Standards, in addition to the World Language Standards. Thus, our course became more like Spanish Language Arts class rather than like a traditional Spanish 3 World Language course. In fact, informative writing was identified as the key understanding from which the unit was backward mapped. As a result, we focused on improving students' academic language in Spanish, and, in this way, students had the opportunity to transfer the knowledge and skills they learned in this unit to their content courses in English. Driven by the question, What makes an artist great?, students read non-fiction, researched Latin American artists, wrote informative paragraphs, spoke using sentence frames, and created art. This 8 week unit was conducted entirely in Spanish and double dipped with the ELA and ELD Standards. The project Fridamania was born out of a true collaborative effort, a love of language, and a dedication to our students.


Fridamania

In November of 2019, a group of 5 teachers got together and asked how we could create engaging lessons for our students who are working to acquire Spanish at high levels. We met several times as a team, and we made some big decisions about how to best serve our students. Through a process of consensus, we decided to focus student learning on CCSS ELA Standards, in addition to the World Language Standards. Thus, our course became more like Spanish Language Arts class rather than like a traditional Spanish 3 World Language course. In fact, informative writing was identified as the key understanding from which the unit was backward mapped. As a result, we focused on improving students’ academic language in Spanish, and, in this way, students had the opportunity to transfer the knowledge and skills they learned in this unit to their content courses in English. Driven by the question, What makes an artist great?, students read non-fiction, researched Latin American artists, wrote informative paragraphs, spoke using sentence frames, and created art. This 8 week unit was conducted entirely in Spanish and double dipped with the ELA and ELD Standards. The project Fridamania was born out of a true collaborative effort, a love of language, and a dedication to our students. Here’s what we did:

Stepping into the Unit: To launch the unit, we created a hyperdoc for our class and asked students to find pictures, memes, photos, art pieces, products or any other references to Frida Kahlo. Students went online to find these artifacts and copied and pasted them into the hyperdoc in Google Classroom. (See the Fridamememania handout.) Students LOVED this learning experience. They began doing a bit of research and finding out about the popularity of the Mexican artist, Frida Kahlo. It was an engaging and successful opening to the unit!

Through - The Text: The main text utilized in this unit was Frida Kahlo by Kristy Placido. This biography recounts Frida’s life, her relationship with Diego, and her career as an artist. Students read about Frida’s life and engaged with this text daily for about 2 weeks. Students engaged in read-alouds, paired reading, choral reading, and annotating activities. They read for comprehension, the main idea, and vocabulary. They practiced using verbs correctly in both the past and imperfect tenses. Following each chapter, students took a quiz and/or answered critical thinking questions about their reading. Throughout the reading, students were asked to consider why they think Frida’s art and life have had such a great impact.

Application: After learning about Frida Kahlo, students were asked to choose a Latinx artist and conduct research about that artist while considering What makes an artist great? Before beginning their research, students engaged in several lessons about how to research. We translated Kathy Schrok’s Guide to Critically Evaluating Websites, and students used the guide to assess the reliability of various websites. We looked at some faux-websites (such as the Pacific Northwest Tree Octopus) and put them through Kathy’s test. Students were able to see firsthand how they cannot believe everything they read on the internet! In the days of “Fake News,” being able to critically evaluate information is key to becoming an informed citizen. We discussed the ramifications of manipulating information and the importance of media literacy skills. Students then engaged in a webquest to become familiar with a variety of Latinx artists: actors, musicians, filmmakers, painters, and writers. Finally, students began researching more in-depth the life and work of a Latinx artist of their choice. Their research culminated in an informative paragraph about the artist. We used modeling, sample paragraphs, and cloze paragraphs to help out students acquire the academic language involved in informative writing. In addition, we created a rubric so that students were aware of the expectations for success.

As a culminating activity, students created their own artwork on a topic that was important to them. Environment issues (such as littering on campus and acidification of the oceans), racism, sexism, poverty, equality, peace, freedom, skateboarding were some of the issues that students wanted to take on in their art. We began by thinking that students would have to try to replicate the style of the Latinx artist they had researched, but after hearing from students who wanted to use their own styles, we decided to let students choose. They created amazing artwork! (See supporting information documents.)
On the last day of the project, students sat in a community circle and discussed the artists they chose, shared what they think makes that artist great, and reflected on their learning in the unit.

We found this unit to be an overwhelming success, both for us as a collaborative teacher team and for our students. As a team, being intentional about the standards we were targeting and the language objectives with the lesson, really made the desired outcomes clear. We had wonderful discussion about our pedagogical approaches and about what our hopes were for our students. We got clear that by using the CCSS ELA Standards as a guide, we could help close the achievement gap for our English Learners and all students. Students had twice the opportunities to practice reading, research and writing skills. We were hopeful to see gains in students’ scores in English this year. (We’ll have to wait until next year.)

Students thoroughly enjoyed this unit! They had fun with Fridamememanía, got into the novel, engaged with the research skills (especially the fake websites) and loved the integration of Art and Spanish! Fridamania was both educational and entertaining. It was truly a memorable unit for all of us!
**PROJECT DESIGN: OVERVIEW**

<table>
<thead>
<tr>
<th>Name of Project: Frida Kahlo: Fridamania</th>
<th>Duration: 8 to 10 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject/Course: NS3</td>
<td>Teacher(s):</td>
</tr>
<tr>
<td>Grade Level: 8-12</td>
<td></td>
</tr>
<tr>
<td>Other subject areas to be included, if any: Art, Language Arts, Spanish, Media Literacy</td>
<td></td>
</tr>
</tbody>
</table>

### Key Knowledge and Understandings (CCSS or other standards)

- **How do you structure an informative paragraph?**
- **How do you find evidence?**
- **How do you explain your reasoning?**
- **How do you introduce a quote?**
- **Claim - Evidence - Reasoning**
- **Conclusion**

CCSS.ELA-LITERACY.RI.8.5

Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

- **What does quality look like in a quote?**

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **How do we write an informational text?**

CCSS.ELA-LITERACY.W.8.2.B

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-LITERACY.W.8.2.C

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- **How can I acknowledge other peoples’ ideas and add on to them?**
**CCSS.ELA-LITERACY.SL.8.1.D**  
Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

*What grammar and language conventions are we bringing into focus?*

**CCSS.ELA-LITERACY.L.8.1.C**  
Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

**CCSS.ELA-LITERACY.L.8.2**  
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*What vocabulary words and skills are we bringing into focus?*

**CCSS.ELA-LITERACY.L.8.4.A**  
Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

<table>
<thead>
<tr>
<th>Success Skills (to be taught and assessed)</th>
<th>Critical Thinking/Problem Solving:</th>
<th>Self-Management:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is art?</strong></td>
<td><strong>What makes good research?</strong></td>
<td></td>
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<tr>
<td><strong>Why do people create?</strong></td>
<td><strong>How do I think critically about media?</strong></td>
<td></td>
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<tr>
<td><strong>How do I appreciate art?</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration:</th>
<th>Other:</th>
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</thead>
<tbody>
<tr>
<td>Art Discussions</td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>Digital Citizenship (online art discussions)</td>
<td><strong>Verbs:</strong></td>
</tr>
<tr>
<td>Circle</td>
<td><strong>Preterito vs imperfecto presente (analysis: informative paragraph)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>vs pasado (information about artist in informative paragraph)</strong></td>
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<tr>
<td></td>
<td>(Manual de gramatica Chapters 5 &amp; 6)</td>
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<tr>
<td></td>
<td><strong>Si clause: Si _____ estuviera vivo hoy, pintaria (p. 169)</strong></td>
</tr>
</tbody>
</table>

| Project Summary (include student role, issue, problem or challenge, action taken, and) | Students will use the context of the novel Frida to discuss the meaning and importance of art. Students will write an informative paragraph about a Latinx artist. Students will create a public product about the artist. (TBD) Consider: If the artist were alive today, what would they be painting today? Students (working in group / pairs or alone) create a piece in the style of their artist (or in their own style) about a current topic/theme that we discuss as a class (immigration/wall/climate change/children in cages/violence in schools/plastic pollution). |

[189]
Driving Question | What makes an artist great?  
| ¿Qué hay detrás del arte? |

Entry Event | Hyperdoc = Fridamememania  
| In the future: field trip? virtual field trip? guest speaker? video? |

Products | Individual: informative paragraph, work of art (Political art)  
| Specific content and competencies to be assessed:  
| Reading comprehension, verb tenses, research skills, informative paragraph |

| Team: work of art model class paragraph and class created paragraph  
| Specific content and competencies to be assessed:  
| Oral Spanish when working with groups |

PROJECT DESIGN: OVERVIEW

Making Products Public  
(include how the products will be made public and who students will engage with during/at end of project)

Students make art regarding issues that are important to them. They have the option of creating their piece in the style of the Latin American artist they researched. These pieces will be shared in the class and displayed around campus (library, office, for example).

Resources Needed  
On-site people, facilities:

Equipment: computer, internet, google earth
| Materials: Frida novel, quizzes, hyperdoc and other Google Classroom assignments, art supplies |
| Community Resources: |

| **Reflection Methods** (how individual, team, and/or whole class will reflect during/at end of project) | Journal/Learning Log: | Focus Group |
| Whole-Class Discussion: community circle | Fishbowl Discussion |
| Survey | Other: |

| Notes: |
Fridamania / Informative Writing - Week by Week

Quarter 2: November 4 - January 24

<table>
<thead>
<tr>
<th>Week</th>
<th>Learning Experiences</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Entry Event (<a href="https://www.youtube.com/watch?v=vvyVy4UPahc">https://www.youtube.com/watch?v=vvyVy4UPahc</a>); MOLAA</td>
</tr>
<tr>
<td>November 4-8</td>
<td><a href="https://www.youtube.com/watch?v=V6sNe-0fWQE">https://www.youtube.com/watch?v=V6sNe-0fWQE</a></td>
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<tr>
<td></td>
<td>Scene from coco (<a href="https://www.youtube.com/watch?v=Kel2wwMSzjg">https://www.youtube.com/watch?v=Kel2wwMSzjg</a>)</td>
</tr>
<tr>
<td></td>
<td>Stepping into the Novel</td>
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<tr>
<td>Week 2</td>
<td>Fridamania and art analysis</td>
</tr>
<tr>
<td>November 11-15</td>
<td>Warm-ups - grammar (use novel, conjugation,</td>
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<tr>
<td></td>
<td>Grammar Quiz - preterito</td>
</tr>
<tr>
<td>Week 3</td>
<td>Finish with Novel - Find</td>
</tr>
<tr>
<td>November 18-22</td>
<td>Group paragraph on the novel</td>
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<tr>
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<td>Begin Research (search terms, .com/.org, etc., quality sources, quality quotes) with help from librarian, etc.</td>
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<td>Research Day 1 - Explain the project, go over good research skills</td>
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<td>Day 2 - Webquests (goal - identify an artist)</td>
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<td></td>
<td>Day 3 - Do your research on your chosen artist</td>
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<tr>
<td>Week 3.5</td>
<td>Something fun</td>
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<tr>
<td>November 25-26</td>
<td>Or</td>
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<td></td>
<td>Continue Research</td>
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<tr>
<td>Week 4</td>
<td>Quote sandwich - citas textuales</td>
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<tr>
<td>December 2-6</td>
<td>Transition words</td>
</tr>
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<td></td>
<td>Student Research</td>
</tr>
<tr>
<td></td>
<td>Grammar Quiz - imperfecto</td>
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</tbody>
</table>
| Week 5 | December 9-13 | Quote sandwich - citas textuales  
Fuentes bibliográficas, videograficas, audiograficas (fill in the blank) |
|--------|---------------|-------------------------------------------------------------------------|
| Week 6 | December 16-20| Grammar Quiz - compare preterito and imperfecto                         
Informative Paragraph due (12/19/19) |
| Week 7 | January 6-10 | Class discussion about current event  
Newsela article about event  
How might your artist depict this event?  
Preterito vs imperfecto |
| Week 8 | January 13-17| 2nd event  
Working on art piece with some writing to go with it  
Current Event in the style of the artist (Us vs Hate) |
| Week 9 | January 21-24| Presentations  
-Galeria  
-Circulo o Socratic Seminar (discussion) |
Frida se ha vuelto tan popular en las últimas décadas que ahora refieren a esa obsesión popular como “Fridamanía.” En esta actividad, necesita encontrar fotos de Frida en diversos contextos y ponerlos aquí en un documento en Google Classroom. ¡Ojo! - ¡todo lo que pones en el documento tiene que ser apropiado para la clase!

Recomiendo buscar en la sección de imágenes en Google usando las siguientes frases o inventar otras:
- Frida
- Frida Kahlo
- Frida y Diego
- Arte de Frida
- Fridamanía
- Memes de Frida
- Cara de Frida en… (bolsas, camisetas, vestidos...etc.)

***Concurso***

Las tres personas que encuentran las mejores imágenes ganarán un premio (una calcomanía). Pon tu mejor imagen en la primera página de tu doc. Necesitas encontrar imágenes únicas porque si otra persona tiene la misma imagen, ambos están descalificados :)

Nombre: ___________________
Capítulo 1 Guillermo

Verdad o Falso

1. Wilhelm Kahlo era un chico muy sano. _________
2. Wilhelm nacio en Italia. __________
3. Wilhelm no se llevaba bien con su madrastra. __________
4. La madrastra de Wilhelm adoraba a su hijastro. __________
5. El papa de Wilhelm lo mandó a México. __________

Contesta las preguntas en oraciones completas.
6. ¿En donde conoció Wilhelm a Matilde Calderón?
   ____________________________________________________________
7. ¿Cual es el nombre equivalente a Wilhelm en español?
   ____________________________________________________________
8. ¿Qué fue la tragedia que sufrió Matilde antes de conocer a Wilhelm?
   ____________________________________________________________
9. ¿Qué sentía Matilde por Wilhelm?
   ____________________________________________________________

Traduce esta porción del capítulo 1 a inglés.
Guillermo miró tristeza en los ojos de Matilde pero no comprendió por qué. No tenía ni idea de la tragedia que había ocurrido en la vida de la muchacha: su novio, Wilfried, un joven alemán, se suicidó en su presencia.
   ____________________________________________________________
Capítulo 2 Dos Familias

Contesta las preguntas en oraciones completas.
1. ¿Quién era María Cardenas?

2. ¿Sabía Matilde que Guillermo tenía familia?

3. ¿Qué hizo Guillermo la noche que murió su esposa María?

4. ¿Qué dijo Matilde acerca de las hijas de Guillermo y María?

5. ¿A dónde llevó Guillermo a sus hijas para complacer a Matilde?

6. ¿En dónde formó su hogar Matilde y Guillermo?

7. ¿Cuántos hijos tuvieron Guillermo y Matilde?

8. ¿Por qué no tuvo una buena relación Frida con su madre?

Opinión
En tu opinión, ¿te parece bien lo que hizo Guillermo con sus hijas? ¿A qué te recuerda lo que hizo Guillermo con sus hijas?

Ponte en el lugar de las hijas de Guillermo y María, ¿qué le dirías a tu padre, Guillermo, si tuvieras la oportunidad de hablar con él?

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________________________________________________________________________________________
Verdad o Falso

1. La revolución mexicana causó que Guillermo no tuviera mucho trabajo. _________
2. Guillermo era un doctor muy talentoso. _________
3. La familia Kahlo sufrió problemas financieros. _________
4. A Frida y a Cristina les gustaba ir a su clase de catecismo. _________
5. A los seis años de edad Frida sufrió de un ataque al corazón. _________

Contesta las preguntas en oraciones completas.

6. ¿Cómo se llama la enfermedad que puso en cama a Frida?
   ____________________________________________________________
7. ¿Por cuánto tiempo estuvo que estar en cuarentena Frida?
   ____________________________________________________________
8. ¿Quién le ayudó a Frida a recuperarse?
   ____________________________________________________________
9. ¿Con quién jugaba Frida durante el tiempo de su enfermedad?
   ____________________________________________________________
Capítulo 4 Pata de Palo

Contesta las preguntas en oraciones completas.
1. ¿Qué le pasó a la pierna de Frida?

__________________________________________________________

2. ¿Qué sobrenombre le pusieron los niños a Frida?

__________________________________________________________

3. ¿Cómo ocultaba Frida su pierna deformada?

__________________________________________________________

4. ¿Quién es Maty?

__________________________________________________________

5. ¿Qué hizo Maty y quién le ayudó?

__________________________________________________________

6. ¿Qué le pasó a la relación entre Guillermo y Matilde después de que Maty abandonara a su familia?

__________________________________________________________

Imaginate

7. ¿Cómo te sentirías tú si tuvieras un problema como el de Frida, una pierna desfigurada. ¿Qué le dirías a Frida para que no sintiera tan triste?

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________

____________________________________________________________________________________________
Capítulo 5 Frida, Lieber, Frida

Verdad o Falso

1. Frida era la hija favorita de Matilde. __________
2. Guillermo pensó que Frida era la más inteligente y la que más se pareció a él. __________
3. El padre de Frida no pinto, solo Frida. __________
4. Frida coleccionó cosas del parque, como rocas y hojas y las inspeccionó bajo un microscopio. __________
5. Frida no pudo ayudar a su padre cuando él sufrió del ataque epiléptico. __________

Contesta las preguntas en oraciones completas.

6. ¿Qué administro Frida a su padre para ayudarlo cuando tuvo un ataque epiléptico?
   ___________________________________________________________________________

7. ¿Pudo robar la cámara de Guillermo el muchacho que apareció cuando Guillermo sufrió de un ataque epiléptico? ¿Porque sí o porque no?
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________

8. ¿Has tenido que cuidar de uno de tus padres o otro familiar? ¿Quién? ¿Qué tuviste que hacer para cuidarlos?
   ___________________________________________________________________________
   ___________________________________________________________________________
   ___________________________________________________________________________
Capítulo 6 Perspectivas Diferentes

Contesta las preguntas en oraciones completas.

1. ¿Porque prefirió Frida jugar sola que con amigos?
   ___________________________________________________________

2. ¿Cómo se sintió Frida durante este tiempo?
   ___________________________________________________________

3. ¿Quién pensó que Frida era un poco rara?
   ___________________________________________________________

4. ¿Qué hizo Frida para que alguien pensara que ella era rara?
   ___________________________________________________________

5. ¿Quiénes eran los amigos de Frida?
   ___________________________________________________________

6. ¿El cuidado de qué familia puso contenta a Frida?
   ___________________________________________________________

Verdad o Falso

7. A la mamá de Frida le gustó que Frida cuidaba de la familia de ratas. _____
8. Frida y su madre tuvieron una relación muy cercana y amorosa. _____
9. Frida tuvo suficiente animales para tener un zoológico. _____

Imaginate

10. ¿Cómo te sentirías si no tuvieras amigos como Frida. ¿Qué harías tú diferente?
    ___________________________________________________________
    ___________________________________________________________
    ___________________________________________________________
Capítulo 7 Amigos Especiales
Verdad o Falso

1. Frida fue a una escuela nueva en las capital de México. _______
2. No hubieron muchos chicos en la nueva escuela de Frida. _______
3. El papá de Frida quería que su hija favorita fuera doctora._______
4. Frida no prefería hablar de literatura, filosofía, y política con sus amigos._____
5. Los Cachuchas eran un grupo de amigos de Frida que les gustaba causar caos y problemas. ______

Contesta las preguntas en oraciones completas.

6. ¿Qué hicieron los Cachuchas que causó pánico?
   ________________________________________________________________

7. ¿Qué hizo Frida cuando no le gustaban los profesores malos o aburridos?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

8. A quié se prendieron fuego los Cachuchas cuando un artista los visitó en la Preparatoria?
   ________________________________________________________________
   ________________________________________________________________

9. ¿Cómo se llama el artista que era muy famoso, muy grande y gordo?
   ________________________________________________________________

10. ¿Qué observó Frida con respecto a Diego Rivera?
   ________________________________________________________________
Capítulo 8 Alejandro

Contesta las preguntas en oraciones completas.

1. ¿A quien miraba Frida en secreto?
   __________________________________________________________

2. ¿Quién no permitió a Frida que tuviera novio?
   __________________________________________________________

3. ¿Qué edad tenía Frida cuando conoció a Alejandro?
   __________________________________________________________

4. ¿Por qué no pudo Frida ver a Alejandro?
   __________________________________________________________

5. ¿Qué plan tuvieron Frida y Alejandro para poderse ver?
   __________________________________________________________

6. ¿Para qué usó Frida papel especial y bolígrafos?
   __________________________________________________________

Verdad o falso

7. Cristina tomó la caja donde Frida escondió las cartas de Alejandro. ______

8. A Frida no le importó que Cristina tomara las cartas de Alejandro. ______

9. Guillermo escuchó la pelea entre Cristina y Frida. _________

10. Matilde no dejó ir a Frida a la posada.

11. ¿Has ido tú a una posada? ¿Qué es lo que te gusta más de las posadas? Si no has ido a una ¿te gustaría ir?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

202
Examen de Redacción

Nombre____________________Apellido____________Fecha_______Periodo___

Frida capítulos 1-4
Contesta la pregunta en oraciones completas. Escribe en un párrafo. ¿Cómo se relaciona la tragedia en estos primeros 4 capítulos. Asegurate de dar ejemplos del libro que respalden tu respuesta.

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Frida capítulos 5-8
Contesta la pregunta en oraciones completas. Escribe en un párrafo. ¿Cómo se presenta la persistencia y el coraje de Frida en estos capítulos. Asegurate de dar ejemplos del libro que respalden tu respuesta.

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Contesta la pregunta en oraciones completas. Escribe en un párrafo. ¿Cómo se presentan estos temas en los últimos cinco capítulos del libro? La fe, el amor, el odio, el engaño, la compresión y la esperanza. Asegurate de dar ejemplos del libro que respalden tu respuesta.
<table>
<thead>
<tr>
<th>Palabra</th>
<th>Definición</th>
<th>Haz un dibujo que te ayuda en recordar la palabra.</th>
<th>Usa la palabra en una oración.</th>
</tr>
</thead>
<tbody>
<tr>
<td>cita</td>
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<td>afirmacion</td>
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<td>simbolizar</td>
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<td>transmite</td>
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<td>fuentes</td>
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</table>
Nombre _____________________

Favor de escribir la forma correcta de cada verbo en el pretérito.

Wilhelm (salir) ___________ de Alemania en barco. No (volver) ___________ a ver a su padre, ni a su madrastra. (Conocer) ___________ a Matilda, quien (enamorarse) ___________ de él. Anteriormente, su novio (suicidarse) ___________ , y ella (mostrar) ___________ su tristeza cuando (escuchar) ___________ hablar a Wilhelm o Guillermo, por tener acento alemán. (Recordar) ___________ su noviazgo con su novio, ya occiso. Guillermo (construir) ___________ una casa en Coyoacán, llamada "La Casa Azul". Allí (nacer) ___________ cinco hijos de Matilde y Guillermo. Uno de los cinco hijos (morir) ___________. Una de las niñas se llamaba Frida. Ella (crescer) ___________ muy cercana a su hermana Cristina, ya que su mamá Matilde (enfermarse) ___________ , y no (poder) ___________ cuidarlas como le hubiera gustado....continuará…
Prueba del pretérito

Instrucciones - Escoge la forma correcta del verbo en paréntesis:

1. Frida Kahlo ( pintó / pinté ) muchos autorretratos.
2. Nosotros ( crearon / creamos ) una escultura.
3. ¿( Viste / Vi ) tú la obra de Diego Rivera
4. Yo ( escogí / escogí ) mis materiales para mi proyecto de arte.
5. Ellos ( comparó / compararon ) los cuadros de Kahlo y Rivera.

Instrucciones - Llena el espacio con la forma correcta del verbo indicado en el pretérito.

6. Frida Kahlo _____________________ (decir) “¿Pies? ¿Para qué los quiero si tengo alas para volar?”
7. Frida _________________________ (hacer) muchos autorretratos.
8. Frida _________________________ (estar) casada con Diego Rivera.
9. Diego Rivera __________________________ (ser) un muralista.
10. La madre de Frida no ___________________________ (querer) que su hija se casara con Diego.
11. Frida no ___________________________ (poder) caminar después del accidente por mucho tiempo.
12. Frida se ________________________________ (poner) ropa típica de México.
13. Frida no _______________________________ (tener) hijos.
14. Frida ______________________________ (ir) a los Estados Unidos con su esposo.
Prueba del imperfecto

**Instrucciones - Circula la forma correcta del verbo en paréntesis:**

1. Guillermo era fotógrafo pero también ( pintó / pintaba ) mucho.
2. Frida y su padre ( crearon / creaban ) muchas pinturas.
3. ¿( Veías / Veía ) tú la obra de Diego Rivera.
4. Yo ( escogió / escogía ) mis materiales para mi proyecto de arte.
5. ¿Frida ( tenían / tenía ) muchos amigos?

**Instrucciones - Llena el espacio con la forma correcta del verbo indicado en el imperfecto.**

6. Frida Kahlo le _________________ (decir) a Diego Rivera: “¡Mira pero que gordo!”
7. Frida _________________ (hacer) muchos autorretratos.
8. Frida _________________ (estar) en un autobús cuando chocó con un tranvía.
9. Diego Rivera _________________ (ser) un muralista.
10. Guillermo _________________ (querer) que su hija favorita fuera doctora.
11. Frida _________________ (poder) mirar que Diego era un mujeriego.
12. Frida se _________________ (poner) muy contenta cuando miraba a su novio.
13. Frida _________________ (tener) suficientes animales para abrir un zoológico.
14. Cada diciembre, Frida _________________ (ir) a la ciudad de México a las posadas.
<table>
<thead>
<tr>
<th>Pretérito vs Imperfecto</th>
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<tbody>
<tr>
<td><strong>El pretérito</strong></td>
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<tr>
<td><strong>Terminaciones</strong></td>
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<td><strong>AR</strong></td>
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<tr>
<td><strong>Usos</strong></td>
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<tr>
<td>● Acciones/eventos terminados</td>
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<tr>
<td>● Acciones que se repitieron cierto número de veces</td>
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<tr>
<td>● Acciones que ocurrieron durante un periodo de tiempo definido</td>
</tr>
<tr>
<td>● Para expresar el comienzo o el fin de una acción</td>
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</tbody>
</table>

| **El imperfecto**       |
| **Terminaciones**       |
| **AR**                  |
|                         |
|                         |
|                         |
| **ER/IR**               |
|                         |
|                         |
|                         |
| **Usos**                |
| ● Acciones que se repetían habitualmente |
| ● Acciones que pasaban en el fondo de una interrupción |
| ● Para decir la hora |
| ● Para expresar la edad |
| ● Para describir las características de personas, cosas, o condiciones |
1. ¿En qué grado estás? __________   2. ¿Qué navegador de Web utilizas? ________________

3. ¿Cuál es el URL de la página Web que estás evaluando?__________________________________________

4. ¿Cuál es el nombre del sitio? ________________________________________________________________

### Parte 1: Mirando y utilizando la página

<table>
<thead>
<tr>
<th>Mira las preguntas a continuación, y pon una X en el sí o no para cada una.</th>
<th>Sí</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿La página tardan mucho tiempo en cargar?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Son útiles las imágenes de la página?</td>
<td></td>
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</tr>
<tr>
<td>¿Está cada sección de la página marcada con un título?</td>
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<tr>
<td>¿El autor firmó su / su nombre real?</td>
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<tr>
<td>¿El autor le dan su / su dirección de correo electrónico?</td>
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<tr>
<td>¿Hay una fecha en la página que le indica cuándo se actualizó por última vez?</td>
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<tr>
<td>¿Hay un mapa de imagen (cuadro grande con enlaces) en la página?</td>
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<tr>
<td>¿Se ve la página de Web claramente en su navegador?</td>
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<tr>
<td>¿Hay anuncios que te distraen en el sitio que estás usando?</td>
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<table>
<thead>
<tr>
<th>¿Hay fotografías de la página?</th>
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<tbody>
<tr>
<td>• Si es así, puedes estar seguro de que las fotografías no se han cambiado por el autor?</td>
</tr>
<tr>
<td>• Si no está seguro, debes aceptar las fotos como verdaderas?</td>
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</tbody>
</table>

Resumen de la Parte I: Usando los datos que has recogido arriba, escriba un párrafo explicando por qué lo haría o no haría recomendar esta sitio del web a un amigo para su uso con un proyecto.
**Parte 2: ¿Qué hay en la página y que lo puso allí?**

Mira las preguntas a continuación, y pon una X en el sí o no para cada una.

<table>
<thead>
<tr>
<th>Sí</th>
<th>No</th>
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<tbody>
<tr>
<td>¿El título de la página que dice de qué se trata?</td>
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<tr>
<td>¿Son útiles las imágenes de la página?</td>
<td></td>
</tr>
<tr>
<td>¿Hay un párrafo en la página explicando de qué se trata?</td>
<td></td>
</tr>
<tr>
<td>¿Es la información en la página útil para su proyecto?</td>
<td></td>
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<tr>
<td>• Si no, ¿qué puede hacer usted ahora? ____________________________________________________________</td>
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<tr>
<td>¿Pudieras haber encontrado más información en una enciclopedia o base de datos en línea?</td>
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<tr>
<td>¿Se puede saber si la información en la página es actual?</td>
<td></td>
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<tr>
<td>¿La información actualizada hace una diferencia para su proyecto? ¿Te ayuda con tu proyecto?</td>
<td></td>
</tr>
<tr>
<td>¿La página te dirige a alguna otra buena información (enlaces)?</td>
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<tr>
<td>¿El autor de la página presenta alguna información con que no estás de acuerdo?</td>
<td></td>
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<tr>
<td>¿El autor de la página presenta alguna información que usted piensa que está mal/inequivocada?</td>
<td></td>
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<tr>
<td>¿Tiene alguna información que contradice la información que encontraste en otro lugar?</td>
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<tr>
<td>¿El autor utiliza algunas palabras absolutas (como &quot;siempre&quot; o &quot;nunca&quot;)?</td>
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<tr>
<td>¿El autor usa palabras superlativas (como el &quot;mejor&quot; o &quot;peor&quot;)?</td>
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<tr>
<td>¿El autor te dice algo sobre él / ella misma?</td>
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<td>¿Crees que el autor tiene conocimiento sobre el tema?</td>
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<tr>
<td>¿Eres positivo la información es verdadera?</td>
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<tr>
<td>* ¿Qué se puede hacer para probar que la información es verdadera?</td>
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Resumen de la Parte II: En cuanto a los datos que has recogido en la segunda parte, redactar una nota al autor del sitio web explicando cómo se va a utilizar el sitio Web en su proyecto y su opinión del contenido de la página.

________________________________________________________________________________________
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Webquest of Latinx Artists

Artistas de America Latina by Ms. Lamax
Párrafo informativo – El impacto de un artista latinx

En este proyecto vas a investigar a un artista latinx y buscar por qué fue (o es) impactante en su comunidad o el mundo. En un párrafo organizado e informativo necesitas explicar cómo impactó la comunidad y apoyar tu idea con evidencia de tu investigación. El artista puede ser vivo o muerto, hombre o mujer, rico o pobre, artista de música o pintor — todo eso no importa. Pero es importante que investigues a alguien que es/fue impactante.

Si necesitas ayuda en encontrar a un artista puedes escoger un nombre de esta lista:

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>Respuesta y Fuente</th>
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<tbody>
<tr>
<td>¿Qué es/era su nombre?</td>
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<td>¿De dónde es/era?</td>
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<tr>
<td>¿Cómo/por qué se hizo artista?</td>
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<td>¿Cuáles son unas de sus obras más famosas?</td>
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<td>¿A quién impactó con su arte?</td>
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<td>¿Dónde tiene efecto su impacto?</td>
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<td>¿Por qué es impactante como artista?</td>
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<tr>
<td><strong>Declaración del propósito</strong></td>
<td>La frase del tema indica claramente de qué se trata el tema</td>
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<tr>
<td></td>
<td>La conclusión reafirma claramente la idea principal</td>
</tr>
<tr>
<td><strong>Organización</strong></td>
<td>El párrafo tiene al menos 5 frases que incluyen:</td>
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<tr>
<td></td>
<td>*declaración clara, evidencia y razonamiento</td>
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<td></td>
<td>* Uso eficaz y consistente de una variedad de estrategias de transición</td>
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<td></td>
<td>* Progresión lógica de las ideas del principio hasta el final</td>
</tr>
<tr>
<td><strong>Calidad de la evidencia</strong></td>
<td>El párrafo provee apoyo/evidencia total y convincente para la idea principal que incluye el uso eficaz de fuentes, hechos y detalles:</td>
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<td>* el uso de evidencia pertinente de fuentes creíbles apoya claramente la afirmación</td>
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<td></td>
<td>*la citación está completa y en el formato MLA</td>
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<tr>
<td><strong>Normas</strong></td>
<td>El párrafo demuestra un fuerte dominio de las normas</td>
</tr>
<tr>
<td><strong>Gramática</strong></td>
<td>* No hay errores en el uso y formación de oraciones con énfasis en el pretérito y formas imperfectas de los verbos.</td>
</tr>
<tr>
<td><strong>Ortografía</strong></td>
<td>* uso de puntuación, mayúsculas y ortografía eficaz y consistente</td>
</tr>
<tr>
<td><strong>Puntuación</strong></td>
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</table>
The annotation of text is an important skill to develop. Analyzing and citing evidence can be developed as students learn how to make sense of the words they read by annotating text. Annotation shows evidence of interaction with texts as well as close reading and is very important to master in every subject matter. I regularly teach my students how to annotate using meta-cognitive markers we create and discuss in the classroom. We collaboratively discuss the reasoning and purpose behind metacognition and how it helps us learn. Annotating and using metacognitive markers support standards found in (but not limited to) Reading Informational Text and The Production and Distribution of Writing listed in Grades 6-12 Literacy Standards for History/Social Studies, Science and Technical Subjects.
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Reading Informational Text - Key Ideas and Details:

**CCSS.ELA-LITERACY.RI.8.1**
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-LITERACY.RI.8.3**
Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Grades 6-12 Literacy Standards for history/Social Studies, Science and Technical Subjects
Production and Distribution of Writing:

**CCSS.ELA-LITERACY.WHST.6-8.4**
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-LITERACY.WHST.6-8.5**
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**CCSS.ELA-LITERACY.WHST.6-8.6**
Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

I always start my students with basic annotation using paper and pen. We develop metacognitive symbols for annotating and practice margin comments that correspond with the symbols. Exclamation marks to the side symbolise an attention getting line or word. Our favorite in class was the arrow. The arrow symbolized connections found within the text. This symbol really highlights the attention students need to give to a text as there are contextual clues throughout a text that help any reader with sensemaking. After practicing with symbols and margin comments on paper, it was a natural progression to then use online platforms and experiment with color highlighting in conjunction with the symbols.

As students developed their skills of annotating and analyzing on paper as well as online, a discussion began about how we were using the margin notes and the purpose of annotating. Could we take it further and annotate our comments? We had been discussing the idea of curating our Google Drive folders and the idea of curating our annotations and commentaries was hatched. As a class, we discussed just what that would look like and what it meant for our learning. Students were already opening up screens to research online as they were annotating,
why not add websites to support the comments and analysis? The conversation continued but immediately went to source authenticity and validity. If we linked a website to our annotation/commentary, we better make sure it was a good one! Using resources provided by SHEG and Common Sense Media, we practiced our site authentication skills and decided that adding the websites to our annotations was a great idea but also a good time to practice our skills at being digitally literate and internet responsible.

Lateral reading is a strategy that prompts students to think critically and objectively about information found on the internet. Up to this point, students would spend time reading vertically, meaning - straight down to the bottom of the site and reviewing whatever information was there to support the validity of the site. It became evident after a few examples that this wasn’t the best way to authenticate a site. The information found at the “bottom” of the page could be manufactured. Lateral reading, then, became extremely important. Starting with the information supplied on the website, students open tabs laterally across the screen and start checking the validity of the site. For example, using the ART strategy (see attached), students checked the “Author” and looked up any information on that author or person listed on the website. Attached you will find an example of an annotation featuring a website about the Mississippi River and a comment from a peer about his lateral findings on the person listed at the bottom of the site. Students became very adept at the strategy and were authenticating sites very quickly. When all students in the classroom were annotating the same paragraph, it became evident that phrases and key words were key in the search for credible websites. This led to another discovery of how best to initiate a search and find important and related information as students reviewed the “Reliability” and “Target” of the site they were authenticating.

After honing authentication, annotation and commentary skills, I posted a document via Google Drive for students to practice and share with peers. The intent was for students to develop sources for a research project on the horizon. This extended activity provided a rich commentary, peer interaction and research techniques that show students developing accountability and digital citizenship. All of this naturally led by student inquiry and the advancement of ideas as well as how to make annotations substantial and purposeful.

Best practices, unexpected results and next steps:

Students in class were in direct control of how this project developed. I was an assistant to their learning and the students displayed ownership over the development of the lessons.

When reading and reviewing current events, students started doing lateral searches on the articles with some surprising results. Websites they trusted and thought credible were related to other sites that had an obvious agenda and an identifiable bias.

Next steps for the class include lessons on bias, continued critical review of content they find on the internet and digital citizenship.
A Curated Commentary

Curating Visible Annotations
Students agreed upon and developed metacognitive markers for use in the classroom.

Annotating and Metacognitive Markers
Annotating online with highlighting

Students experimented with online tools and highlighting. Assigning certain colors for annotating but still thought this whole process could be better.
Adding commentary after researching online

Students made observations that during annotating, it was important for them to have tabs open to check their comments, spelling and facts. Students started wondering if they could add the sites to their annotations to make them more meaningful.

Fact checking with multiple tabs open for lateral thinking was discussed and implemented.
Fact Checking and Lateral Thinking

Lateral thinking is a strategy for fact checking sources online. If annotating and curating the commentary with online resources, it was important to make sure the sites were valid and authentic. When peers reviewed their commentary, they practiced lateral thinking and made comments on what they found.
Students reviewed resources from SHEG and Common Sense Media to develop their fact checking and lateral thinking skills.
2020 Ventura County Impact II Grant

<table>
<thead>
<tr>
<th>District:</th>
<th>Conejo Valley Unified</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Colina Middle School</td>
</tr>
<tr>
<td>Participant(s):</td>
<td>Kari White</td>
</tr>
<tr>
<td></td>
<td>Christa Lamb</td>
</tr>
</tbody>
</table>

| Lesson Plan Title: | Can You Hear Me Now? |
| Lesson Plan Grade Levels: | 6; 7; 8; 9 |
| Lesson Plan Subject Areas: | History/Social Sciences; Language Arts/Reading (SAGE Category); Other |

Creative interactive web-based projects, engaging video clips, Socratic seminar, various non-fiction documents, collaborative groups and community outreach are all part of a three-week unit designed to encourage students grades 6-9 to become solid digital citizens. The unit is a student centered, inquiry led format utilizing a variety of learning methods that lead students to challenge the motivations of others in order to maintain integrity within this evolving digital world.
Can You Hear Me Now?
Creative interactive web-based projects, engaging video clips, Socratic seminar, various non-fiction documents, collaborative groups and community outreach are all part of a three-week unit designed to encourage students grades 6-9 to become solid digital citizens. The unit is a student centered, inquiry led format utilizing a variety of learning methods that lead students to challenge the motivations of others in order to maintain integrity within this evolving digital world.

Guiding Questions
How is our reliance on social media impacting our development?
How does social media benefit our communication?
What are we losing because of our reliance on technology?

Stage 1 Cave Painting to Cell Phones
The first stage is designed to help students explore the development and progression of communication. In order to consider the relationship between human beings to themselves, each other, and the universe, students analyze images related to the universal concept- communication. The class examines the development of communication and creates a visual timeline. To extend their thinking, students complete a concentric circle focusing on the connections between communication within themselves, in history, in education and in the world. We will return to this visual often adding additional examples.

Continuing, students read and discuss an online article titled, “In Some Homes, Texting Has Replaced Face to Face Communication.” After analyzing the impact, students make recommendations to future media consultants, scientists and educators to ensure that our ability to communicate doesn’t deteriorate. Now, accessing a variety of modalities, students present a symbol of communication by way of tableaux. Collectively, groups critique each presentation offering feedback.

Stage 2 Just a call away
With a better understanding of communication’s universal concept, students move into considering contemporary forms of communication, such as social media and its effects on society. The first activity in this unit, “Can You Spot the Fakes?”, engages students in determining the validity of a variety of images. Students identify the examples as “real” or “fake” and defend their claim with evidence. After revealing the truth of the images, the class explores reasons for fake images and hoaxes and how they have flooded social media.

Continuing to build on their ability to evaluate authenticity, students complete two Actively Learn activities that focus on identifying fake news and evaluating evidence. Actively Learn is an online tool with a common core aligned text that allows teachers to interact in real time with student learning.

Applying the new evaluative skills, students work in groups to complete a ranking of sources for a google search. Teams rank the sources from least reliable to most reliable and prepare an explanation. Next, student groups are jigsawed and listen to different online articles related to social media and communication. The articles are presented on Listenwise, a web based site that uses authentic podcasts, interviews and other engaging activities that build listening skills. Each group will evaluate their information and develop a central focus, or claim, provide evidence for the claim and follow up with commentary.
To finish this stage, students participate in a Four Corner Debate. They take a stand on eleven different claims related to social media and defend their decision. An example of a claim: Students should not use Alexa for homework help. During the activity, students attempt to persuade classmates to change their mind by making persuasive claims, supported with evidence and providing counter arguments.

**Stage 3 Call me, maybe?**

Now that students have analyzed technology’s impact on society, the class’ focus shifts to the effects social media has on them. With this purpose in mind, students participate in a “Step In, Step Back” activity. Standing in a straight line while listening to statements, students move forward if a statement applies to them. For example, step forward if you’ve ever posted something you regretted. During the debrief, students reflect on what they learned about their peers and the power of peer pressure. As a result of the discussion, groups read various Newsela articles examining the benefits and risks to their mental health.

To further their thinking, students examine California’s Assembly Bill 256 which focuses on the consequences of bullying, including “electronic acts.” Each group annotates a portion of the bill on a poster which becomes the focus of a Gallery Walk. After discussion, students summarize the bill.

Now to test their digital skills, using an activity called Two Truths and Lie, students create two statistics, images, or posts that are true and one fake. Students will present their projects. Their goal is to stump their classmates.

**Stage 4 Hold the phone!**

Armed with new insight about digital literacy and its impact on society and themselves, students take their knowledge into their own hands and develop ways to make changes. To begin this stage, students will review a series of case studies focusing on social media and digital literacy in order to prepare for a Socratic Seminar. During the seminar, each student will have the opportunity to be an observer as well as an active member of the seminar. The seminar is a wonderful opportunity that allows students to share ideas, use effective academic language and consider varying perspectives.

After the seminar, the students will watch a brief video, “How to Adjust Your Media Diet”. Taking notes from the video, the class will be organized in groups to complete the culminating activity, creating a public service announcement. The public service announcement will focus on suggestions for change and how to be digital citizens with integrity.

**Assessment**

This unit provides a variety of opportunities for students to demonstrate understanding and application of acquired skills. By using listening, written and performance based activities it allows students to access different modalities. Assessments are based on project completion, written evaluation, as well as formative evaluation.

The activities in this unit are engaging and because of the subject matter, the interest level is high. Students are able to make connections to their own lives and work towards a better understanding of their place in the digital world.
Connections to Curriculum
This unit addresses the following Common Core Standards

Reading Literature 7th & 8th grade 1,2 &6
Reading Informational Text 7 & 8th grade 1,2, 6-9
Writing 7th & 8th grade 1 A-E, 7-10
Literacy Speaking and Listening grades 7 &8 1-6
Science and Technical Subjects 6-8th grade 8&9
Yeti Crab

Real or Fake?

Answer: Real
Barreleye

Real or Fake?

Answer: Real
Pacific Northwest Tree Octopus

Real or Fake?

Answer: Fake
Real or Fake?

Answer: Real
Real of Fake?

Answer: Fake
Mandarin Duck

Real or Fake?

Answer: Real
Highland Red Pandow

Real or Fake?

Answer: Fake
Dog-Human

Real or Fake?

Answer: Fake
Venezuelan Poodle Moth

Real or Fake?

Answer: Fake
Can you spot the fakes?

Directions: As you observe each image, determine if the creature is real, or fake. Once you have made a decision, write your claim and provide evidence for your decision. Once the class has completed their claim and evidence, the teacher will read off the correct answer. You may add to your notes and make corrections after the class discussion.

Image #1 Yeti Crab
Claim:

Evidence to support claim:

Answer:

Image #2 Barreleye
Claim:

Evidence to support claim:

Answer:

Image #3 Pacific Northwest Tree Octopus
Claim:

Evidence to support claim:

Answer:
Image #4 Gobi Jerboa
Claim: ____________________________________________
_________________________________________________
Evidence to support claim: __________________________
_________________________________________________
Answer: __________________________________________

Image #5 Baby Yoda
Claim: ____________________________________________
_________________________________________________
Evidence to support claim: __________________________
_________________________________________________
Answer: __________________________________________

Image #6 Mandarin Duck
Claim: ____________________________________________
_________________________________________________
Evidence to support claim: __________________________
_________________________________________________
Answer: __________________________________________

Image #7 Highland Red Pandow
Claim: ____________________________________________
_________________________________________________
Evidence to support claim: __________________________
_________________________________________________
Answer: _________________________________________
Image #8 Dog-Human
Claim: ____________________________________________________________

______________________________________________________________

Evidence to support claim: ________________________________________

______________________________________________________________

Answer: ________________

Image #9 Venezuelan Poodle-Moth
Claim: ____________________________________________________________

______________________________________________________________

Evidence to support claim: ________________________________________

______________________________________________________________

Answer: ________________

Were you successful in determining which creatures were real and which were fake?

________________________________________________________________

If you were fooled, what fooled you?

________________________________________________________________

Have you seen unbelievable images like this before? ________________

What might be the motivation for misleading or fooling people with fake images?

________________________________________________________________

________________________________________________________________
Google Search and Rank Sources

Directions: Listed below are the first sources listed as a result of a google search "cell phone and social media affects teens". Work with your team and rank each of the sources from least reliable to most reliable. Prepare an explanation for your ranking and be ready to share with the class.

1. childmind.org › article › how-using-social-media-affects-teenagers Social Media Effects on Teens | Impact of Social Media on Self ...How does social media affect teens? ... You aren't hearing or seeing the effect that your words are having on the other person. ... No wonder kids say calling someone on the phone is "too intense"—it requires more direct communication, and if ...
   RANK: _________

2. ifstudies.org › blog › are-smartphones-and-social-media-hurting-our-...Are Smartphones and Social Media Hurting Our Kids ...Feb 6, 2019 - A 2018 Pew study found that 54 percent of teens say they "spend too much time on their cellphone," and another that 45 percent say they are online "almost constantly." ... Still, it is apparent that teens are depressed and disconnected, and also hooked on their phones and social media.
   RANK: _________

3. peditiatrics.duke.edu › news › teens-and-technology-managing-cell-ph...Teens and technology: managing cell phone and social media ...Feb 6, 2018 - Teens and technology: managing cell phone and social media usage ... the short and long term effects of electronic devices and social media ...
   RANK: _________

4. www.justsayyes.org › topics › how-social-media-affects-teen...How Social Media Affects Teens - Dangers of Social Media ...How social media affects teens. Teens and Tech: Social Media Today. In today's youth culture, it seems as if teens are permanently glued to their cell phones; ...
   RANK: _________

5. www.arnoldpalmerhospital.com › Content Hub How smartphones and social media contribute to depression ...Apr 17, 2018 - Smart phones (and cell phones) are a status symbol and over time they ... nearly constant access to them via smartphones can negatively affect teens by: ... Many teens that report using social media sites share that they feel ...
   RANK: _________

6. news.sanfordhealth.org › childrens › smartphone-impacts-on-teen...Smartphone impacts on teenagers: Positive and negative ...Nov 20, 2019 - Smartphone impacts on teenagers: Positive and negative ... "They use their phones and social media to connect with their peers, but ... "What I tell parents is, if your child is going to have a smartphone and be on social media, ...
   RANK: _________

7. www.franciscanhealth.org › news-and-events › news › social-media-a...Social Media Use: How Is It Affecting Teens? | Franciscan Health Aug 15, 2019 - How does social media use affect teen's happiness and depression ... Take time to put down your own phone and give your child your full ...
   RANK: _________

8. www.pewresearch.org › internet › 2018/05/31 › teens-social-media-te...Teens, Social Media & Technology 2018 | Pew Research Center May 31, 2018 - This shift in teens' social media use is just one example of how the ... is no clear consensus among teens about the effect that social media has on the lives of ... of any kind (whether on a computer, game console or cellphone).
   RANK: _________

Notes for Ranking (what markers did you consider?):

Google Search and Rank Sources

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[ranked sources]

Social Media Effects on Teens | Impact of Social Media on Self

How does social media affect teens? ... You aren’t hearing or seeing the effect that your words are having on the other person. ...

No wonder kids say calling someone on the phone is “too intense”—it requires more direct communication, and if ...

[ranked sources]

and Social Media Hurting Our Kids

Feb 6, 2019 - A 2018 Pew study found that 54 percent of teens say they "spend too much time on their cellphone," and another that 45 percent say they are online “almost constantly.” ...

Still, it is apparent that teens are depressed and disconnected, and also hooked on their phones and social media.[ranked sources]

[ranked sources]

technology: managing cell phone and social media

Feb 6, 2018 - Teens and technology: managing cell phone and social media usage ... the short and long term effects of electronic devices and social media.[ranked sources]

[ranked sources]

How Social Media Affects Teens - Dangers of Social Media

How social media affects teens.

Teens and Tech: Social Media Today. In today’s youth culture, it seems as if teens are permanently glued to their cell phones; ...[ranked sources]
How smartphones and social media contribute to depression ... Apr 17, 2018 - Smart phones (and cell phones) are a status symbol and over time they ... nearly constant access to them via smartphones can negatively affect teens by: ... Many teens that report using social media sites share that they feel ...

- Susie Hashin, has a PhD in psychology & professional mental health expert

Smartphone impacts on teenagers: Positive and negative ... Nov 20, 2019 - Smartphone impacts on teenagers: Positive and negative ... "They use their phones and social media to connect with their peers, but ... "What I tell parents is, if your child is going to have a smartphone and be on social media, ..."

- most articles written by reporters observing instead of doctors' experts

Social Media Use: How Is It Affecting Teens? | Franciscan Health Aug 15, 2019 - How does social media use affect teen's happiness and depression ... Take time to put down your own phone and give your child your full ...

- written by Robbie Schneider, who is their Social Media Manager

Teens, Social Media & Technology 2018 | Pew Research Center May 31, 2018 - This shift in teens' social media use is just one example of how the ... is no clear consensus among teens about the effect that social media has on the lives of ... of any kind (whether on a computer, game console or cellphone).
**How smartphones and social media contribute to depression**

Apr 17, 2018 - Smart phones (and cell phones) are a status symbol and over time they ... nearly constant access to them via smartphones can negatively affect teens by: ... Many teens that report using social media sites share that they feel ...

**Smartphone impacts on teenagers: Positive and negative**

Nov 20, 2019 - Smartphone impacts on teenagers: Positive and negative ... "They use their phones and social media to connect with their peers, but ... "What I tell parents is, if your child is going to have a smartphone and be on social media,..."

**Social Media Use: How Is It Affecting Teens? | Franciscan Health**

Aug 15, 2019 - How does social media use affect teen's happiness and depression ... Take time to put down your own phone and give your child your full ...

**Teens, Social Media & Technology 2018 | Pew Research Center**

May 31, 2018 - This shift in teens' social media use is just one example of how the ... is no clear consensus among teens about the effect that social media has on the lives of ... of any kind (whether on a computer, game console or cellphone). RANK: 

Notes for Ranking (what markers did you consider?):

*Some of them just seem bland*
YOUR ASSIGNMENT

Debate: Does Social Media Affect Your Behavior?

Teacher Instructions

Information about the class you assign to and the due date will appear here.

The Story

Social media has an interesting effect on teenagers and the way they think. This study used social media and tested how teens responded to various photos online. Teens were shown an image that was deemed to have lots of "likes." The teens tended to like the image also. They found that teens responded strongly to the more popular pictures, regardless of which ones they were. Seeing popular pictures also produced greater activation in the reward centers of the brain. Listen to hear more about the effect of social media on the way teens think.

Story Length: 3:08

Listen to the Story:
DAVID GREENE: So if you're freaking out because you think social media is running your life, I recommend that you do not listen to the next four minutes or so of radio. My colleague, social science correspondent Shankar Vedantam, is here to talk about the effects that social media has on our brains. Hi, Shankar.

SHANKAR VEDANTAM: Hi, David.

GREENE: Is this bad news you're about to give me?

**Now, Please Answer These Questions...**

1) In which situation did teens defer to the opinions of their peers?

2) What did the researchers change about social media to test their theory?

3) What did this study find that made teens feel good about themselves?

4) What else do you think should be studied about social media?

5) What makes interactions on social media different from interactions in real life?

6) Debate: Do you think social media affects your behavior?
7) Do you think the number of likes online make you think differently about something? Why or why not?

Save your work at any time. Check over your work and when you're ready, click **Submit to hand in your assignment.**
Information Gathering
Article Jigsaw

Directions: Prior to reading your groups article. Preview the title and complete at least three lines under, "I wonder...". While reading, record at least three items under "I learned..." and "from...". After finishing the article, write a claim identifying the main idea of the article supported with two pieces of evidence.

<table>
<thead>
<tr>
<th>I wonder…</th>
<th>I learned…</th>
<th>from (cite source)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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<td>5.</td>
</tr>
</tbody>
</table>

Identify Main Idea

Claim with evidence:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Reaction: Commentary Sentence Starters

Although ___________________________________________________________________, the author chose to ___________.
_________________________________________________________________ knows that ________________, so the author _____________.
_________________________________________________________________ starts to think that _____________________________________________________________________.
_________________________________________________________________ could have ________________, but the author _____________.

Even though _______________________________________________________________________, _______________________________________________________________________.
_________________________________________________________________ used to _____________ but now the author _______________.

Before the company ___________________________________________________________________, but now they _________________.
Instead of _____________, _______________________________________________________________________.
_________________________________________________________________ realizes that __________________________________________________________________________. 
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I wonder...
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________

I learned...
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________

from (cite source)
1. _________________________________________________________________
2. _________________________________________________________________
3. _________________________________________________________________
4. _________________________________________________________________
5. _________________________________________________________________

Identify Main Idea
Claim with evidence:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Four Corner Debate: Digital Literacy

Statement: Being digitally literate is necessary.

Step #1: Select your stand:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
</tr>
</thead>
</table>

Step #2: Write down the reason(s) for choosing your answer in the space below.

Step #3: Next, move to the appropriate corner. In your “corner” group:

- Discuss your opinion about the statement with your group (use notes from Step #2 to help you).
- Collaborate as a group to come up with a position statement to present to the rest of the class who decided to go to a different corner. The purpose of the statement is to persuade the rest of the class that your choice is better than the other possibilities.

Use the space below to organize some key points:

Step #4: Share your position and debate! Discuss your group’s position about the statement with the rest of the class. As statements are presented, you may change corners.

Step #5: Closing reflection. Identify the ideas that influenced your position the most. Please use the space below.

Statements:

1. Technology has had a positive impact on communication.
2. Online anonymity should be protected.
3. Student communication should be monitored.
4. Students shouldn’t use Alexa for homework help.
5. We are more effective communicators in 2020.
6. Posting fake images should be considered a crime.
7. Posting fake images doesn’t hurt anyone.
8. It is the responsibility of the big technology companies to police fake images.
9. Using technology provides more help than harm.
10. Safety is more important than privacy.
11. Use of technology comes with risk.
Communication Research

What forms of communication exist throughout history?

<table>
<thead>
<tr>
<th>Type of Communication</th>
<th>Time Period Used</th>
<th>Purpose</th>
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<tbody>
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</table>

After researching communication, create a visual timeline of what you learned.
Communication Research

What forms of communication exist throughout history?

<table>
<thead>
<tr>
<th>Type of Communication</th>
<th>Time Period Used</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cave Drawings</td>
<td>1870 B.C.E.</td>
<td>Primary significance was in the ritual act of painting or engraving it was believed as hunting magic</td>
</tr>
<tr>
<td>Songs</td>
<td>1380 B.C.E.</td>
<td>To tell stories express emotions, or convey a belief in faith</td>
</tr>
<tr>
<td>Dancing</td>
<td>3300 B.C.E.</td>
<td>The purpose was to express or communicate, emotion, feelings and ideas</td>
</tr>
<tr>
<td>Acting</td>
<td>534 B.C.E.</td>
<td>An activity in which a story is told by</td>
</tr>
<tr>
<td>Symbols</td>
<td>5980 B.C.E.</td>
<td>Symbols are used to create emotions and meaning in a story</td>
</tr>
</tbody>
</table>
COMMUNITY - Stay together
Universal Concept of Community is working together finding different ways to solve a problem.
Ex: Social activity, team building

EDUCATION
Education can spread knowledge. Ex: American Revolution. Language can provide more opportunities. Ex: number?

HISTORY
Technology Revolution. The universal concept of self is your own presence. History help people learn and have more skills. Ex: self-confidence. It helps you get jobs. Ex: learn the past. Concept of self is your own presence. Universal concept of self is your own presence.

COMMUNICATION
A way to express how you feel or your opinion. Ex: text message, email, letter, call. Communication technology.

SELF
The universal concept of self is your own presence. Universal concept of self is your own presence. Help people learn and have more skills. Ex: self-confidence. It helps you get jobs. Ex: learn the past. Concept of self is your own presence. Universal concept of self is your own presence.

WORLD
Universal concept of the world is living in peace and harmony and enjoy life.
COMMUNITY  - when everybody works together to accomplish one thing they all agree on.

EDUCATION  - the universal concept helps spread knowledge, pass down information, understand people.

HISTORY  - helps us with our knowledge, research, language and culture.
- art, paintings, sculptures, drawing, libraries, talking, speaking, family, friends.
- oral, written, hand gestures, phones, table, electronic devices.
- understanding, showing, explaining.

COMMUNICATION  - the diversity of language and culture between different people.
- texting, email, instant messaging, TikTok, cramming, book work.

SELF  - the diversity of mankind, our history, the history of mankind as a whole.

WORLD  - a universal concept of the world, is everyone living in peace and harmony.

- opportunities to be prepared, let us know information.
- release information, brings us together, lets us know about things around us.
COMMUNITY
- how world could be a better place
- activities
- get citizens involved in activities concerning welfare for the area

EDUCATION
- coordinate & plan educational algorithms & lessons
- inform people of news concerning the government
- allow community

HISTORY
- keep records of past events
- discuss emotions w/ peers
- allow me to feel sense of continuity or comfort
- exchange of information or news
- better understanding & make something new
- builds on relationships & study theories
- exchange ideas on elements affecting our planet
- whether beneficial or detrimental

COMMUNICATION
- create sense of unity between all needed medical professionals
- communicate to avoid possible conflict & findings of recent discoveries
- pass local events into children
- present public appeals

SELF
- prevent students from being harmed
- give opportunities to equal those in the future
- improve mental health among members of my family
- works symbols to describe whose side
- were feeling for gestures & many concepts
- exchange ideas on elements affecting our planet
- whether beneficial or detrimental

WORLD
- create sense of unity between all medical professionals
- communicate to avoid possible conflict & findings of recent discoveries
- exchange ideas on elements affecting our planet
- whether beneficial or detrimental
Tableaux Planning Sheet
Directions: With your group, brainstorm how you can express your group’s view on how communication has changed over time through a frozen scene.

<table>
<thead>
<tr>
<th>Topic:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Position:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Body Positioning:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Scene/Blocking:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Pose:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Facial Expressions:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Props:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Sketch:</th>
</tr>
</thead>
</table>
# Tableaux Rubric

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scene</strong></td>
<td>Topic not apparent</td>
<td>Somewhat connects to the topic</td>
<td>Tight composition, actors close together</td>
<td>High drama, conflict, action depicted</td>
</tr>
<tr>
<td></td>
<td>Not all actors visible</td>
<td>All actors fully visible</td>
<td>Spacing shows relationships between characters</td>
<td>Body heights staggered</td>
</tr>
<tr>
<td><strong>Body Movement Facial Expressions</strong></td>
<td>Pose not clear to perspective</td>
<td>Posed with perspective in mind</td>
<td>Posed with perspective in mind</td>
<td>Posed with perspective in mind</td>
</tr>
<tr>
<td></td>
<td>No facial expressions</td>
<td>Little facial expressions appropriate to position</td>
<td>Some dramatic facial expressions appropriate to position</td>
<td>Dramatic facial expressions appropriate to position</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>Looks outside freeze frame</td>
<td>Rarely able to keep focus inside freeze frame</td>
<td>Focus kept in freeze frame</td>
<td>Focus kept inside freeze frame</td>
</tr>
<tr>
<td></td>
<td>Moves</td>
<td>Difficulty staying in character</td>
<td>Mostly remained in character</td>
<td>Remained in character</td>
</tr>
<tr>
<td></td>
<td>Speaks</td>
<td></td>
<td>remained silent</td>
<td>remained silent</td>
</tr>
</tbody>
</table>
Tableaux Group Scoring Sheet

Directions: Referring back to the rubric, rate your presentation in the following categories. Jot down any notes you want me to consider about your performance before assigning the final grade.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene</td>
<td>1 2 3 4</td>
<td>x5</td>
<td>/20</td>
</tr>
<tr>
<td>Body Movement Facial</td>
<td>1 2 3 4</td>
<td>x4</td>
<td>/16</td>
</tr>
<tr>
<td>Facial Expressions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focus</td>
<td>1 2 3 4</td>
<td>x4</td>
<td>/16</td>
</tr>
<tr>
<td>Group Participation</td>
<td>1 2 3 4</td>
<td>x2</td>
<td>/8</td>
</tr>
</tbody>
</table>
Step In and Step Back

DIRECTIONS FOR THE ACTIVITY:

1) Have participants form a straight line across the room about an arm’s length apart, leaving space in front and behind.

2) State the following: Listen to the following statements, and follow the instructions given. For example, when I read “If you have felt misrepresented on social media,” only people who have felt that way will move and everyone else will stand still. Each step should be an average length step. This activity should be done in silence and if anyone feels uncomfortable stepping forward and backward on any statement I read, then please stay where you are, but remember the statement read. This is an introspective exercise.

3) Read the statements one at a time allowing time for participants to take a step.

If you have felt misrepresented on social media.
If you have felt fooled by fake images.
If you have given in to false advertising.
If you have been disappointed in a purchase.
If you felt the perspective was off in an event.
If you questioned the consequences.
If you felt the consequences fit the crime.
If you ever failed to report a situation that made you uncomfortable.

If you ever posted something online you regretted.
If you ever stood by instead of stopping inappropriate behavior.
If you ever liked an image that might have been uncomfortable for somebody else.
If you ever liked something to just make yourself feel better.
If you ever intentionally posted a photograph of another person that wasn’t flattering.
If you ever rely on technology to help with your homework.
If you ever allowed someone to copy your homework.
Assembly Bill No. 256

CHAPTER 700

An act to amend Section 48900 of the Education Code, relating to pupils.

[ Approved by Governor October 10, 2013. Filed with Secretary of State October 10, 2013. ]

LEGISLATIVE COUNSEL'S DIGEST


Existing law prohibits the suspension, or recommendation for expulsion, of a pupil from school unless the superintendent of the school district or the principal of the school determines that the pupil has committed any of various specified acts, including, but not limited to, engaging in acts of bullying by means of an electronic act. Existing law further defines "electronic act" as the transmission, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, as specified. Existing law prohibits a pupil from being suspended or expelled for any of those acts unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district.

This bill would instead, for purposes of pupil suspension or recommendation for expulsion from a school, define "electronic act" as the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, as specified.

Vote: majority Appropriation: no Fiscal Committee: no Local Program: no
THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 48900 of the Education Code is amended to read:

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.

(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stole or attempted to steal school property or private property.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
benefit from the services, activities, or privileges provided by a school.

(b) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(c) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.

(d) Causing a reasonable pupil to experiencing substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(e) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(f) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.

(g) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(h) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(i) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(j) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.

(k) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(l) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(m) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(n) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.

(o) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(p) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(q) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(r) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.

(s) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(t) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(u) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(v) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.

(w) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

(x) Causing a reasonable pupil to experience substantial interference with his or her academic performance.

(y) Causing a reasonable pupil to experience substantially detrimental effect on his or her physical or mental health.

(z) Causing a reasonable pupil to experience substantially detrimental effect on his or her academic performance.
(2) (A) "Electronic act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site, including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(5) A pupil shall not be suspended or expelled for any of the acts enumerated in this section unless the act is related to a school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to a school activity or school attendance that occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.
Directions: Complete the sentence starters below to write a summary of "Assembly Bill No. 256." Use the verbs and transition words provided.

(Modified from original by Kate Kissel)

Summary Frame with Sentence Starters

Therefore, since indeed even so of course still then at the same time along with another

First Last

Transition Words

Helpful Verbs for Summaries

contrasts illustrates compares investigates finds cautious categorizes identifies explores criticizes assesses explains recommends predicts discusses describes acknowledges describes

Final Transition Assembly/Law/Document

Third Supporting Detail

Second Supporting Detail

First Supporting Idea

Main Idea

Name Individual Who Signed Including the Date (Title of Document) enacted by

at the bottom for help.
Two Truths and a Lie!

Reflect on what you've learned in our current unit. Create two statements that are true and one statement that is a lie. Can your classmates figure out which one isn't true?

1. 

2. 

3. 
Name: ______________________

Period:  ____________

Reading Guide: A Tool for Seminar Preparation Seminar: Cyber Bullying Case Studies
Pre-Seminar activities:

1. What details, facts or opinions, in any of the articles that we read, did you find most important, significant or disturbing? (Use bullets here)

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Why should our community focus on cyber bullying?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. What **Tough Questions** do we need to ask?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
4. What tools do you notice in the case studies? List 2 openers, 2 S-V splits and 2 closers. Remember the tools can be words like adjectives, adverbs and phrases like prepositional phrases.

Openers:


S-V Split:


Closers:


5. What impact do you think social media plays?
Digital Attacks Case Study

CASE A

When Mollie started secondary school, she was understandably nervous, but she had no idea of what she and her family were about to face. Within the first few weeks of starting, she began to feel excluded by some of the girls in her class and year, but soon this exclusion developed into intimidation. Fortunately, Mollie was brave enough to confide in her mother, Kerry, about what was going on at school.

By January, Mollie was excluded from all social activities at school and she felt completely alone and desperate. At this stage, the girls’ action took an unexpected twist. When Mollie was at home one evening one of the girls added her as a friend on Instagram and began to harass and abuse her online. Mollie was horrified that not only did she need to suffer this indignity at school, but now it also infected her life at home.

Mollie reported the events to her school, but it only resulted in the heightened agitation of the perpetrators. During one incident in the playground, when Mollie was surrounded by a bunch of girls who were harassing and intimidating her, Mollie hit out. Mollie was reprimanded and was suspended for one school day. While at home, Mollie received a phone call from girls at her school, which included death threats.

The final straw came upon Mollie’s return to school the next day. She was chased into the bathroom stall where she locked the door. The girls screamed threats at her while she hid.

Is this a case of cyber bullying? Does anyone fulfill the criteria for a victim, bystander, or bully?

YES _____ NO _____ Criterion:
CASE B

Stuart’s taunting and teasing began in elementary school and progressed to middle school to include students creating fake images of him with his face on the body of a pig. Some students called him names and made fun of his weight, calling him “fatty” and “tubby.” Stuart was not on social media, but after school one day, a friend showed Stuart the posts and all the comments ridiculing him. Stuart created a profile and aggressively attacked his taunters. This post was brought to the school administrator’s attention and Stuart was called in for disciplinary action.

Stuart said, “The insults and little attacks would build up over time until I would want to lash out. But as soon as I did, it was me that got into trouble and not the boys who started it.”

Eventually the taunting became too overwhelming for Stuart; he started skipping school.

Is this a case of cyber bullying? Does anyone fulfill the criteria for a victim, bystander, or bully?

YES ______  NO ______  Criterion:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CASE C
Join my gang and you will see,
We'll have such fun, I guarantee.
See that nerd, the one who's shy?
I bet that we can make him cry.

He deserves it.
I don't care.
The kid's a jerk.
He's not all there.

Over there is Marylou.
Start a rumor, let it spread.
I bet her face will turn beet red.

She's upset?
That's just too bad.
The girl's a wimp,
So don't get sad.

And now let's have some fun with Kit.
I'll whisper "Kit," then laugh at it.
She, who thinks she's one of us,
She'll look all hurt and make a fuss.

My, on my!
The girl is nuts
She peed her pants
And puked her guts!

Me, mean?
I am stronger than the rest.
Smarter, braver. I'm the best.
I don't owe them. They owe me.
They had it coming, don't you see?

Join my gang,
And you will be,
Protected, safe.
'Cause you're with me.

Andrea Wilson

Is this a case of cyber bullying? Does anyone fulfill the criteria for a victim, bystander, or bully?

YES _____ NO _____ Criterion:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Case D

Kevin enjoys online gaming with his friends. They occasionally include strangers in their group gaming sessions. During one game, a person Kevin and his friends do not know makes an Islamophobic remark equating Islam with terrorism. Kevin and his friend group, including one of his friends who identifies as Muslim, feel offended by the comment but are unsure of how to respond.

Is this a case of cyber bullying? Does anyone fulfill the criteria for a victim, bystander, or bully?

YES _____ NO _____ Criterion:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Case E

Angel and Shayla are close friends and are hanging out after school one day. They log onto a popular social media site to check out recent updates. Shayla notices her friend, Sarah, just shared photos from their school's recent field trip to the Natural History Museum. In the posts, Sarah, who recently had a falling out with another friend Julie, posts images of Julie with captions comparing her to a dinosaur-old, aggressive and extinct. Many users post likes and add more fuel to the fire by continuing with the mean commentary.

The more Shayla thinks about it, the worse she feels. Eventually, she posts her own comment, "Dinosaurs happen to be my favorite creatures!"

The next day, Shayla times her exit off the bus so that she walks onto campus with Julie. As they chat about the field trip, Shayla realizes her friend clearly had read the posts about her. Shayla reveals, "I thought what Sarah posted yesterday was a jerk move. I can’t believe how mean girls can sometimes be."

A tear escapes Julie’s eye as she leans toward her locker. "How about we hang out at lunch today? I could meet you in Cougar Court?" Shayla asks.

Is this a case of cyber bullying? Does anyone fulfill the criteria for a victim, bystander, or bully?

YES _____ NO _____ Criterion:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
CASE F

I should have spoken up when I saw the first incident. They dropped all his books and made it look like an accident. I should have spoken up when they made fun of his acne and they called him pepperoni face, saying he needed Acuve.

The very next day, the boys grabbed a hold of Jim. He pleaded for his release which the boys captured using cellphones and then sent the video to all of their friends. Then they started to laugh and push him around some more. He begged them to stop as his tears fell to the ground.

My phone pinged that I received a new text with the video attached. I deleted it, kept my head down and walked away.

Is this a case of cyber bullying? Does anyone fulfill the criteria for a victim, bystander, or bully?

YES ____  NO ____  Criterion:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Public Service Announcement PSA  
Digital Integrity

Your group has been tasked with creating a public service announcement for digital integrity. A **public service announcement** (PSA) is a message in the **public** interest disseminated without charge, with the objective of raising awareness of, and changing **public** attitudes and behavior towards, a social issue. PSAs are often seen on television, in print and on signs and billboards. They are also heard on the radio and played online. Here are some examples of public service announcements:

This is a 30 second PSA script on vaccinations from the Illinois State Medical Society:

> *In healthcare, misinformation can be as deadly as the most serious disease – and spread just as quickly. For years now, myths about childhood immunizations have been spreading on the Internet and social media. The physicians of the Illinois State Medical Society urge parents to know the facts and get your children immunized. Immunizations are scientifically proven to be safe and effective, and failure to immunize can harm your children and others. Talk to your child’s doctor to get the facts about immunizations.*

https://www.youtube.com/watch?v=bdQBu4XQOeQ

https://youtu.be/PR7BCsuWjk

A **PSA should include** a hook, essentially something to grab the listener or viewer's attention. Sometimes this might be a shocking statistic, something comedic or using something with an emotional appeal. Think about the message(s) you want your target audience to hear and select only the most important points. Make sure your PSA adheres to the following objectives:

Consider your audience  
Start with a hook  
Narrow your focus  
Offer statistics and expert advice  
Maximum word count 90

Your PSA can be printed as a script including stage directions, special effects and audio. It can be presented as a skit or it can be recorded as a video. Make sure all members participate and contribute to the final project.
### Public Service Announcement Rubric

**Group Members:**

<table>
<thead>
<tr>
<th>Topic/Focus:</th>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Timing</strong></td>
<td>70-90 seconds</td>
<td>50-70 seconds</td>
<td>30-50 seconds</td>
<td>less than 30</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Content</strong></td>
<td>full grasp of info.</td>
<td>at ease with info.</td>
<td>uncomfortable with info., leaves out details</td>
<td>no grasp of info., no facts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>accurate facts</td>
<td>mostly accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Quality</strong></td>
<td>powerful, skilled</td>
<td>some skill</td>
<td>little effectiveness</td>
<td>lacks skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>has impact</td>
<td>adds quality</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Creativity</strong></td>
<td>exceptional and</td>
<td>some originality</td>
<td>some creativity</td>
<td>lack of creativity and originality</td>
<td></td>
</tr>
<tr>
<td></td>
<td>original</td>
<td></td>
<td>lacks originality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. <strong>Script</strong></td>
<td>detailed and</td>
<td>some detail</td>
<td>little detail and</td>
<td>incomplete</td>
<td></td>
</tr>
<tr>
<td></td>
<td>appropriate, clear</td>
<td>and mostly clear</td>
<td>some logical flow</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>logical flow</td>
<td>flow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. <strong>Message</strong></td>
<td>strong message</td>
<td>catches attention</td>
<td>little motivational</td>
<td>message not clear</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and engages</td>
<td>but does not engage</td>
<td>intent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>audience</td>
<td>audience</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. <strong>Group</strong></td>
<td>used time effectively</td>
<td>used time well</td>
<td>needed reminders</td>
<td>rarely on task</td>
<td></td>
</tr>
<tr>
<td></td>
<td>respect for others</td>
<td>get along</td>
<td>off task</td>
<td>no shared responsibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td>shared tasks</td>
<td>some shared work</td>
<td>little shared work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Digital Literacy

Can You Hear Me Now?
Example
Example
Example
Non-example
Non-example
Example or non-example?
Example or non-example?
Example or non-example?
What’s the universal concept?

communication
Socratic Seminar
Can You Hear Me Now?

Cyber Bullying Case Studies
Question #1

What is one word you’d use to describe a bully? A bystander?
Question #2

What impact does bullying have on the bullied?
Question #3

How do you think the individuals in each case study handled the situation?

Case Study B
Case Study C
Case Study E
Question #4

What questions would you ask a bully? A bystander?
Question #5

How do you think Colina handles bullying?
Question #6

What do you think motivates a bully?
Question #7

When should school get involved?
Question #8

Why should you speak up?
Question #9

How does social media affect you?

Do you check your likes on Instagram?

Did you notice that Instagram no longer shows how many likes you have?
Question #10

What advice would you give to someone who bullies others?
Question #11

Who should ultimately be held responsible for making sure bullying doesn’t occur on our campus?
Question #12

How can you add to a culture of kindness?
Question #13

What can you do to start something that matters?
Question #14

Should bystanders be held responsible for failing to speak up?

What should be the consequence?
We all have that one book that stays with us. That one book that pops into our heads decades after we read it. For me, it has always been *The Island of the Blue Dolphins*. Even though I read it for the first time in 1981, it stuck with me and I vowed that no matter what grade I taught, I would find a way to make this book part of my students’ learning experience.

So how does one make a book commonly used for fourth graders, relevant and exciting to sixth graders? One theme in *The Island of the Blue Dolphins* is Karana’s interaction with nature. This theme is so relevant to students who are concerned with the environment and global warming. Using *The Island of the Blue Dolphins*, we researched the history of the Channel Islands and all of the plants and animals that are part of this unique environment, as well as discovered what is and is not being done to preserve and restore the environment back to what it was like when Karana lived there.
Karana’s Channel Islands

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**The Project:** Students began reading the book with a tremendous amount of background information about the Channel Islands, including a virtual field trip through the Channel Islands National Park. Additionally, students researched the history of the Channel Islands which included the fur trade that they found the most interesting, and the true story of the Lone woman of San Nicholas Island.

The next step was to begin reading the book. With the background information, reading each chapter aloud in class became challenging as we stopped constantly to discuss which elements of the book matched with our prior research. As we read, students also took note of the many plants and animals referenced in the book, and we noted them all for further research. As the book came to an end, we held a series of academic conversations and debates about the book and what it could mean for us today. Students quickly observed the need for us to see what had changed on the Channel Islands and what efforts were being made to restore the Channel Islands to how it was when Karana roamed the land.

The third part of the project was research focused. Students researched plants and animals of the Channel Islands as well as historic documents about the area. With this information along with the anecdotal information found in *The Island of the Blue Dolphins*, students were able to piece together what the islands looked like during Karana’s time, and compare them to what they look like now. Additionally, students had to come up with creative ways to help preserve or restore the populations of plants and animals in the Channel Islands.

Finally, students turned the classroom into a kelp forest. The kelp forest surrounding the Channel Islands is one of the most unique environments in the world, so we wanted to re-create that in our classroom. Using paper mâché, watercolors and paint, our classroom was transformed! Students even created life size models of each animal and plant found in the kelp forest. It was spectacular. Even more amazing was the knowledge the students gained, ask any one of them to tell you about the Channel Islands and its natural resources, animals, or plants and you will get an answer worthy of a seasoned docent!

**Assessment:** Students were assessed for understanding throughout the entire project. Initially, we worked with short constructed responses while gaining background knowledge and academic conversation- focusing on the “building on” skill of conversation. During the reading of the book, we worked on fluency and students were assessed using reading comprehension activities and formal assessments. Students were also assessed on word knowledge using Frayer models as a way to build vocabulary. In our final phase of the project, research paper writing, student writing skills were assessed with their final paper. As you can see, this project covered MANY standards and provided lots of opportunity for students to be successful and demonstrate learning. It should be noted that this project...
was done with ELD level 3 students, all long-term English learners who struggle in their language arts classes with low reading, writing, and verbal skills. Lots of progress was made with this project and students forgot they were in an ELD class. Student writing, reading and oral skills improved as well as their greater understanding and empathy for our local environment was evident through the projects and conversations in the classroom.

**Application:** As teachers we try so hard to connect our students to what we are doing in class, and novels are a perfect way to do this! I encourage others to find a book that speaks to you, one that you are passionate about, this passion will inspire your teaching and help you to make connections to student learning which will translate into exciting projects. Any novel can really be used. Earlier in the year I found a book that dealt with homelessness, *How to Steal a Dog*, and my students used it as a starting point for researching homelessness in America and how it affected our community. Students came up with ways to combat homelessness, and how to help kids that were homeless. They became very empathetic to the challenges that people face. Novels are so powerful!

**Standards:** ELA: RL6.1-10; RI6.1-10; W6.2, 6.4, 6.6, 6.7, 6.8, 6.10; SL6.1, 6.2, 6.6; L6.1-6
Karana’s
Channel Islands

A Study in Conservation and Rehabilitation

The Lone Woman of San Nicolas Island

When reading the novel, The Island of the Blue Dolphins, it is important that one is familiar with the true story that the novel is based on, the lone woman of San Nicolas Island. The following is her story as told on the website www.missionscalifornia.com.

Captain George Nidever had arrived in California in 1834. He was a renowned hunter known for his skill in tracking sea otters along the coast and on the Channel Islands. Nidever was also an accomplished sailor, at one time employed as a pilot by government surveyors when they developed maps of the coast and the islands.

San Nicholas is the most remote of the Channel Islands, and lies about 53 miles off the coast, west of Los Angeles. Viscaino landed on San Nicholas on December 6, 1602. He reported it densely populated. The Southern Channel Islands (Santa Catalina, San Clemente and San Nicolas) appear to have been inhabited by people of the Takic branch of the Uto Aztecan language. They were skilled sailors. Not much is known about the San Nicolas Islanders from 1602 to 1800 except that by 1800 the population had declined markedly. In 1811, a group of 25-30 Kodiaks from the Russian camp at Sitka (Alaska) were landed on the island to hunt otter and seal.

The Kodiaks apparently feuded with the island men over the women. By the time the Kodiaks were finally removed, there were less than one hundred Indians left. By the early 1830s, with the Indian population in
decline and many villages abandoned, the padres organized the removal of all remaining Indians from the Channel Islands.

The last island to be evacuated was San Nicolas. The Peores Nada, captained by Charles Hubbard, landed on the island in 1835 and began to load the Indians on board. A child was found missing and his mother pleaded to be left on the island to find him. She was described as a light-complexioned woman between 20-30 years of age. She disappeared into the mist and wasn't seen again for eighteen years.

The Peores Nada intended to return when the weather cleared but the ship struck an object entering into the harbor at San Francisco, and sank. Several efforts were made in subsequent years to find the “last” Indian but none succeeded until Captain Nidiver discovered her in 1853. Captain Nidiver reported on the encounter in his memoirs The Life and Adventures of George Nidiver. The party consisted of himself, another hunter named Charley Brown, “an Irishman we called Colorado from his florid complexion” and four Mission Indians. They landed on the island in July, planning several months of hunting.

Shortly after their arrival, they found an “old woman” stripping blubber from a piece of sealskin. According to Nidiver’s account, instead of running away “she smiled and bowed, chattering away to them in an unintelligible language.” She was “of medium height... about 50 years old but... still strong and active. Her face was pleasing as she was continually smiling... Her clothing consisted of but a single garment of skins.” Nidiver had been requested by the Fathers at Mission Santa Barbara to “bring the lost woman off [the island] in case we found her” and that is what they did about a month later.

Upon the group’s arrival in Santa Barbara, the woman was astonished and delighted at the signs of civilization. She was particularly intrigued by an ox-cart and all the horses. Word spread of her arrival and soon “half the town came down to see her.” The good Captain took the woman to stay at his home, where she was nursed by his wife Sinforosa Sanchez Nidiver.

The “Lone Woman of San Nicolas” became an object of considerable fascination. She often visited the town and seldom returned without some presents. The Fathers from the Mission visited her. Everyone was taken with her attitude. She was “always in good humor and sang and danced, to the great delight of the children.” Through sign language, it was determined that she was indeed the woman left in 1835 and, sadly, that she never did find her child.

Juana Maria (the name given her by the padres) became ill of dysentery and died after just seven weeks on the mainland. She was buried in the cemetery at Mission Santa Barbara. All her personal possession were given to California Academy of Sciences but these were destroyed in the San Francisco earthquake and fire of 1906.
The Woman of San Nicolas Island

After reading the article about the woman of San Nicolas Island, discuss the following questions with your collaborative group and decide on an answer you can all agree on.

1. The article mentions that when the Lone Woman of San Nicolas Island was found she looked to be “strong and active.” Why do you think the author mentioned this? What does this tell us about the woman?

2. The woman is found stripping whale blubber. What do you think the men thought when they saw this? Do you think they thought she was alone?

3. The Lone Woman of San Nicolas Island did not speak the same language as the men who discovered her. How do you think they communicated? How do you think they convinced her that they were friendly and that she needed to come with them?

Channel Islands National Park
Native Plants of the Channel Islands

Place an asterisk (*) next to the ones that are referenced in the Island of the Blue Dolphins.
Animal & Plant Conservation

Read and annotate the articles. We will use these as a starting point for our research.
Restoring the Channel Islands: the “Galápagos of North America”

The California Channel Islands are sometimes compared to the Galápagos Islands. They share biodiversity, beauty, and the problem of invasive species in common.

Just off the coast of Southern California lies an archipelago of eight islands that stretch a total of 160 miles from the southernmost San Clemente to the northernmost San Miguel. The Channel Islands do not lie far from the mainland, but even a quick visit can reveal the world of ecological differences. For this reason, and the impressive 145 endemic species that live there, the islands have been nicknamed the “Galápagos of North America.”

Santa Cruz Island is one of the northern islands and part of the Channel Islands National Park. It is the largest of the Channel Islands and is home to 60 of the 145 endemic species found on the islands, two of which are only found on Santa Cruz – the Island Scrub Jay ( Aphelocoma insularis) and the Santa Cruz Island Silver Lotus ( Acmispon argophyllus var. niveus).

Island Scrub Jay on Santa Cruz Island, California. Credit: Alan Schmierer

Like the Galápagos islands, they are also not immune to the threats invasive species pose. The Santa Cruz Island Monkey Flower ( Mimulus brandegeei) is one example of a species that has unfortunately been lost after the introduction of non-native plants and animals such as feral pigs, Eucalyptus trees, and fennel.

The story of the Channel Island Fox is a well-known example of the threats invasive species pose, but it is also exemplary of the incredible conservation gains offered by island restoration. This small fox is the largest native mammal on the islands. In the 1990’s, the population of foxes dropped dramatically due to the increased presence of invasive Golden Eagles, feral pigs, and a canine disease.
Channel Island Fox on San Nicolas Island, California. Credit: Island Conservation

After the removal of feral pigs and the return of the native Bald Eagle, the Channel Island Fox population is on the mend. The species is recovering so well that in August 2016, three of the four subspecies found on the Channel Islands have been federally de-listed. Although the Catalina Island subspecies is still considered Threatened, there is hope for all the species that have benefited and continue to benefit from the removal of the invasive species. This success is due to efforts by the US Fish and Wildlife Service, Island Conservation, Institute for Wildlife Studies, The Humane Society of the United States, and the Montrose Settlement Restoration Program.

These diverse islands illustrate the importance and the benefits of invasive species removal. The ecological history of the islands spans millions of years, over which time these species have evolved alongside other native species as part of a balanced ecosystem. Although progress has been made in restoring the islands and removing invasive species, there is still work to be done to continue to conserve the “Galápagos of North America.”

Featured photo: Butterfly on Anacapa Island and Channel Islands, California. Credit: Island Conservation

Sources: Malibu Times
March 7, 2019

The Channel Islands National Park is a fantastic area to connect with nature and spot wildlife. In fact, there are some endemic plants and animals that can only be found on the Islands. Here are some of the most famous plants and animals to look for that are found only on the Channel Islands!

Island Fox

The most photographed, and arguably the cutest animal on the island, is the island fox. This small mammal lives on six of the eight Channel Islands and is found nowhere else on earth. In fact, each Island has its own subspecies of the fox, yet they all descended from the mainland gray fox. Although this fox is easily found on Santa Cruz Island, the fox was on the endangered species list less than 20 years ago due to an unbalanced ecosystem. Thanks to drastic conservation efforts, the island fox population is now healthy once again. At only about a foot high, it is hard to believe, but this little animal is the top predator on the island, so they are now plentiful and easy to spot while exploring Santa Cruz. Just resist the urge to feed them!

Island Scrub Jay

Did you know that there is a famous bird that people travel all over the world to see on Santa Cruz Island? The Island Scrub Jay is a vibrant blue bird with a distinct, which makes it relatively easy to spot and a treat to see. This bird is related to the mainland Western Scrub Jay and is slightly larger and bluer than its mainland relative. The Jay is only found on Santa Cruz Island though there is historical evidence that the Jays also used to live on Santa Rosa Island. Although the birds seem plentiful on the island, because they only live on
the one island, they have an extremely small population and are one of the rarest birds in the United States!

Spotted Skunk

![Spotted Skunk Image]

The Island Spotted Skunk is another mammal endemic to the islands, found only on Santa Cruz and Santa Rosa. This little guy is named after the white broken lines marking its back that appears like spots against its black glossy fur. It is one of two terrestrial carnivores on the islands, the other being the foxes. The spotted skunk is a nocturnal animal, most active in the early morning hours just before dawn and tends to stay away from humans, so it is one of the more difficult animals to spot.

Island Paintbrush

![Island Paintbrush Image]

An endemic plant found throughout the national park is Island Paintbrush. Species of this beautiful plant are found throughout North America, yet this specific variety grows only on the islands and is well adapted to the dry, Mediterranean climate in which it grows. The flower of this plant is typically red, but yellow blooms can be found as well. The spring season is a great time to get out and hunt for flowers.

Torrey Pine
One other plant worth noting is the Torrey Pine. It is found in two places in the world, Santa Rosa Island in Channel Islands National Park and Northern San Diego. The interesting disparity between the range of the plant relates back to the geological theory that the Islands were once off the coast of San Diego and moved their way up over the centuries. The Torrey is one of the rarest pine trees and grows well in the coastal climate in which it dwells; it is drought tolerant and often grows beautiful, twisted trunks as the wind daily shapes it. Although it is more out of the way, it is a great tree to see!

Learn more about animals at the Channel Islands National Park [here](#)!
My Animal

Common Name: ___________________________ Scientific name: ________________________

Illustration:

Detailed description of animal ______________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Habitat: ________________________________________________________________________

Status: endangered protected other
We began this project with a Gallery Walk protocol. Students were given clipboards and asked to walk around the room writing or drawing what they saw. Around the room were photographs that demonstrated acts of kindness. We then came together as a group and using the protocol See, Think, Wonder, created a chart where students realized we were going to be focusing on Kindness. Over the next several days and weeks, we conducted brainstorm sessions, documenting ways to demonstrate Kindness in our own lives. Students first focused on their own classmates and created Rays of Sunshines for each student. Here, they had the opportunity to make a positive statement about peers. Each student ended up with their own sun and each of their rays had a positive affirmation from their classmates. One of the routines student had was entering the classroom for the day and exiting. Students were encouraged to stop by a mirror on the way into class and say a positive statement about themselves or the day such as “I am going to be a great friend today,” or I will be helpful in class today.” At the end of the day, students were encouraged to say something positive about themselves in the way out.
What A Wonderful World: A Kindergarten Kindness Project

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One of the things students created was a deck of Kindness Cards. Students came up with a sentence that demonstrated kindness and created the art to go with it. Through this activity, we introduced the concepts of revision and multiple drafts. Students watched the video from EL (formerly Expeditionary Learning) “Austin’s Butterfly” and learned how to effectively use critique to help peers improve their work. Students had several small group sessions where they shared their Kindness Card page and gave and received feedback for improvement. After multiple drafts, the Kindness Cards were created.

We also designed a Kindness Tree in the play yard where students helped to wrap the tree using multiple colors of yarn. After reading the book Scribble Stones, students created Kindness Rocks and added them to the base of the Kindness Tree. These rocks had kind words, as well as art, that demonstrated acts of kindness. This was well received by the students and they were inspired to create more Kindness Rocks, which they took out into their own neighborhoods and placed them where others could see them in hopes of spreading kindness. Students helped to create a sign for our Kindness Tree encouraging others to pick up the rocks and read them for inspiration as well as inviting other members of our school community to contribute kindness rocks to the kindness tree.

Students created short videos demonstrating acts of kindness and began tracking their own acts of kindness. One classroom created an Acts of Kindness wall where each kind act was recorded on a
colored heart and placed on the wall. Students were motivated to fill the wall with hearts! Another classroom created a large colorful paper chain. Each link had a kind act performed by students.

One of the books we used was called the **Kindness Quilt**. Students created a quilt square with art that represented kindness. Again, students were asked to critique one another and multiple drafts were completed before the final draft was used to create a large paper quilt. The beautiful quilt was placed on the wall for display. Another book that was used was **Amazing Grace**. Students participated in discussions and shared what causes they felt passionate about such as the earth, animals, homelessness, etc. Students then wrote and illustrated these referring to themselves as Upstanders. Students worked in small crews to create a poster demonstrating how they are upstanders to bullying.

Throughout this project, we used a great deal of literature to incorporate with our lessons. A few titles are: **Stick and Stone**, **Each Kindness**, **Kindness Is Cooler**, **Mrs. Ruler**, and **Kindness Starts With You**. After reading the book **A Little Spot of Kindness**, students were given a homework assignment where they were asked to track their acts of kindness for the week on their Spot Chart. Students had an opportunity to publish their own classbook through Studentreasures Publishing. Each student created a page for the book where they wrote and illustrated kindness. The bound book is a class favorite for sure!

We wanted to reach out to our larger neighborhood community and demonstrate kindness. We collaborated with a nearby senior citizen center. Students wrote kind letters and cards to local senior citizens.

This project kept students motivated and engaged. They were excited about the topic and the classroom maintained a positive vibe with all students reminding each other to demonstrate kindness daily. Students were asked to complete some self assessments throughout the project, reflecting on how they were demonstrating kindness at school, at home, and in their neighborhoods. Technology was integrated allowing students to use ipads and iMovie to create mini videos representing kindness. Although this project was conducted with Kindergartners, it can easily be adapted for any grade level.
What a Wonderful World

A Kindergarten Kindness Project
Kind Deeds Gallery Walk
Kind Deeds Gallery Walk

“A person feeding a dog and helping pick up the trash.”
Kind Deeds Gallery Walk Work Samples

“I see people helping.”

“What do you see?
I see:
HELPING

“Helping up, Helping somebody plant flowers, Walking in the street”
Kind Deeds Gallery Walk

We collected our ideas on a See, Think, Wonder chart.
Kindness is....

To further our thinking on what kindness looks like, students illustrated and wrote about kind acts.

“Kindness is using manners and helping clean.”

“Want a hug?”
Kindness is...

“Thank you.”
“You’re welcome.”
Kindness Chalk Art with Big Buddies

Our school has Kindergartners paired up with 3rd and 4th graders as buddies. This is time that all students value deeply. It helps to foster a connected community across our school. Together the buddies wrote kindness messages for our entire school to see.
Students also drew kind deeds with their big buddies. These were displayed around the school.
Class Brainstorms

Heart: Kindness is...

- Including others to play
- Helping others when they are hurt
- Sticking up for others
- Showing respect and gratitude for family volunteers
- Giving a turn first
- Writing kind notes to people who feel sad
- Compliment or share appreciations for others
- Listening to teachers
- Asking to be your friend
- Help others in need

Use manners such as, “Thank you,” when someone does something kind for you.

- Helping people
- Caring for animals
- Helping hurt people
- Holding hair to sick patients
- Sharing love throughout the world
- Taking care of the earth
- Asking if someone needs help
- Stick up for others
- Respecting peoples’ bodies

Donating things to people in need

Today:
Encouraging High-Quality Work for Kindness Cards

We introduced the idea of producing high-quality work through peer critique. We showed the EL (formerly Expeditionary Learning) video, *Austin’s Butterfly*, to convey this process. Students randomly chose kind acts to illustrate for Kindness Cards. We went through several drafts to perfect our illustrations. Students would share “glows and grows” for each others drafts during the revision process to improve their work and look at details with a critical eye. We wanted to provide every classroom and our school counselor on campus with final drafts of these cards. We hoped they would encourage students and staff to practice kindness every day.
Encouraging High-Quality Work for Kindness Cards
Peer Critique and the Revision Process
Examples of Kindness Card Drafts
Kindness Messages

Students composed a letter to send to every class and staff member requesting kindness quotes and messages to be displayed in their windows. It was a huge success. Every single classroom participated and our campus was filled with love and positivity!
We partnered with a local senior center to write cards and letters to brighten seniors’ days! Students enjoyed sending cheer to the elders in our community.
Cards and Letters for Seniors

Hello, my name is [Name]. What do you like to do?
From [Name]

Dear [Name],

What is your favorite leisure activity? I like playing sports. What is your favorite sport?

I'm in [Grade] and I'm 6.

Love,

[Name]
Cards and Letters for Seniors

Dear Senior,

My favorite food is worm Brawny with ice cream on top. What is your favorite?

Dear Senior,

I am in kindergarten. Do you like it?

Dear Senior,

What is your name? My name is [Name].

God is always with you.
Kindness Rocks and Kindness Tree

Students helped design and create our Kindness Tree. They wanted to paint rocks with special messages on them. We placed these rocks at the base of our Kindness Tree to spread kindness not only to students, but also to parents that visit our campus. We invited other students and parents to add to the Kindness Rocks and will continue to have our Kindergartners add to the tree every year. Students and parents were also encouraged to create more at home and place them in areas around our community.
Kindness Rocks and Kindness Tree

We used the books Scribble Stones and Scribble Stones Art Guide as inspiration.
Kindness Rocks and Kindness Tree
Kindness Rocks and Kindness Tree
Kindness Rocks and Kindness Tree

Students helped wrap the tree in a rainbow yarn bomb. Our hope in the future, is to work with local seniors to help create sturdier pieces for our tree using crocheted and knitted pieces.
Kindness Rocks and Kindness Tree
Kindness Rocks and Kindness Tree
Kindness Rocks and Kindness Tree Sign

Our students helped design the sign for our tree and rocks and the message conveyed on it. Family volunteers painted the Kindergartners’ message and posted the sign at the tree.
Celebrating Our Acts of Kindness

Our classes created a wall of hearts and a very long paper chain displaying all our kind deeds. Any time a friend caught someone being kind we recorded it and hung it on our walls as a celebration.
Kindness Quilt

Using the book *The Kindness Quilt* as inspiration, students created their own version of a quilt to display in our classroom. We used the same high-quality peer review that we did to create the Kindness Cards.
Kindness Quilt Revision Process

First Draft

Second Draft

Final Draft

Kindness is helping my mom and dad make dinner.
Kindness Quilt Revision Process

First Draft

Second Draft

Final Draft
Kindness Quilt Square Samples

“Kindness is helping someone when they’re hurt.”

“Kindness is including a friend”
Kindness Quilt Square Samples

"Kindness is fostering bunnies from the shelter.

"Kindness is helping my mom with laundry."
Sunshine Compliments

To foster an environment of respect, kindness, safety, and pride children participated in an activity that celebrated our unique qualities. This activity was done in small groups. Each child at the table shared a compliment for every child in the group. They wrote them on “rays of sunshine” for that child to place on their sun. It brightened everyone’s day!
Becoming Upstanders

Kindergartners learned the difference between being a bystander and being an upstander. We all agreed that we wanted to be upstanders. Students broke into small crews (teams) to create posters of what being an upstander looks like. These were on display for the school to view and learn from.
Becoming Upstanders
Becoming Upstanders

We also discussed causes that we felt were important to us. We read the book *Amazing Grace* to lead us into this conversation. Students wrote and illustrated about causes they hold close to their hearts.

“I stand for people who are sick.”

“I stand for endangered animals like koalas.”
Becoming Upstanders

“I stand for peace.”

“I stand for the sick.”
Kindness Books

Both Kindergarten classrooms published a book all about kindness.
Kindness Books

“I can show kindness by playing with someone new on the playground.”
Kindness Books

“Kindness is working together as a team.”
“You can show kindness by giving someone a special gift.”
“Kindness is sticking up for others.”
Students were invited to practice kindness at home, as well as school. They brought home spot cards to track their kind acts.
Bucket Filling

We taught our students the idea of bucket filling. We read the book *How Full is Your Bucket?* to begin the conversation.
Kind Hearts Art Provocation
Kindness Books

A sample of the books we used for this project.
Pinata Perfection is an innovative, one-of-a-kind STEAM project embedded with best practices of teaching. As students build their own Pinatas they learn about different cultures, collaborate in groups, apply critical thinking skills, and utilize engineering concepts along with creativity. Upon completion, students have a tangible representation of their learning and given an opportunity to communicate the results of their final product. Pinata Perfection is a unique lesson that addresses multiple Math CCSS standards while also integrating ELD, Social Science, and ELA CCSS. The lesson engages students in the learning process, peaks student interests, and connects standards of multiple disciplines to a real-world experience.
Pinata Perfection is an innovative, one-of-a-kind STEAM project embedded with best practices of teaching. As students build their own Pinatas they learn about different cultures, collaborate in groups, apply critical thinking skills, and utilize engineering concepts along with creativity. Upon completion, students have a tangible representation of their learning and given an opportunity to communicate the results of their final product. Pinata Perfection is a unique lesson that addresses multiple Math CCSS standards while also integrating ELD, Social Science, and ELA CCSS. The lesson engages students in the learning process, peaks student interests, and connects standards of multiple disciplines to a real-world experience.

The lesson is designed to intermix multiple Math Common Core State Standards; as a result, students discover connections between concepts and procedures. Students see why and how the standards are relevant, important, and build on one another. Pinata Perfection is adaptable to all grade-level standards as well as modifiable for special needs students and students of all abilities by changing the three-dimensional shape of the pinata. In order for students to successfully complete the project, they will need to employ three specific Standards of Mathematical Practice: 1. Make sense of problems and persevere in solving them (SMP 1); 2. Reason abstractly and quantitatively (SMP 2); 3. Attend to precision (SMP 7). A complete list of all the CCSS this project addresses are listed in the table below.

Math Standards:

<table>
<thead>
<tr>
<th>6th Grade CCSS</th>
<th>7th Grade CCSS</th>
<th>8th Grade CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.RP.A.2, 6.RP.A.3a, 6.RP.A.3b</td>
<td>7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c</td>
<td>8.F.B.4</td>
</tr>
<tr>
<td>easily adjusted by changing the</td>
<td></td>
<td>8.G.C.9 (standards can be easily</td>
</tr>
<tr>
<td>basic shape of the pinata)</td>
<td></td>
<td>adjusted by changing the basic</td>
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<tr>
<td></td>
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<td>shape of the pinata)</td>
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</table>

**History-Social Science Content Standard: 7.6** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

**ELA:** CCSS.ELA-LITERACY.W.6.1, CCSS.ELA-LITERACY.W.7.1, CCSS.ELA-LITERACY.W.8.1

**CA ELD Standard A.1** Exchanging information and ideas via oral communication and conversations

**CA ELD Standard A.2** Interacting via written English

**CA ELD C.12** Selecting and applying varied and precise vocabulary and other language resources

Students begin the project by researching the history of pinatas. Through their research, students learn that pinatas originated in China during the 13th century. Marco Polo then brought it to Europe and used it for religious
celebrations. The first pinatas were formed with clay and often resemble animals. In the 16th century, pinatas were brought to Mexico. Aztecs would fill clay pots with offerings and decorate them with colorful feathers. Pinatas were used to honor the god of war. Early pinatas were often made with seven distinct points, representing the seven deadly sins and the struggle against man and temptation.

After the completion of research, student teams are challenged to design a pinata using a triangular or a rectangular prism or pyramid and then develop a net and scale drawing. Student groups will illustrate the top, side, and front view of their project. Students will work together to ensure the volume of their pinata is between $250 \text{ in}^3$ and $500 \text{ in}^3$. Next, students create a scaled version of their pinata with the given scale of $\frac{1}{4}$ inch representing 1 inch of the actual pinata. Once sketches are complete, students use their knowledge of ratios and proportions to complete a table and graph. For the paper mache process, students write an equation for the surface area of their pinata to calculate the number of strips of the newspaper they will need to completely cover the pinata with one layer. Lastly, the students use their net and scale drawings along with their calculations for volume and surface area to construct a pinata and decorate it with paper mache.

Students are assessed according to the attached rubric. Grades are based on five categories: neatness and organization of work, positive group collaboration, make sense of problems and persevere in solving them, mathematical concepts, and attention to precision. To ensure students are aware of the expectations of the project they are given the rubric before beginning. The students are challenged to progress through the project in a well-organized manner, detailed, and accurate manner. Students are also challenged to engage in cooperative collaboration throughout the project.

Pinata Perfection positively affects student learning and achievement in the following ways: The project connects Social Science and Mathematics for cross-curricular integration. Students are given the opportunity to celebrate and experience cultures from the 13th-century to the present day. Students discover then apply the mathematics used for centuries to construct ornate pinatas. In addition, the project fosters collaboration and creativity. Opportunities to talk about math and work as a team are important components of the project. The project is very open-ended and likely that no two groups will have the same pinata. Also, Pinata Perfection gives students a real-world experience making it more likely they will remember the concepts and procedures applied to the meaningful tasks completed throughout the project. Finally, the project is engaging making it more likely that students will be highly focused and motivated to complete the project because it is enjoyable. Overall, this project connects multiple standards across multiple disciplines and gives students the opportunity to enjoy learning about different cultures and make a mess in math class!
I already know how to:
- Area
- Ratios
- Proportions
- Graphs & Tables
- Scale Factor

I need to learn how to:
- Identify 3D shapes
- Volume
- Dimensions
- Surface Area
- Nets

Questions I have:
- Are we working in groups?
- Are we going to stuff it with candy?
- Can I make any design?
- When do we start making it?
## Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness and organization of work</td>
<td>The work is presented in a neat, clear, organized fashion that is easy to read</td>
<td>The work is presented in a neat and organized fashion that is usually easy to read</td>
<td>The work is presented in an organized fashion but may be hard to read at times</td>
<td>The work appears sloppy and unorganized. It is hard to know what information goes together.</td>
</tr>
<tr>
<td>Positive group collaboration</td>
<td>Student was an engaged partner, listening to suggestions of others and working cooperatively throughout the project</td>
<td>Student was as engaged partner but had trouble listening to others and/or working cooperatively</td>
<td>Student cooperated with others, but needed prompting to stay on-task</td>
<td>Student did not work effectively with others</td>
</tr>
<tr>
<td>Make sense of problems and persevere in solving them</td>
<td>All problems are completed</td>
<td>All but one of the problems are completed</td>
<td>All but two of the problems are completed</td>
<td>Several of the problems are not completed</td>
</tr>
<tr>
<td>Mathematical concepts</td>
<td>Explanation shows complete understanding of the mathematical concepts used to solve the problems</td>
<td>Explanation shows substantial understanding of the mathematical concepts used to solve the problems</td>
<td>Explanation shows some understanding of the mathematical concepts needed to solve the problems.</td>
<td>Explanation shows very limited understanding of the underlying concepts needed to solve the problems or is not written</td>
</tr>
<tr>
<td>Attention to precision</td>
<td>90-100% of the steps and solutions have no mathematical errors</td>
<td>85-89% of the steps and solutions have no mathematical errors.</td>
<td>75-84% of the steps and solutions have no mathematical errors.</td>
<td>More than 75% of the steps and solutions have mathematical errors</td>
</tr>
</tbody>
</table>
Piñata Perfection

Have you ever hit a piñata at a celebration? A piñata is a container covered by paper-mâché that is decorated and ultimately broken at a celebration. Many people blindfold the wielder of the stick and take turns trying to strike the piñata. Often, when the piñata breaks, candy, fruit, or even toys fall on the ground and everyone scrambles forward to collect the goodies. Piñatas are an important part of many cultures around the world. Let’s take a minute to learn more about piñatas.

Research:

1. Where did the piñata originate?
   The piñata first originated in China.

2. What did the first type of piñatas look like? What purpose did they serve?
   The first piñatas looked like cows, oxen, or buffaloes, covered with colored paper.
   The special colors traditionally greeted the new year.

3. Who brought the piñata to Europe and how were they used there?
   Marco Polo brought the idea to Europe, and adapted to the celebrations of Lent.

4. When was the piñata brought to Mexico?
   The European piñata tradition was brought to Mexico in the 16th century.

5. How was the piñata used in the Aztec tradition?
   The Aztec tradition used piñatas to commemorate the birthday of Huitzilopochtli. Priests decorated a clay pot with colorful feathers and inside would be treasures.

6. What does piñata represent in the Mexican Catholic tradition?
   The Mexican Catholic interpretation of the piñata rested on the struggle of a man against temptation.

Let’s get started

Directions: You and your team are tasked with designing and creating a piñata for a very demanding customer. Your piñata must meet the following requirements:

- The design must be comprised of prisms and/or pyramids
- The blueprints and final product must be drawn to scale
- The surface area (or number of newspaper strips needed to cover one layer of your piñata with paper mache) must be accurately predicted.
- The volume must be between 250 in³ and 500 in³
- The final product must have 2 color ratios
  The ratio of Color A to Color B will be 1.5 to 3
  The ratio of Color C to Color D will be 0.75: 2
Step 1: Record your ideas! What will the design of your piñata be? Use this space to record and draw ideas on how to construct your piñata. Remember, your customer requires you to use prisms and pyramids when creating the product.

- What do you want your piñata to look like? Your answer must be in complete sentences and must incorporate the following vocabulary words: base, height, prism and/or pyramid, edge, and face. Be sure to also include an illustration with the top, side, and front view of your piñata.

[I want my piñata to look like a bee from Minecraft. Because Minecraft bees are a rectangular prism, we decided to make our piñata in that shape. The face of the bee will be 6 in x 6 in. The base will be yellow & brown.]

Illustrations:

- What will the dimensions of your piñata be? Remember, the volume must be between 250 in$^3$ and 500 in$^3$.

[Diagram of a rectangular prism with dimensions 6 in x 11 in x 6 in, volume = 396 in$^3$.]
• What colors are you going to use for each ratio?

  Color A: **black**
  Color B: **yellow**
  Color C: **light blue**
  Color D: **brown**

**Step 2: Volume!** Use the grid to create a scale model of your piñata. Label each of the sides of your design with measurements in inches. Ensure the volume of your design will be between 250 \text{in}^3 \text{ and } 500 \text{in}^3 \text{ Scale: } \frac{1}{4} \text{ inch} = 1 \text{ inch}
Step 3: Surface area. Paper mache is the process of dipping strips of newspaper into a starch solution. You will need to calculate how many newspaper strips you will need to cover one layer of the outside of your piñata. Note: Each strip of newspaper is cut into 1 in x 10 in pieces.

1. Fill out the table showing the number of strips of newspaper needed and the area it will cover.

<table>
<thead>
<tr>
<th>Strips of Paper</th>
<th>Area</th>
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<tbody>
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<td>9</td>
<td>90</td>
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<tr>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

2. Graph the values from the table. Be sure to label the units.

3. Is the number of strips of paper proportional to the total area? Explain how you know.
   Yes. It goes through the origin and starts at 0.

4. What equation can be used to calculate the number of strips needed for any given surface area?
   \[ y = 10x \]

5. Use the equation from prompt 4 to determine the number of strips you need to cover the outside of your piñata.
   \[ 336 \text{ in} / 33.6 \]

Step 4: Create your piñata! Work as a team to create the structure of your piñata. Make sure your measurements are precise and incorporate your planning from step 2. Supplies:
cardboard, tape, glue, scissors, ruler. Once the shell is constructed, you and your team will cover the piñata with paper mache.

Step 5: Final design. You and your team must decorate the outside of your piñata with colored tissue paper. Keep in mind that some of the strips must correspond to certain color ratios. Part of your piñata will consist of the Color A to Color B ratio. Another part of your piñata will have the Color C to Color D ratio. Use the table to help with your calculations and to determine the proper ratios.

<table>
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<tr>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td></td>
</tr>
</tbody>
</table>

Write the total number of strips you will use for each color to cover part of the piñata. You may decorate the remaining part of your piñata however you chose.

1.5 : 3

Color A: 6
Color B: 12

0.75 : 2

Color C: 4.5
Color D: 12

Once you have piñata perfection the party can begin!
Piñata Perfection

Have you ever hit a piñata at a celebration? A piñata is a container covered by paper-mache that is decorated and ultimately broken at a celebration. Many people blindfold the wielder of the stick and take turns trying to strike the piñata. Often, when the piñata breaks, candy, fruit, or even toys fall on the ground and everyone scrambles forward to collect the goodies. Piñatas are an important part of many cultures around the world. Let’s take a minute to learn more about piñatas.

Research:

1. Where did the piñata originate?
   - The piñata originated from China.

2. What did the first type of piñatas look like? What purpose did they serve?
   - The first type of piñatas looked like Chinese paper figures with animals that are covered in colored paper. Also, it was filled with seeds.

3. Who brought the piñata to Europe and how were they used there?
   - Marco Polo brought the piñata into Europe and it was used for carrying water.

4. When was the piñata brought to Mexico?
   - The piñata was brought to Mexico in the 16th century.

5. How was the piñata used in the Aztec tradition?
   - The piñata was used for a celebration of a Aztec god. The pot has treasures and when it would be broken it would fall onto the gods feet as an offering.

6. What does piñata represent in the Mexican Catholic tradition?
   - The piñata represents a struggle of a man against temptation. The 7 points in the piñata represents the 7 deadly sins. The pot, fruit, and candy are temptation of evil.

Let’s get started

Directions: You and your team are tasked with designing and creating a piñata for a very demanding customer. Your piñata must meet the following requirements:

- The design must be comprised of prisms and/or pyramids
- The blueprints and final product must be drawn to scale
- The surface area (or number of newspaper strips needed to cover one layer of your piñata with paper mache) must be accurately predicted.
- The volume must be between 250 in³ and 500 in³
- The final product must have 2 color ratios
  - The ratio of Color A to Color B will be 1.5 to 3
  - The ratio of Color C to Color D will be 0.75: 2
Step 1: Record your ideas! What will the design of your piñata be? Use this space to record and draw ideas on how to construct your piñata. Remember, your customer requires you to use prisms and pyramids when creating the product.

- What do you want your piñata to look like? Your answer must be in complete sentences and must incorporate the following vocabulary words: base, height, prism and/or pyramid, edge, and face. Be sure to also include an illustration with the top, side, and front view of your piñata.

I want my group’s piñata to look like a replica of a pyramid. It will have bricks outlined with the color sand in the top and side. The bottom of the base will have no color. The edge will be perfected so no imperfections. The prism will be equal.

Illustrations:

- What will the dimensions of your piñata be? Remember, the volume must be between $250 \text{ in}^3$ and $500 \text{ in}^3$.

\[
V = \frac{1}{3} L \cdot W \cdot H
\]

\[
V = 400 \text{ in}^3
\]
Step 2: Volume! Use the grid to create a scale model of your piñata. Label each of the sides of your design with measurements in inches. Ensure the volume of your design will be between 250 in³ and 500 in³. Scale: ¼ inch = 1 inch
Step 3: Surface area. Paper mache is the process of dipping strips of newspaper into a starch solution. You will need to calculate how many newspaper strips you will need to cover one layer of the outside of your piñata. Note: Each strip of newspaper is cut into 1 in x 10 in pieces.

1. Fill out the table showing the number of strips of newspaper needed and the area it will cover.

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<td>9.5</td>
<td>95</td>
</tr>
<tr>
<td>x</td>
<td>10x</td>
</tr>
</tbody>
</table>

2. Graph the values from the table. Be sure to label the units.

3. Is the number of strips of paper proportional to the total area? Explain how you know.

   The number of strips of paper is proportional because it starts at 0 and goes at a straight line.

4. What equation can be used to calculate the number of strips needed for any given surface area?

   \[ y = 10x \]

5. Use the equation from prompt 4 to determine the number of strips you need to cover the outside of your piñata.

   \[ SA = 340 \div 10 = 34 \]

Step 4: Create your piñata! Work as a team to create the structure of your piñata. Make sure your measurements are precise and incorporate your planning from step 2. Supplies:
cardboard, tape, glue, scissors, ruler. Once the shell is constructed, you and your team will cover the piñata with paper mache.

Step 5: Final design. You and your team must decorate the outside of your piñata with colored tissue paper. Keep in mind that some of the strips must correspond to certain color ratios. Part of your piñata will consist of the Color A to Color B ratio. Another part of your piñata will have the Color C to Color D ratio. Use the table to help with your calculations and to determine the proper ratios.

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<td>1.5</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
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Write the total number of strips you will use for each color to cover part of the piñata. You may decorate the remaining part of your piñata however you chose.

1.5 : 3

Color A: 4
Color B: 8

0.75 : 2

Color C: 6
Color D: 16.02

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Piñata Perfection

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3. Who brought the piñata to Europe and how were they used there?

4. When was the piñata brought to Mexico?

5. How was the piñata used in the Aztec tradition?

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- The volume must be between 250 \(in^3\) and 500 \(in^3\)
- The final product must have 2 color ratios
  - The ratio of Color A to Color B will be 1.5 to 3
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Step 1: Record your ideas! What will the design of your piñata be? Use this space to record and draw ideas on how to construct your piñata. Remember, your customer requires you to use prisms and pyramids when creating the product.

- What do you want your piñata to look like? Your answer must be in complete sentences and must incorporate the following vocabulary words: base, height, prism and/or pyramid, edge, and face. Be sure to also include an illustration with the top, side, and front view of your piñata.

Illustrations:

- What will the dimensions of your piñata be? Remember, the volume must be between $250 \text{ in}^3$ and $500 \text{ in}^3$. 

● What colors are you going to use for each ratio?

Color A: ________________
Color B: ________________
Color C: ________________
Color D: ________________

Step 2: Volume! Use the grid to create a scale model of your piñata. Label each of the sides of your design with measurements in inches. Ensure the volume of your design will be between 250 $in^3$ and 500 $in^3$. Scale: ¼ inch = 1 inch
Step 3: Surface area. Paper mache is the process of dipping strips of newspaper into a starch solution. You will need to calculate how many newspaper strips you will need to cover one layer of the outside of your piñata. Note: Each strip of newspaper is cut into 1 in x 10 in pieces.

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<tr>
<td></td>
<td>90</td>
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<td>95</td>
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</table>

2. Graph the values from the table. Be sure to label the units.

3. Is the number of strips of paper proportional to the total area? Explain how you know.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. What equation can be used to calculate the number of strips needed for any given surface area?

5. Use the equation from prompt 4 to determine the number of strips you need to cover the outside of your piñata.

Step 4: Create your piñata! Work as a team to create the structure of your piñata. Make sure your measurements are precise and incorporate your planning from step 2. Supplies:
cardboard, tape, glue, scissors, ruler. Once the shell is constructed, you and your team will cover the piñata with paper mache.

Step 5: Final design. You and your team must decorate the outside of your piñata with colored tissue paper. Keep in mind that some of the strips must correspond to certain color ratios. Part of your piñata will consist of the Color A to Color B ratio. Another part of your piñata will have the Color C to Color D ratio. Use the table to help with your calculations and to determine the proper ratios.

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</table>

Write the total number of strips you will use for each color to cover part of the piñata. You may decorate the remaining part of your piñata however you chose.

1.5 : 3

Color A:_________
Color B:_________

0.75 : 2

Color C:_________
Color D:_________

Once you have piñata perfection the party can begin!
Engaging in any type of literature/history requires students to put themselves in the time, place, and position of the characters/people they study. Reading Edith Hamilton’s *Mythology* could be dry for high school freshmen; we run the risk as teachers of losing our students unless we allow them to play in this world themselves.

As we read about heroes and their journeys in Greek mythology, including Hercules, Perseus, Theseus, and Odysseus, students have begun researching what it takes to make a hero. Students will then apply all they have learned from readings and research to building a hero of their own and setting him/her out on a journey home like Odysseus.
Engaging the Odyssey: Writing Our Own Hero’s Journey

I. Innovation and Creativity Meet Best Practices

Engaging in any type of literature/history requires students to put themselves in the time, place, and position of the characters/people they study. Reading Edith Hamilton’s *Mythology* could be dry for high school freshmen; we run the risk as teachers of losing our students unless we allow them to play in this world themselves.

As we read about heroes and their journeys in Greek mythology, including Hercules, Perseus, Theseus, and Odysseus, students have begun researching what it takes to make a hero. Students will then apply all they have learned from readings and research to building a hero of their own and setting him/her out on a journey home like Odysseus.

II. Support of State Standards in Lessons and Activities

This unit includes READING, WRITING, and SPEAKING and LISTENING:

<table>
<thead>
<tr>
<th>READING Standards</th>
<th>Lessons and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</td>
<td>We will work to analyze journeys of Greek heroes to see how they are developed over the course of a myth.</td>
</tr>
<tr>
<td>9.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</td>
<td>We will look at the point of view in Homer’s <em>Odyssey</em> so students can attempt to write about their own heroes from this model.</td>
</tr>
<tr>
<td>9.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</td>
<td>We will look at <em>The Odyssey</em> in three different mediums including the original verse and a graphic novel (<em>Pearson</em>), and a prose story in Edith Hamilton’s <em>Mythology</em>. They will also read multiple articles on what it takes to be a hero and an interview with Joseph Campbell about the hero’s journey (<em>Pearson</em>).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRITING Standards</th>
<th>Lessons and Activities</th>
</tr>
</thead>
</table>
| 9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. | Students will write:  
  - Definitions of a hero  
  - Nominations for heroes  
  - Summaries of hero’s journeys from myth/modern times  
  - Recipe for a hero  
  - Fill in a Mariner’s Application for their hero (*Pearson*)  
  - Create family tree for hero  
  - Annotate a map of the hero’s journey |
9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- Write an interview with their hero
- Create a graphic novel section for one of their hero’s challenges (which they practiced with Hercules’ labors)

At the end of their multi-genre project, students will write an argument about true heroism as their conclusion. Students will already have looked at examples of this, and after all of their own writing and class discussions (see Speaking and Listening), they should have a pretty solid opinion about what it means to be a hero.

Throughout the project, students will take part in whole class research as well as their own independent research into heroism as well as models of the different genres they will be using in their own writing.

### SPEAKING and LISTENING

<table>
<thead>
<tr>
<th>Activity/Lesson</th>
<th>Does Not Meet Standards</th>
<th>Meets Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</td>
<td>Nominations for hero/voting based on student-created rubric: Google Form</td>
<td>Throughout the research process, students will be building their heroes together. They will come to world-building discussions prepared with ideas and questions for their classmates’ ideas in order to inspire one another. They will also assist one another with potential mentor texts for their genre work.</td>
</tr>
<tr>
<td>9.4 Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</td>
<td>Initial Research: Google Slides (definition of hero, modern hero’s journey examples, Greek hero evaluation summary based rubric, articles about heroism, books on heroes, and a</td>
<td>At the conclusion of their projects, students will present their hero’s journeys in the format of a science fair/gallery walk. Half of the students will present to the other half one class period and then we will switch.</td>
</tr>
</tbody>
</table>

### III. Success of Curriculum and Assessment

Students will proceed through the lessons and activities, as can be seen in the following rubric:

<table>
<thead>
<tr>
<th>Activity/Lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominations for hero/voting based on student-created rubric: Google Form</td>
</tr>
<tr>
<td>Initial Research: Google Slides (definition of hero, modern hero’s journey examples, Greek hero evaluation summary based rubric, articles about heroism, books on heroes, and a</td>
</tr>
</tbody>
</table>
concluding statement re: most important finds)

Recipe for a Hero (will also work to help students identify final thesis)

Hero Creation: Slides (family tree, justification of hero based on their Greek relatives, Mariner’s application)

Annotated Map of Hero’s Journey (5 challenges based in 5 different culture’s mythologies)

Interview with the Hero

Graphic Novel: representing one challenge hero faces on journey

Final Argument: What is a Hero?

Gallery Walk Presentations

IV. Effect on Student Learning and Achievement

Because students find themselves creating their own heroes within the world of Greek (and other) mythologies, they care much more about all of the learning than if they just read the chapters and took quizzes on their readings. By putting them in the shoes of Homer, they become the poets, the creators. There is a buzz around this activity like no other during the year, and whenever we can get students excited about their learning like this, work becomes play (something high school students don’t get to do very often).
Student Samples

I. Initial Hero Research

My Definition of a Hero

A hero is someone who is a leader of what they are trying to prove and not only just believe in it, it's important to show others as well. To be a hero, one must be a manager because you will see many difficulties that you will have to push ahead of your comfort zone to complete. Another thing that is necessary to be a hero is to have compassion for others and to empathize in the problems and do your best to help. One last thing that makes a hero is their kindness. Kindness is very important to a hero because heroes are kind to people and make the world a better place and to be a hero you are supposed to be for a role model to how people are supposed to act.

Anne Frank and ME

The Characterization of a Hero: What makes someone a hero?

By Linda Chen, Updated on August 19, 2019

1. Action that are done in order of others who are in need, whether it is for an individual, a group, or a community.
2. People who look to help others in times of danger and adversity in order to protect the welfare and well-being of others.
3. Heroes keep working on their goals, even when situations are bad. Persistence is another quality commonly shared by heroes.
4. “They are able to have an active role in the protection of others or their interests.”
5. “According to research, empathy, selflessness, and compassion for others are key qualities that contribute to heroic behavior.”

Greek Heroes

Norms, Pervus, Theurgy, Quibus

WAIT... Don't do this one!

Real Life Hero #1

What is the Book Title?:

What is your opinion on this man?

What are the themes of this book?

Mythological Hero #3 (not from Greek myth)

Explain:

Waves

Mythic

What are the themes of this book?

Waves

Mythic

What are the themes of this book?

Waves

Mythic
Based on my research, my most important findings on heroism are (these should be in your own words):

<table>
<thead>
<tr>
<th>Finding #1</th>
<th>Finding #2</th>
<th>Finding #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>One very important thing that I found about heroes is that they need to be brave and be mentally courageous because depending on the challenges they will face they most likely will be out of there normal comfort zone.</td>
<td>Another thing that I found very important was that heroes don’t need superpowers to be heroes or be anyone famous. They just need to be every day people that care about others.</td>
<td>The last thing I found that is very important when being a hero is to be selfless because you will have to sacrifice things to benefit others that might not be in your favor.</td>
</tr>
</tbody>
</table>
II. Recipe for a Hero

Recipe for a Hero

Recipe for a Hero

Hero Recipe

Directions:
- Mix the ingredients well
- The recipe is as simple as possible
- Do not forget any ingredient.

My Grandmother’s recipe for a hero

Directions:
- Mix selflessness with 1 cup of bravery
- 1/2 cup of kindness, 1/2 cup of understanding, 1/2 cup of empathy
- 1 tablespoon of intelligence, a pinch of adventurous
- Add a dash of honesty and 7 years of commitment
- 2 handfuls of, 1/2 cup of courage
- 3 finely blended in the, make a, little bit, creating
- Take 1/4 cup of determination, 1/4 cup of patience

III. Hero Creation Charts (Students had to choose two relatives from Greek mythology and build a hero from their strengths.)
**Daedres’ Greek Ancestors**

<table>
<thead>
<tr>
<th>Ancestor 1: Ares (Father)</th>
<th>Ancestor 2: Daedalus (Cousin)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: greekgodsandgoddesses.net</td>
<td>Source: greekgodsandgoddesses.net</td>
</tr>
<tr>
<td>• God of War</td>
<td>• Genius Inventor</td>
</tr>
<tr>
<td>• Feared by many</td>
<td>• Built the Labyrinth</td>
</tr>
<tr>
<td>• Extremely Strong</td>
<td>• Father of Icarus</td>
</tr>
<tr>
<td>• Embodiment of aggression and success</td>
<td>• Best Artist in Greece</td>
</tr>
<tr>
<td>• Represents violence and the physical untamed aspect of war</td>
<td>• Very resourceful and smart</td>
</tr>
</tbody>
</table>

**Daedres’ Qualities from Recipe and Ancestors**

<table>
<thead>
<tr>
<th>Qualities of a Hero from Recipe</th>
<th>How will your hero be these things with traits from your ancestors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bravery</td>
<td>From Ares, he will be unafraid of violence and warfare, able to take on any threat</td>
</tr>
<tr>
<td>Intelligence</td>
<td>From Daedalus, he will be immensely smart and resourceful, being able to overcome many challenges using his wits</td>
</tr>
<tr>
<td>Dedication</td>
<td>From Daedalus, he won’t give up on any invention or cause that he fights for, he will not stop until he achieves his goal</td>
</tr>
<tr>
<td>Strength</td>
<td>From Ares, he will be the strongest hero, as his father is the strongest warrior to live</td>
</tr>
<tr>
<td>Skills/Talents</td>
<td>From Ares, Daedres will inherit his fighting spirit, strength, warfare intelligence, and combat knowledge. From Daedalus, Daedres will inherit his immense knowledge and inventive spirit. He will be able to make his own weapons and armor to support himself in his battles, he will be a One Man Army</td>
</tr>
</tbody>
</table>

**Calix Greek Ancestors**

<table>
<thead>
<tr>
<th>Ancestor 1: Hermes (God Father)</th>
<th>Ancestor 2: Ganymede (Brother)</th>
</tr>
</thead>
</table>

Character Name: Calix
- God of trade, wealth, luck, fertility, animal husbandry, sleep, language, thieves, and travel.
- cleverest and most mischievous of the Olympian gods
- He was the patron of shepherds, invented the lyre, and was, above all, the herald and messenger of Mt. Olympus
- Symbolise the crossing of boundaries in his role as a guide between the two realms of gods and humanity.
- the leader of both the Nymphs and Graces

- Cupbearer of the Gods
- He was known for his unusual beauty that even Zeus wanted him
- He is the constellation for Aquarius
- He was kidnapped by Zeus, but didn't cry, he was very brave

Calix Qualities from Recipe and Ancestors

<table>
<thead>
<tr>
<th>Qualities of a Hero from Recipe</th>
<th>How will your hero be these things with traits from your ancestors?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compasion</td>
<td>From Hermes he gets compassion because Hermes has been known to help heros on their journey.</td>
</tr>
<tr>
<td>Loyalty</td>
<td>From Ganymede, he is very loyal to his beliefs and the people he fights with. This is because even though Zeus kidnapped Ganymede, he still stayed loyal to him.</td>
</tr>
<tr>
<td>Purpose</td>
<td>From Ganymede, he has a purpose because because Zeuse kidnapped him, Calix has a motive for being in the war. To get revenge on Zeus for taking his brother.</td>
</tr>
<tr>
<td>Leadership</td>
<td>From Hermes, he is a leader and not a follower because it is said that hermes is the leader of both Nymphs and Graces</td>
</tr>
<tr>
<td>Smart</td>
<td>From Hermes, he has his wit because Hermes is known to be the cleverest and mischievous of gods.</td>
</tr>
</tbody>
</table>

IV. Plan for Hero’s Journey
FAMILY TREE

- Father: (Ares)
- Cousin: (Daedalus)
- Beast Companion: (Paarthurnax)
- Mentors: (The Greybeards)

MAP OF ADVENTURE

She will leave her army after Achilles's death and follow the Bactrians to Japan. From there she will sail to Hawaii and the back to the Forest of Glaucosis.
Marcus Aurelius, Roman emperor and philosopher, is quoted as saying, "Nothing has such power to broaden the mind as the ability to investigate systematically and truly all that comes under thy observation in life." In Who You Gonna Call? Crime Fighters!, a four-week investigative unit for grades six and above, students put on their crime scene hats and fine tune their observational skills. Through Socratic seminar, engaging nonfiction and fiction articles, collaborative groups, research and jigsaw, students are encouraged to sharpen their deduction skills and draw conclusions about the impact choices can have on your life.
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**Guiding Questions**

Why do people break the law?
What motivates criminals?
Does the punishment fit the crime?
Can criminals be reformed?

**A Question of Intent**

The unit begins by helping students establish a definition of crime and explore how it affects communities. Students examine the infographic titled, "The Rise of the Cheater" speculating about the impact cheating can have on a person and society. To extend their thinking, students read a blog posted in the *New York Times* by The Ethicist, evaluate its argument and develop their own claim in response to the question—Should I tell on a cheating classmate?

In order to stretch their thinking, students examine a variety of infographics detailing statistics about crime in America as well as other countries. Next, our attention turns to our own city, Thousand Oaks. Students consider Thousand Oaks' crime rate, specifically property crime, compared to the state. To build on their growing knowledge, students break down California Penal Codes 460, 459, 464 and 466. Collaboratively, students analyze the consequences for each code. Then, in a Socratic seminar, the class debates the question—Does the punishment fit the crime?

**A Question of Perception**

Armed with their insights, students now begin their crime scene training. First, students watch a video clip from *Sherlock Holmes*. Putting themselves in the role of a crime scene investigator, students focus on the evidence left at the scene. Through a class discussion, students consider what the evidence might reveal about the victim and perpetrator. After getting a taste of the action, students now use several Edpuzzle videos to learn about processing and collecting evidence at a crime scene.

Our focus now shifts to examining crime-fighting tools. Students participate in a fingerprint lab which requires them to collect and record data in a bar graph and make observations based on the population. As a class, we create two truths and a lie from those perceptions. Next, students read several nonfiction articles like "Can Trees and Grass Become Best Crime-fighting Tools?" and "DNA Testing May Make It Harder to Keep Your Genetic Information Private." Students also watch a *Student CNN News* video clip on DNA Phenotyping. Using the Circle of Viewpoint strategy, students consider how these new tools might be viewed from different perspectives like a prosecutor, scientist, criminal and citizen.
Question of Evidence

Now with their understanding in tow, students shift to examining their first crime scene based on Lawrence Treat's “Slip or Trip.” In groups, acting as crime scene investigators, students collect evidence from a created autopsy report, toxicology report and a life insurance policy. They examine facts about falls, alcohol and coordination, and brain injuries. Based on their evidence, students argue how the facts impact the case and what conclusions can be drawn. Finally, as a group, they write a report with their findings.

To further practice their investigative skills, students analyze a second crime scene. In order to determine what happened, they must scrutinize the evidence like forensic detectives. Provided evidence includes: autopsy report, toxicology report, and a DNA report. Students will delve into how bloodstains, handprints, shoe prints and firearm examination point to possible suspects. They further examine questions like: What's the likelihood that our perpetrator's fingerprints are loops, whorls or arches? Based on the number of diners, what should the fingerprint analysis show? Armed with their knowledge, students solve this crime scene through a breakout box activity. They have a variety of puzzles that must be solved in order to proceed through the investigation.

A possible third crime scene involves embezzlement and a possible drowning. Evidence provided includes: a police report, bagged evidence, DNA analysis, bank statements, a life insurance policy, and receipts.

Question of Justice

The unit concludes with two culminating activities. First, students read "A Retrieved Reformation" looking for clues that the main character is a skilled robber. Our discussion moves towards asking tough questions like, "Can criminals be reformed?" Students read a Newsela article titled, "Rethinking Juvenile Sentence: Embracing Reforms and Second Chances." Spurred on by our conversation, students research juvenile crimes in Ventura County and create a bar or line graph with their data. Based on their research and graph, groups will write two profound truths and a lie. Each group's poster will be displayed for students to analyze, looking for the lie; on a post it note, students mark the lie along with an explanation. Lastly, we return to "A Retrieved Reformation" using an activity called "Dialogue Dice" where students debate questions like, “Do you think Jimmy returned to his life of crime?” “Should age affect sentencing?”

Achievement and Assessment

The unit addresses individual needs and considers a variety of learners by providing scaffolds, assessing creative thinking and adapting to multiple modalities. Student success is measured via tests, small and large group discussion, essays, claim writing, common formative assessments and completed projects.

Overall, the unit is standards based, adaptable, student-centered, engaging, and one I will continue to use. Who You Gonna Call? Crime Fighters! challenges students to look beyond the classroom to how
the choices we make determine our future. And to make sure that those long-lasting consequences are ones we intend. I feel an overwhelming need to do this unit since my students are at an age where they are discovering who they will become and what they value.

**Standards**

Common Core Reading Standards for Literature and Informational Text
Reading Standards for Informational Text 1-6 and 8-9
Writing Standards 1-9
Speaking and Listening Standards 1-5
Language Standards 1-6

**Next Generation Science Standards**

MS-LS3-2. Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS3-3. Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

**Common Core State Standards**

CCSS.Math.Content.7.SP.A.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

CCSS.Math.Content.7.SP.A.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
Fingerprint Lab

**Background Information:** Fingerprints are an impression of the lines on the inner surface of the thumb and fingers. The patterns are made by tiny ridges in the skin. The ridges on our fingertips help us to grip objects. When we touch an object, the oil and perspiration on our skin leave behind a fingerprint. Investigators dust these with a fine powder to make the patterns visible and then, lift the fingerprints with sticky paper.

Fingerprints are permanent details that are created before you are born. They are created by the random migration of skin cells during your embryological development. Remember that phenotype (e.g., fingerprints) is caused by a combination of genotype (DNA), environment (e.g., diet, pollution, social class) and random developmental events (e.g., migration of cells). Fingerprints do not change unless they are scarred, affected by skin disease, or after death. No two fingerprints are the same, not even on the same person or on identical twins. The most common fingerprint patterns include **whorls**, **arches** and **loops**, although some people show double loops and other combinations. In the general population, about 65% of all fingerprints are loops; 30% are whorls; and only 5% are arches.

Arches look like hills that point upward (don’t bend left or right). The ridge lines enter from one side and exit on the other side. There are no deltas. Loops are taller than arches and bend slightly to the left or right. The ridge lines enter and exit from the same side. There is usually one delta. The example to the right is a Left Loop, since it points to the left. The ridges enter and exit from the right side. Whorls can be made of concentric rings (like a bull’s eye) or 2 loops pointing in opposite directions. They generally have two deltas.

**Procedure:**
1. Rub the pencil on the scratch paper until there is a dark smudge of graphite.
2. Rub each finger on the smudge until the fingertip is covered with graphite.
3. Place a small piece of tape over your fingertip. Press the tape down gently.
4. Carefully remove the tape and stick it in the appropriate square in table 1.
5. Repeat the process for the other four fingers of your hand.
6. Look at your fingerprints under the microscope and try to identify which type you have. Record the type of fingerprint pattern beneath each print.
7. Record the data for your class in table 2.
8. Make a **BAR GRAPH** for your class data.
Table 1: Individual fingerprints

<table>
<thead>
<tr>
<th>Finger</th>
<th>Thumb</th>
<th>Index</th>
<th>Middle</th>
<th>Ring</th>
<th>Pinky</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pattern</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 2: Class Data

<table>
<thead>
<tr>
<th>Total number of each type of print</th>
<th>Loop</th>
<th>Arch</th>
<th>Whorl</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Analysis

1. Which is the most common type of fingerprint in your class?

2. What were the percentages of each type of print? Were they close to the predicted percentages given in the background information above?

3. Did you have the same fingerprint pattern on each of your fingers?

4. Explain how different fingers on the same hand could end up with different fingerprints.
Write two truths and lie about the graph below.

1.

2.

3.
TOP 5 CAUSES OF FALLS

Impaired Vision—Cataracts and glaucoma alter depth perception, visual acuity, peripheral vision and susceptibility to glare. Solution: Add color and contrast to identify objects, such as grab bars and handrails.

Home Hazards—Most homes are full of falling hazards. Solution: Add grab bars in the bathroom, install proper railings on both sides of stairways, improve the lighting, remove loose rugs and fix uneven or cracked sidewalks.

Medication—Many drugs (i.e., sedatives, anti-depressants) reduce mental alertness, affect balance and gait and cause drops in systolic blood pressure while standing. Mixing certain medications increases these effects, causing falls. Solution: Have a home care professional carefully monitor medications and interactions.

Weakness, Low Balance—Weakness and lack of mobility leads to many falls. Solution: Exercise regularly to boost strength and muscle tone.

Chronic Conditions—Parkinson’s, heart disease and other conditions increase the risk of falling. Solution: Enlist specially trained caregivers to ensure that patients follow their treatment plans, assist them to doctor appointments and recognize red flags.

30% 20-30% of people who fall suffer moderate to severe injuries. These injuries can make it hard to get around or live independently.

1 IN 3 Adults age 65 and older fall each year, yet less than half talk to their healthcare providers.

15 Every 65 seconds across America a senior citizen is sent to the E.R. for a fall-related injury.

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LIFECARE | KIDCARE | STAFFING

http://hin.com/blog/2013/10/01/infographic-top-5-causes-of-falls/
falls down stairs

Falls down stairs occur relatively commonly, and are particularly associated with the elderly and the intoxicated.

Preuß et al (2004) analysed a series of 166 cases over a 11 year period, and found an almost 2:1 male to female ratio.

Injuries sustained affected many different parts of the body, due to impacts against different structural parts of the stairs and other objects during the fall, and from attempts to 'break the fall' etc.

The skull was injured in 90.5% of cases, the torso in 66.4% and the limbs in 60%. The face was injured in just under 60%.

Lacerations, bruises and abrasions of the back of the head were seen almost as frequently as on the forehead, whilst a smaller proportion exhibited these injuries in both locations.

65% had a skull fracture, and the majority of these were basal fractures. Facial fractures were seen in 57%.

Just under 8% suffered vertebral fractures (although no details are provided regarding the types of fractures identified), and 60% suffered extremity injury, particularly extensor surfaces.

They concluded that an external examination of the body alone could not discriminate from a vital fall or agonal fall (after suffering a cardiac arrythmia or infarction at the top of a flight of stairs, for example).

Of particular importance, in cases where bodies are found at the foot of a flight of stairs, is the ability to distinguish between a simple fall, and an assault, particularly given that falls down stairs result in a high frequency of severe head injuries. They note that many head injuries seen in falls down stairs occur above the so-called 'hat brim line'.

When considering falls on the level, injuries occurring above the 'hat brim line' are sometimes thought to be more in keeping with assault, rather than a fall, but in falls down stairs, this does not seem to apply.
Preuß et al (2004) also indicate that an examination of the brain with respect to coup and contra-coup contusions may be of assistance in identifying 'blows' to the head, but this evaluation may be complicated by the multiplicity of impacts received during a 'tumble' down stairs, unlike a collapse onto a hard surface involving only a single impact.

**Factors to consider when investigating an apparent fall down stairs:**

- The deceased's medical history;
- The staircase environment (slip/ trip hazards);
- Witness evidence;
- Complete autopsy;
- Neuropathological examination of the brain and cervical spinal cord; and
- Toxicology

<http://www.forensicmed.co.uk/wounds/blunt-force-trauma/patterns/falls/>. 
Alcohol and Coordination Links


http://www.chooseresponsibility.org/article/view/15555/1/2649/

https://www.soberlink.com/alcohol-affects-brain/
FALLS
are the leading cause of brain injuries in the U.S. Half of traumatic brain injuries among children ages 0 to 14 years are caused by falls.

TBI rates are higher for MALES than for FEMALES.

Young adults and the elderly are the age groups at HIGHEST RISK for a brain injury.

THE MOST COMMON CAUSES FOR TBIs INCLUDE:

35.2% FALLS
17.3% MOTOR VEHICLE TRAFFIC
16.5% STRUCK BY/AGAINST EVENTS
10% ASSAULTS

Approximately 5.3 MILLION Americans currently are living with a disability caused by a TBI. Nearly half of the people hospitalized for a TBI have a related disability a year later.

The recovery time for head injuries is much higher for children and teens than it is for adults.

Approximately 75% of the head injuries that occur are concussions or mild TBIs.

Most concussions occur without LOSING CONSCIOUSNESS.

Concussions & Brain Injury Facts

Brain injuries (also known as traumatic brain injuries, or TBIs) are very serious. Unfortunately, they occur more often than many people realize. TBIs range from mild to severe, but all are dangerous and can cause medical problems for years.

About 1.7 MILLION PEOPLE suffer a brain injury every year – 52,000 people die and 85,000 suffer long-term disabilities.

Once you sustain any type of brain injury, you’re at a higher risk for another one.

All brain injuries, including concussions, can be serious. Even those recovering from a "mild brain injury" can experience SYMPTOMS THAT LAST OVER A YEAR following the injury and are more likely to suffer another TBI.

Many mild TBIs are not diagnosed until the person begins to have PROBLEMS DOWN THE ROAD – usually doing something that was once an easy task or in a social situation.

Approximately 300,000 children and teens suffer a sports- or recreation-related brain injury. But, that number only includes those who lost consciousness. Because 90% of athletes don’t lose consciousness, that number is expected to be much higher.

Edgar Snyder & Associates
Works Cited

Office of the Yoknapatawpha County Coroner

**Date and Hour Autopsy Performed:**
10/10/2015; 8:30 A.M. by
Manish Agarwal, M.D.
555 Jackson Avenue
Oxnard, Pennsylvania 19090

**Assistant:**
Victoria Witte, M.D.

**Full Autopsy Performed**

**SUMMARY REPORT OF AUTOPOSY**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Coroner’s Case #:</th>
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<tbody>
<tr>
<td>VOLUPIDES, Arthur</td>
<td>2015-277</td>
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<table>
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<th>Date of Birth:</th>
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<table>
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<tbody>
<tr>
<td>001294-23E-2015</td>
<td>Yoknapatawpha County Sheriff’s Department</td>
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**EVIDENCE OF TREATMENT:**
N/A

**EXTERNAL EXAMINATION:**
The autopsy is begun at 8:30 A.M. on October 10, 2015. The body is presented in a black body bag. The victim is wearing black tuxedo pants, starched white shirt under a smoking jacket, including shoes. No jewelry present. The clothing shows no sign of soiling or damage.

The body is that of a normally developed white male measuring 71 inches and weighing 175 pounds, and appearing generally consistent with the stated age of forty-one years. The body is cold and unembalmed. Lividity is fixed in the distal portions of the limbs. The eyes are closed. The hair is black approximately ½ inch in length at the longest point. The teeth are normal. Fingernails are clean and show no damage. There are no residual scars, markings or tattoos.

**INTERNAL EXAMINATION:**

**Head:**
The skin on the back of the scalp reflects a laceration and cut from skin to bone. A 6 inch area of full thickness scalp hemorrhage is present around the laceration over the external occipital bone. In addition, there is a 3 inch basil and epidural hematoma. The brain weighs 1250 grams. Injuries are consistent with blunt force trauma.

**Respiratory System-Throat Structures:**
The oral cavity shows no lesions. There is no obstruction of the airway. The mucosa of the epiglottis, glottis, piriform sinuses, trachea and major bronchi are anatomic. No injuries are seen. The lungs weigh: right, 355 grams; left 362 grams. The lungs are unremarkable.

**Cardiovascular System:**
The heart weighs 253 grams. No evidence of atherosclerosis is present.
**Gastrointestinal System:**
The mucosa and wall of the esophagus are intact and gray-pink, without lesions or injuries. Approximately 125 ml of partially digested semisolid food is found in the stomach. The liver appears fatty weighing 1900 grams.

**Urinary System:**
The kidneys weigh: left, 115 grams; right, 113 grams. The kidneys are an

**OPINION:**
**Immediate Cause of Death:** Head wound due to blunt force trauma.
To: 88888  
IS TESTING ACCOUNT  
ATTN: IT DEPARTMENT  
9432 Willow Grove Rd  
Century City, PA 19090

Positive Findings:

<table>
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<th>Compound</th>
<th>Result</th>
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<tbody>
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<td>Post Mortem Blood</td>
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<td>Blood Alcohol Concentration (BAC)</td>
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<tr>
<td>Clonazepam</td>
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See Detailed Findings section for additional information

Specimens Received:

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<th>ID</th>
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<th>Collection Date/Time</th>
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<th>Miscellaneous Information</th>
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<tr>
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<td>Clear vial</td>
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<td>10/15/2008 10:00</td>
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All sample volumes/weights are approximations.
Specimens received on 10/17/2008.

Testing Requested:

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<td>80528</td>
<td>Post Mortem Toxicology - Expanded, Blood</td>
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KBW Insurance Company
A member of the Mutual Trust Financial Group
1500 Hillcrest Drive * Valley View, Pennsylvania 91362
Toll Free 1-800-123-4567

Policy Statement
This is not a bill, but for informational purposes only

Arthur Volupides
1200 Bird Lane
Whisper Hills, PA 91360

Summary Date: December 15, 2012
Policy Number: 9999999998
Policy Issued: December 10, 2007
Anniversary Date: December 10, 2012
Maturity Date: December 10, 2032

If you have any questions regarding the information on this statement or require service, please contact us or your representative, John C. Trust at KBW Insurance Company, (800) 123-4567. To view your policy information online, please visit us at www.kbwmutualtrust.com

Insurance Information
Primary Insured: Arthur Volupides

<table>
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<tr>
<th>Covenant</th>
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Sub-total: $106,179.14 $5,224.79
Loan Payoff: (4,861.30) (4,864.30)

Totals: $103,317.84 $363.49

Additional Benefit(s) Covered Insured Expiry Year
Waiver of Premium (2 Year Own Occupation) Arthur Volupides 2022

Additional Coverage(s) Covered Insured Death Benefit Expiry Year
Children Provision $5,000 2022

Financial Information

Premiums
Quarterly Premium Amount $367.17 Premium Amount Annualized: $1,468.68

Dividend:
Dividend Earned in 2012: $52.00
- It has been applied to increase the policy's cash value and provide additional paid up insurance in the amount of $221.28

Cash Values
Guaranteed Cash Value Increase: $1,190.00 Total Net Cash Value: $363.49

Loan Values
Loan Principal Balance: $4,928.33 Loan Payoff Amount: $4,861.30
Monthly Loan Repayment Amount: $100.00

Beneficiary Information for the Primary Insured

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<thead>
<tr>
<th>Beneficiary Name</th>
<th>Beneficiary Type</th>
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<td>Queenie Volupides</td>
<td>Primary</td>
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<td>Contributions</td>
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<td>Standard Nearly Met</td>
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<td>-------------------------------</td>
<td>------------------</td>
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<td>Prepares a little with group</td>
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<td>OP doesn’t begin with an anecdote; twist and claim included.</td>
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<td>No evidence used to support group’s claim.</td>
<td>Weak evidence used to support group’s claim</td>
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<tr>
<td>Body Paragraph</td>
<td>Rules do not link evidence.</td>
<td>Rules links evidence, but doesn’t start with a subordinating conjunction</td>
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<td>CP does not link to OP with anecdote; claim and twist included.</td>
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<td>Many mistakes.</td>
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<td>Mechanics</td>
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Slip or Trip

It was late at night, the sky was dark as a black cat's fur. I decided to take a walk through the quiet neighborhood. The air was crisp, and the moonlight cast a serene glow over the silent streets. I walked down the empty alley, feeling the cool breeze on my face.

As I turned a corner, I saw a figure standing in the shadows. It was Arthur, a local resident. We both froze, unsure of what to do. Suddenly, a loud noise echoed through the street. A car slammed into a tree, sending debris flying everywhere. Arthur and I rushed to help, but when we arrived, we saw a body lying on the ground. It was Ambassador, a dear neighbor and friend.

We called the police and ambulance, and shortly after, they arrived. Arthur and I stayed with the victim, trying to keep him calm until help arrived. The police officer questioned us, asking about the event and how it happened. We told them about the car accident and the body lying on the street.

The ambulance arrived, and the paramedics took the victim to the hospital. We were left standing on the street, unsure of what would happen next. Arthur and I decided to stay there, hoping to see the victim improve. The police officer returned, telling us that the victim was stable and would survive.

After the police left, we continued to stay on the street, talking about what happened. Arthur and I discussed the importance of being prepared and taking care of our neighbors. We agreed that we should check on the victim and see how he was doing.

We decided to visit the hospital and see the victim. When we arrived, we saw the victim lying in a hospital bed, surrounded by family and friends. We talked to the victim, telling him how much we cared about him and that we would be there for him.

The next day, we visited the victim again. He was improving, and we were relieved to hear that he would make a full recovery. We decided to return to the hospital every day to check on the victim, and Arthur and I continued to stay in touch with him.

The whole experience taught us a valuable lesson. We realized how important it is to be kind and caring to our neighbors, and we vowed to always be there for them in times of need.
I was on my way home from school, about to go on a bike ride. I was feeling happy and excited about the day. I rode my bike down the street, feeling the wind in my hair. Then, I realized I was lost. I had never been here before. I tried to find my way back to my house, but I couldn't find it. I was scared and alone. I decided to call my parents to come pick me up. I waited for a while, but they didn't show up. Then, I saw a group of kids playing in the park. I went over to them and asked if they knew where I was. They told me to follow them back to my house. I followed them, and they led me home. I was so relieved. I told them thank you and gave them a hug. They smiled and nodded. I went inside and called my parents. They were so happy to see me. I told them about my adventure, and they laughed. I was so grateful for the kids who helped me. I learned that sometimes, help comes from the most unexpected places.
A very suspicious case. It was at that moment I realized that if the reality did fail the noses have dropped their gasses. The evidence does not support Quantum story.

A. Strauss
N. Ohtake
T. Smith
R. Lee
L. Johnson
S. Zhang

Slip or Trip

It was about 1 a.m. on a Friday night. Arthur and I had just got back from the bar with friends. It was a cold and rainy night. I decided to stay in bed because I was feeling very tired. The idea of opening the door and going outside was not appealing. When I heard the sound of a knock, I was surprised. I opened the door to find a stranger holding a bottle of aspirin. He offered it to me and told me how much it had helped him.

The stranger was Arthur's father, who had been away for a few days due to work. He had been worried about his son and had decided to visit him. He had been told by the bar owner that Arthur had been drinking heavily. The stranger had been watching from outside and had decided to visit him.

He offered to drive Arthur home, but Arthur refused. The stranger offered to walk him back to the house, but Arthur again refused. The stranger then offered to stay the night, but Arthur still refused. The stranger then offered to give him an aspirin, but Arthur again refused.

The stranger then left, and Arthur was left alone. He had been drinking heavily, and he was worried about his future. He decided to call his father, who had been given the aspirin.

In conclusion, we believe that Quantum closely followed her husband, Arthur, up the stairs. Then, in an outburst of anger, grabbed him by the hair, and pulled him to the ground. After that, Quantum collapsed in tears of what she had just done. The evidence points to her as the one who committed this crime.

If we researched that Quantum lied about not seeing her husband.
In the middle of nowhere, the crickets chirped as the boat gave out a creak after creak. We, Romano’s friends, walked, our feet dirtied with oil, across the boat in a swamp. The Romano served its purpose, a nice fishing boat used on a seemingly normal day. It was then I realized we had just enough evidence and, in a few minutes, freedom rang. Sometimes a murder has no killer.

The surplus of evidence contradicts the theory that a murder took place at all in this chase, but that indeed not a killing, but an escape from a threatened situation, with an all-surrounding lethal Catch-22 of life. For example, revealed by his wife, Romano Rubitch had been receiving death threats until January 26, the day of his disappearance. In addition, revealed by backstory, the FBI investigated him for embezzling funds of widows, orphans, and other tragedy-befallen humans. When he went missing, he denied being killed, and he continued to avoid being murdered and his crimes against the people he’s pilfered. By leaving, Romano, the mastermind, could terminate the possibility of these threats even coming true. Also, in the photo the boat after the crime there appeared to be an abundance of different footprints pointing to the conclusion of multiple people. Furthermore, Romano Rubitch retracted a substantial amount from his bank account each day, enough to sustain or help his friends sustain him for a few months to hide out. If someone, possibly well off, withdrew a substantial amount of money from their bank account daily, they would not be planning to continue societal in a normal way. The footprints also point to him having help from his friends upon the boat, and they might have wanted some cash. In conclusion, Romano’s life ended, but he started a new one with the help of his friends and a witty plan to survive for decades longer.

Not everyone agrees that the evidence points to the faked murder of Romano Rubitch, master of embezzlement and says that he, the victim, died at the hands of someone else. For example, my opponents, other students, might point out that assorted footprints had been strewn upon the Romano. Even though some may believe that these footprints implied an attacker present, the possibility of him having companion helping. Despite an attacker unlikely being on the boat, Romano could have had multiple pains of shoes, and he could have utilized the bucket of paint as well. In addition, my opponents might also point out that.... That the oar on the “victims” boat seemed to contain a cracked oar. Contrary to my opponents belief, he could have easily had trouble parking his boat since there is no boating doc or evidence of him knowing how to drive a boat. Because the oar, cracked and battered, seems as if it could have been weaponized, Romano could have previously realized this and then he mischievously broke it and had others touch it to make it seem that way. In conclusion, though my adversary paints a variety of evidence, these counter arguments clearly prove they did not think deeply while founding this claim upon arbitrary information.

After a while, we walked around with our boots engulfed in mud. However, we felt so free from our lives of the past. Gone with the wind, our friend, Romano, had his life washed away and scrubbed clean. A crazy case showing that not all “missings” have death. Or so we thought until sirens roared through the streets and we saw red and blue flashing lights.
The bright sun shone overhead as I ate a melting ice cream cone when I got the call to head to Dead Man’s Cove for my next case. When I arrived, I took a good look at the scattered items and broken objects in the abandoned boat named “Romano.” I read the police reports and examined the scene thoroughly. It was at that moment I realized foul play had been involved in this crime. A severe hit to the head and a splash of water make murder.

In this horrifying event, the evidence pointed to only one possible conclusion. For example, the oar, showing that it hit something, had been cracked. Additionally, the body of Romano Rubitch was never found. If Romano Rubitch had been hit over the head with the oar and knocked out, it would be easy to dump him overboard and drown him while unconscious. He would have sunk through the water and drowned. Concluding that no corpse could be discovered because it lays at the bottom of the cove. Also, a couple different footprints showed up on the boat. The different footprints point to multiple people, possibly drowning him while he struggled, on the boat. They, along with Mr. Rubitch, knocked over the paint can where they then stepped in it, solidifying the footprints. Furthermore, the victim, Romano Rubitch, had been a very disliked man within the town, due to embezzling the life savings of the community, which gives a motive for someone to murder him. In conclusion, all the evidence collected points to the fact that Romano Rubitch had been drowned.

Not everyone agrees that the evidence points to the murder/drowning of Romano Rubitch. For example, my opponents might point out that Mr. Rubitch could have drowned by accident. Even though that could be possible, the evidence does not point to that conclusion. He likely would have been fine if he had just fallen out of his boat because he should be able to swim, which means something else would have to prevent him from being able to get above the surface, such as being whacked in the head by an oar. Despite the fact that he would be able to fall out of his boat, it would be unlikely that he had drowned in shallow water accidentally. This means another factor must have stopped him from being able to save himself. The evidence collected shows Romano’s boat, found near the shore of Dead Man’s Cove, had an unused fishing rod in it, and it would be very hard to fish in shallow water concluding that Romano had not gone into deep enough water to drown accidentally. Moreover, my opponents might also notice he would be motivated to fake his death from the numerous death threats from the people of town. If he had been recieving death threats, people would be more likely to murder him if they were unhappy with Mr. Rubitch for messing with their money, creating a strong motive for someone wanting revenge. If Romano Rubitch had faked his death, there wouldn’t be multiple fingerprints on the boat along with the multiple footprints found along with them. In conclusion, all the evidence points to the fact that Romano Rubitch, brutally murdered, had been drowned.

“Drowning”, when I hear the word, I’m not quite sure what I think of first; the water filling up the lungs, pain in your head as if it will soon explode from pressure, or the desperate cry for air. That day I saw how sometimes two things might seem to point one way, but really they conclude in a completely different way. Romano Rubitch had many enemies in our small town, but I never thought people would take their hatred toward him, though Mr. Rubitch had been a very detested man, this far. Romano’s death is a very sad one and a shame since his life ended so suddenly: two men assaulted Rubitch, one hit him in the head with an oar in his boat, Romano fell overboard and tried to hold onto the fuel line for support while falling unconscious (unsuccessfully), and drowned in Dead Man’s Cove where his boat would be found several hours later without him. I knew from that moment on that some people take revenge too far, like Rubitch’s case, ending in a horrific event.
All was quiet and still as the boat gently swayed across the shore. The sun glared in my eyes, and fragments of paint had already dried around the rim of the bucket. I reached for another earthworm, piercing it through the fishhook.

A pesky seagull nestled itself in front of me.

“Shoo!” I squeaked, whipping my hand back and forth.

The boat operator chuckled, slowly steering the boat towards the shore.

More seagulls, squawking in the distance, made the warm glow from the sun suddenly fade.

“Sir? Can we place the—” I started.

Suddenly, my fishing rod was snatched out of my hands. Something hard smacked against my head, my skull nearly ripping in half. Time flew by like a swift airplane across the sky as a thick sludge coated my hands. A cold shiver crept along my spine, and blackness overflowed my mind as I floated away into a deep, dark, bottomless pit. It was at that moment I realized that it wasn’t just the seagull. Even though it appears that anything could have happened this catastrophic day, the evidence can only belong to one.

Although the crime scene seems innocent, there may be more clues to rewind the tape. The footprints, exhibited on the image of the crime scene, show two sets of footprints on the boat facing towards the sea. In addition, an article about unintentional drowning explains that, “People of different ages drown in different locations. For example, most children ages 1-4 drown in home swimming pools. 2 The percentage of drownings in natural water settings, including lakes, rivers and oceans, increases with age.2 More than half of fatal and nonfatal drownings among those 15 years and older (57% and 57% respectively) occurred in natural water settings,”(cdc.gov paragraph7). This evidence suggests that Romano, well over the ages 1-15, sailed at sea, which meant he also had a higher risk of drowning; although two sets of footprints are present in the image. One is depicted facing towards the ocean, which can also prove a case of an intentional drowning. Moreover, in the crime scene image, the oar looks broken, and one of the oarlocks seems missing as well. An infographic explains that, “…74% boating deaths in 2018 occurred in boats where the operator did not receive boating safety instruction.” Furthermore, a paint bucket lies on the floor as well as receipt from the victim proclaiming that Romano spent 60 dollars on a bucket of paint at Walmart using his credit card. The oar-also broken-most likely gives proof that a boating accident occurred. This could have caused the driver dock on a nearby shore and grabbing the oar too quickly in an attempt to knock out the victim, pulling out the oarlock; the murderer could have easily concealed and stolen any information using both the credit cards and paint. In conclusion, it may seem quite vague at first, but all of this evidence comes together like a puzzle piece, giving more clues one may have wanted.

Not everyone might agree that the evidence points to a murder. For example, our opponents might point out that there a lot of evidence proves a drowning accident. Even though evidence is shown, it would be nearly impossible for the FBI and investigators to even find the body, since water flows through a current; the body could have easily floated too far before the investigators could track it. Despite other pieces of evidence, investigators should look more closely into one situation since someone could easily miss an important detail. In addition, my opponents might also point out that it seems impossible for a murder to occur in this situation, and Romano had faked his death. However, Romano, constantly received death threats, could have easily had a higher chance of a case of murder; it also states in the police report that Romano was, “undoubtedly the most hated man in Edicott County…. Therefore, these death threats can easily show that something suspicious was happening, and attacked. In conclusion, regarding its dissatisfaction, the evidence reveals that the victim appeared to be attacked.

“Murderer,” when I hear the word, I’m never quite certain what to think at first: blood, fear, or anguish. That day when the crime scene investigation began, investigators got busy scribbling down any evidence they could find. Some detectives were already jumping to all different types of conclusions, yet only one seemed clear on what had happened on that tragic day. It appeared to be fairly simple: Romano wanted to take a break from all the criticism from his neighbors and FBI agents who peeped their heads into his doorway, filling his overwhelmed brain with a great deal of questions. However, one man, specifically furious with Romano’s actions, felt as if he deserved to have his money taken away as well as his life. He went on the boat with Romano, disguising himself as the operator and friend. While Romano spent his time fishing, the manslayer silently got rid of anything that could help Romano escape. The murderer knocked him out with an oar, spilling the paint bucket. By the time Ronon was unconscious, he threw him in the ocean, doing anything he could to hide evidence or steal information. I realized that so much more had been revealed about this case. However, no matter what happened, the evidence could only lead to only this depressing conclusion.

-Sternberg, Daisy and Youn, Suzy :)

439
It was a perfect Thursday afternoon, with flawless blue skies and and magnificent fluffy clouds. When I heard the phone ring, I walked over- lackadaisically. When I heard the story, I just stood there, staring dumbly at the wall. I couldn't believe that such violence would happen on a day like this. The evidence pointed to a cold blooded murder.

The search bore fruit when we were able to pinpoint the murderer who killed Fannin. For example, when we looked at the handprint, we could tell it was a right hand. That means the shooter was left handed, so we looked at the lunch plates and saw that suspect C was the one person who was left handed. When we analyzed the handprint we saw that suspect C had the most DNA on the object, so he was the prime suspect. In addition, suspect C's DNA was also on the gun, so he was the one to fire the gun. Also, suspect C’s footprints were near the handprint, and then they were running out the door. You could tell his footprints were running because they had more space in between them than Ernie’s, who's footprints looped back to the cashier register. If suspect C had landed his footprints on Ernie’s, he would have framed Ernie instead. Furthermore, suspect C probably wanted revenge for something, because all the customers knew each other. I found this out by their paychecks totalling to $8.75, the last amount rung up on the cashier. In conclusion, we found the murderer, suspect C.

Not everyone agrees that suspect C killed Fannin. My opponents think that Ernie killed Fannin. For example, my opponents might point out that Ernie has the second highest DNA trace on the handprint, and that he could have lied to cover his tracks so they won’t suspect him. Even though there is strong evidence against Ernie, when the shooter fired, he leaned against the wall and shot with one hand. The handprint against the wall is a right hand, so the shooter shot with his left hand, therefore he is left handed like suspect C. Despite my opponent’s accusation, suspect C has DNA on the gun, and is the only person with DNA on the gun. Suspect C also has the most DNA on the napkin, so suspect C has the most DNA on all the objects. In addition, my opponents might also point out that Ernie has a lot of footprints on the floor, so he could have walked over, leaned against the wall and shoot Fannin, then walk back and act like he was innocent. In addition, my opponents might also point out that Ernie has a lot of footprints on the floor, so he could have walked over, leaned against the wall and shoot Fannin, then walk back and act like he was innocent. Although Ernie’s footprints are all over the floor, suspect C’s footprints are on the floor too, so Ernie’s footprints could have been there from when he was walking to deliver the customers lunches. Despite my opponent's accusation, suspect C's set of footprints are just the right length away to lean back and shoot the gun, while Ernie’s footprints are too close to the wall, and Ernie’s footprints also looped back around to the cashier register. In conclusion, Ernie is innocent and suspect C is guilty.

In conclusion, suspect C is the murderer on this perfect Thursday. We found out he was jealous of Fannin’s wealth, and he decided to put an end to it. Ernie was proven innocent and suspect C was put in jail for life.
It started at an ordinary afternoon at Ernie’s Lunchroom. People wandered by until a loud gunshot filled their ears with a bang. They came rushing into the lunchroom when they saw Fannin lying dead on the cold floor. It appeared at that moment I realized, the lively room soon turned dead silent in shock. There stood 5 possible suspects.

The evidence provided supports my theory of who killed Fannin. For example, Suspect C had placed their utensils on the left side when compared to suspects A, B and D, and the handprint appears right handed on the wall next to the bucket and broom. When someone places down their utensils, they would usually place it on the side where their dominant hand lays. Since the handprint is right handed, the murderer must have held the weapon with their left hand. In addition, Suspect C has a lot of DNA on the gun, the handprint, and many napkins. When someone leaves their DNA on something, they would have used the item or leaned against the wall in the handprints’ case. Suspect C must have used the gun to shoot Fannin, used napkins to attempt to clean up their mess, and accidentally left a handprint. Also, suspects C, B and D’s checks add up to the same amount stolen.

If people eat together, they would probably pay together. The suspects most likely knew each other.

Furthermore, the bucket spilt liquid all over the floor. Since a lot of liquid spilt on the floor and splashed around, the murderer must have tried to flee quickly and ran through the bucket while knocking it over. In conclusion, since the evidence reveals, Suspect C is the murderer.

Not everyone agrees that the evidence points to Suspect C. For example, my opponents might point out that Ernie had acted suspicious and could have killed Fannin because his handprint had some of his DNA. Even though, the handprint may be right handed, Ernie could have touched the wall while panicking to get out the room. Despite, Ernie having DNA from the handprint, Suspect C has all of his DNA on the gun, Suspect C has all the DNA on the gun according to the TML DNA report. In addition, my opponents might also point out that, the cash register appeared open and Ernie is the only one to have access to it, but Ernie ran back into the kitchen and a suspect ran to the register. Although, Suspect C doesn’t have access to the register doesn’t mean he could’ve broke it. Only Suspect C has all the evidence that he killed Fannin because of DNA proof, napkin and forks on the left side, and having a handprint on the wall with most of his DNA on it. In conclusion, despite that Ernie’s suspicious actions, all the evidence from each document adds up to Suspect C being the killer who shot Fannin.

In conclusion, all the evidence from each document proves Suspect C isn’t just a witness. He plays the deadly murderer role. Every piece of evidence concludes this case from DNA on the gun and handprint and foot steps all over the floor reveals no innocence. Suspects A, B, D and Ernie play the role of innocent witnesses during the extremely horrific murder. Suspect C shot and killed Fannin at Ernie’s Lunchroom.
A murder was committed yesterday- little did I know it would be a complicated one. I arrived on the scene later than most of my fellow detectives. A handprint on the wall- the murderer. A man lying on the floor, dead- the victim. It was at that moment I realized this was a murder case.

The suspicious evidence of the case doesn’t completely match up. For example, when I got called in the day after, I knew something had happened- a murder. The killer’s right hand print was remaining on the wall, I can only imagine that they were either hurt or holding something. The handprint could’ve only been bloody because their footprints didn’t go close enough to the victim to touch him. When I realized that Ernie wasn’t the only suspect in this crime, I investigated further. In addition, the hand print left behind probably came from footprint X. I hypothesize this because footprint X was placed in the right direction to shoot the victim and to leave the hand print behind. Later that night, rationalizing the scene I had just witnessed, I realized suspect C could have also been the murderer. Because suspect C is eating with their left hand, and the murderer shot with their left hand, it has been brought to my attention that suspect C could have been the murderer. Furthermore, there are no footprints left behind by suspect C so my team and I don’t know for sure if it was suspect C who committed the crime. If suspect C or Ernie turns out to be the murderer, I might have just justified a crime. In conclusion, our search has narrowed down to two suspects- Ernie, the owner, and suspect C, one of the customers that day.

Not everyone agrees that the evidence points to Ernie. For example, my opponents might indicate the handprint and silverware hint at a left handed suspect. Even though Suspect C’s silverware matches up with the right handprint on the wall, it doesn’t mean that Ernie is innocent. Suspect C might be left handed, like the murderer, but it could’ve been a set up. Despite having evidence against Ernie, it doesn’t eliminate Suspect C’s silverware. The gun of the murderer was in their left hand. In addition, my opponents might also point out that the DNA points to a different suspect. Provided the DNA does lead to Suspect C, Ernie would be legitimate. Having a criminal running around our streets is much worse than locking up an innocent man. Due to the DNA evidence of the gun, I conclude that Suspect C is the #1 suspect. The DNA left on the gun clearly leads to Suspect C. In conclusion, Ernie may be innocent and we might have found a new murder suspect.

“Dead,” when I hear that word, I’m not quite certain what I think of first; the blood, the despair, or the lost time. That day, the day of the lunchroom murder I mean, life was chaos. The murderer almost got away, but not on my watch. The man who killed Fannin was the owner, Ernie. But why? That’s for the court to decide.
“So, how has your day been going?” Ernie says nicely, trying to spark small talk. “Great,” I responded. Though that day was uneventful, I knew it wasn’t going to stay that way for long. Fannin, a prominent racketeer, walked into the restaurant and it became practically silent, and that is when he went up to customer C and yelling broke out. It was that moment I heard a gunshot.

The evidence given holds suspect C accountable for the murder of Fannin. For example, There was a handprint of the shooter’s right hand on the wall of the diner. In addition, Suspect C is the only person with their silverware on the left side. The murderer fired with his/her left hand because his/her right hand is on the wall, and the shooter is in no position to use his/her non dominant hand so, the shooter is likely left handed. Based on the evidence I provided earlier, the killer is left handed and suspect C is likely the killer. Also, Suspect C’s DNA matches perfectly with DNA on the gun or the killer’s DNA. Furthermore, Suspect C’s handprint is identical to the handprint left on the wall by the killer. There is no such thing as a coincidence in this situation because the handprint on the wall matched suspect C’s handprint exactly. In conclusion, the evidence given makes suspect C responsible for the unthinkable extermination of fannin.

Not everyone agrees that the evidence points to suspect C being the killer. For example, my opponent might point out that Ernie’s handprint is also fairly close to the shooter’s handprint. Even though Ernie’s handprint matched the DNA closely, suspect C’s DNA matches up perfectly. Despite Ernie also have a large amount of DNA that matches up with the napkin, suspect C’s DNA is more accurate. In addition, my opponents might also point out that Ernie was the only one with keys to the cash register. This being true, there are many possible ways for suspect C to obtain them such as stealing them. Suspect C was the only person that could open the cash register, as he was the only person in a position to threaten others. In conclusion, Suspect C has more convincing evidence than Ernie.

“Manslaughter.” When I hear the word I don’t know what to think of first. Murder, insanity and lack of humanity. The day, from that point on, was dark and cold. I ran out of the diner with my life in my hand grasping onto it as firmly as possible. I made it out, but with my life changed forever.
THE RISE OF THE CHEATER

EVERYBODY CHEATS JUST A LITTLE BIT

The average child begins to tell lies BETWEEN THE AGES 2 & 3

In studies on children's social interactions, researchers found:

4-YEAR-OLDS LIED AN AVERAGE OF ONCE EVERY TWO HOURS.
BY AGE 6, CHILDREN LIE ONCE EVERY HOUR AND A HALF.

9 IN 10 MIDDLE SCHOOL STUDENTS admit to having cheated

84% of college students believe those who cheat should be punished
BUT 2 OF EVERY 3 ADMIT TO HAVING CHEATED
And when they grow up:

Men lie an average of 6 TIMES A DAY

Women lie an average of 3 TIMES A DAY

In an experiment on cheating:

When given a set of 20 equations to solve,
THE AVERAGE ADULT CLAIMED TO HAVE SOLVED:

6

BUT ACTUALLY SOLVED:

4

Everybody cheats, but studies show that

YOUNGER GENERATIONS ARE CHEATING MORE

... say they would KEEP THE CHANGE mistakenly given to them
50%
15%

... say they would DECEIVE AN EMPLOYER
33%
08%

... reported LYING TO A SPOUSE OR PARTNER

Of kids under 17: 50% (ages 10-14)

Of adults over 50: 20% (ages 41-60)

... believe that LYING & CHEATING
50%
So will they grow out of it? Probably not...

03 STUDIES FIND THAT DISHONEST TEENS ARE MORE LIKELY TO BE DISHONEST ADULTS:

Compared to those who never cheated, grown-up high school cheaters are:

Three times more likely to
SWindle Money
From a Customer

Or
LIE ON AN
Insurance Claim
to receive a larger sum

Twice as likely to
REGULARLY LIE TO AN EMPLOYER
If today’s teens are ok with dishonesty, WHAT WILL TOMORROW’S ADULTS LOOK LIKE?

SOURCES


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<th>What does the infographic NOT say?</th>
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THE ETHICIST

Should I Tell on My Cheating Classmates?

By Kwame Anthony Appiah

Feb. 6, 2018

In middle school, I witnessed three friends cheating on a test when a teacher was not in the room. I reminded them that we were not supposed to collaborate or use a computer to look up answers. They told me to "lay off."

I was tempted to report them because I value being honest and because we were graded on a curve. But I was also hesitant because they were all admitted into prestigious high schools, and I was afraid that my middle school would have to report the cheating to those high schools. I was also afraid that they would know I was the one who reported them and that there might be consequences for our friendship.

There is no official honor code at my school, so I did not promise to report cheaters. Should I have reported them? Name Withheld

According to various experts, cheating has gotten worse in recent decades — in part because of increased pressure for good grades and scores among college-bound students — and less stigmatized than it used to be. What you’ve described fits that pattern.

If you’re out of step with your friends, it’s because you’re clear that cheating is wrong. Stick with that thought. Being honest is a good thing in itself. Your friends may think you’re a sucker. They’re wrong. And there are pragmatic considerations in favor of honesty too: Dishonesty is hard to conceal in the long run, and in nearly every sphere of life, having a reputation for dishonesty is a curse. In most circumstances, as a pragmatic matter, honesty really is the best policy. But an honest person won’t be honest for this reason. I’m sure that’s true of you. It’s an ideal you value, not simply a calculation you make.

As you also understand, people who cheat exploit the good faith of those who don’t, because cheating lets them represent themselves as better than they are, relative to noncheaters. (You mention that you’re being graded on a curve.) It’s a breach of their relationship with the teachers who trust them not to do these things, with the friends they disadvantage and with the parents they betray. And it’s bad for the offenders, because regular cheaters don’t do the work to understand the material being tested, depriving themselves of real learning and the opportunity for pedagogic correction.
People who cheat like this in middle school and who scoff at criticism of it are presumably going to go on cheating. And they may well get away with it. While certain forms of plagiarism are easier to detect than before (there are various online programs for this purpose), it appears that the rate of cheating is much higher than the rate of its detection. If your friends were exposed and learned that cheating is a serious matter, they might benefit in the long run. Certainly their peers, by learning from their example, could benefit.

Should you have blown the whistle, then? Maybe not. As you suggest, losing a place at a prestigious high school can be a big deal in our society, where educational opportunity is unfairly distributed. Adding to the current unfairness by cheating isn’t exactly helpful, of course, but that wouldn’t have occurred to your friends as they nursed their outrage at your tattling. And given how little cheating is caught, reporting them would have meant that they paid a penalty that lots of others ought to — but won’t — pay. Because many people in your generation don’t take cheating very seriously, your friends would most likely have ended up focusing on the unfairness of being singled out, not on their wrongdoing.

The intervention you were considering was likely, therefore, to be very costly to you. Whistle-blowers often suffer, sometimes more than those whose offenses they report. And the burden of dealing with cheating in your school shouldn’t fall on you. (I’m glad, as a result, that your school doesn’t expect you to report cheating. So-called honor codes mostly end up being ignored — thus increasing the general level of dishonesty rather than lowering it — while occasionally harming the honorable.) So I would not have recommended reporting these friends. Even if they did something wrong, your friendship, along with the probable costs to you, weighed against reporting them.

Some people, I realize, think that self-directed considerations don’t belong in the moral calculus. You can assess the consequence of your actions on others and on the world, in their view, but you’re not supposed to take your own concerns into account. They identify morality with the triumph over self-interest. This austere demanding view is tempting but misguided. Morality should not be turned into something like the good china, which you take down from the high shelf only for special occasions. Ethics, in its classical sense, was about being a good person — and living a good life. (The first thing being part of the second.) It was meant for everyday use. The point is that you’re a participant in the situation you describe; your own prospects have to be considered, too.

And suppose that by turning in these cheaters, you became a pariah; would you have helped or hurt the social norm of honesty? Still, there may be things you can do. You might write to the head of your school board and say that cheating is happening and not being detected. (Consult your parents first, of course.) In an ideal world, students could be trusted to refrain from cheating because, like you, they value honesty. But we’re probably headed toward a world that’s simply less dependent on trust: no unsupervised tests, regular use of plagiarism checkers and statistical methods for detecting cheaters; stiff penalties for those who are caught. Given this reality, you might suggest some simple measures that could be taken. For starters, it’s not too much to ask that teachers stay in the room when an exam is being given.
Works Cited


CRIME IN AMERICA

WHERE DOES ROBBERY OCCUR?

- RESIDENCES: 16,000 offenses, $1,674 avg stolen
- COMMERCIAL BUILDINGS: 48,000 offenses, $1,774 avg stolen
- CONVENIENCE STORES: 18,000 offenses, $717 avg stolen
- STREETS & HIGHWAYS: 146,000 offenses, $665 avg stolen
- GAS STATIONS: 8,000 offenses, $662 avg stolen

WHAT WEAPON USED IN ROBBERY

- FIREARM: 131,000 offenses
- STRONG ARM: 126,000 offenses
- KNIFE: 24,000 offenses
- OTHER: 27,000 offenses

WHEN DOES BURGLARY OCCUR?

- DAYTIME: 910,000 offenses
- NIGHTTIME: 625,000 offenses

RESIDENTIAL VS COMMERCIAL BURGLARY

- RESIDENTIAL: 1,127,000 offenses, $2,709 avg stolen
- COMMERCIAL: 407,000 offenses, $2,521 avg stolen

LARCENY* BREAKDOWN

- STOLEN FROM VEHICLES: 1,520,000 offenses, $737 avg stolen
- SHOPLIFTING: 1,002,000 offenses, $179 avg stolen
- FROM BUILDINGS: 620,000 offenses, $1,233 avg stolen
- MOTOR VEHICLE ACCESSORIES: 501,000 offenses, $528 avg stolen

*Offenses per year
PURSE SNATCHING
27,000 OFFENSES / $440 AVG STOLEN

POCKET PICKING
24,000 OFFENSES / $489 AVG STOLEN

COIN OPERATED MACHINES
22,000 OFFENSES / $348 AVG STOLEN
HOW OFTEN DOES CRIME OCCUR?

- MURDER every 35 min
- RAPE every 6 min
- ROBBERY every 1 min 30 sec
- VEHICLE THEFT every 40 sec
- ASSAULT every 39 sec
- BURGLARY every 14 sec
- LARCENY every 5 sec

Source:
Federal Bureau of Investigation Crime Clock Statistics.

Larceny: The unlawful taking and removing of another's personal property with the intention of permanently depriving the owner of possession.

https://visual.ly/community/infographic/other/crime-amERICA
MID-YEAR OVERVIEW
SINGAPORE'S SAFETY AND SECURITY SITUATION

Law and Order Situation in Singapore Remains Favourable

Crime remains low, with the total number of crime cases falling by 2.1% from the same period last year. This reduction is largely driven by the fall in "Violent/Serious Property Crimes", "Housebreaking and Related Crimes" and "Theft and Related Crimes".

Jan - Jun 16
Crime Cases
 Reported
against same period last year
No of Overall
Crime Cases
-2.1%
16,687

-20.1% 131
Violent/Serious
Property Crimes

-20.1% 139
Housebreaking and
Related Crimes

-11.4% 2,122
Theft and Related Crimes

-4.5% 7,666
Miscellaneous Crimes

-9.2% 4,461
Crimes Against Persons

Commercial Crimes

Improvements

<table>
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<tr>
<th>Area</th>
<th>Percent Change</th>
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<tbody>
<tr>
<td>Reduction in Fatal Traffic Accidents</td>
<td>-12.0%</td>
</tr>
<tr>
<td>Overall Number of Fire Calls</td>
<td>-10.8%</td>
</tr>
<tr>
<td>Improvement in Immigration Offender Situation</td>
<td>-36.6%</td>
</tr>
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</table>

Trends of Concern

1. Increase in Internet-Related Scams
   - Cheating involving E-Commerce: -13.4%
   - Internet Love Scams: -98.7%

2. Increase in Traffic Accidents Involving Elderly Pedestrians
   - Fatal Accidents: -20.0%
   - Injury Accidents: -19.4%

3. Increase in Emergency Medical Services Calls
   - Overall Number of EMS Calls: -8.0%

4. Increase in Number of New Drug Abusers Under 30 Years Old
   - New Drug Abusers under 30 years old: -8.7%
   - Among the 729 new abusers, 66.5% were below 30 years old.
The Home Team mid-year statistics 2016 revealed that overall crime in Singapore remains low, with the total number of crime cases falling by 2.1 per cent from the first half of 2015 to the same period in 2016 / graphic: Ministry of Home

<table>
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<th>THINGS YOU FOUND OUT:</th>
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<tr>
<td>3</td>
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<td>QUESTION YOU STILL HAVE</td>
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</table>
Comparison and Contrast Text 1

Crime in ___________________ and ___________________ shows some similarities. They both ___________________.

They also ___________________.

Finally, both ___________________.

Because of these similarities, the public can ___________________.


Comparison and Contrast Text 2

Crime in ___________________ and ___________________ differs in several ways. One difference is that ___________________.

while on the other hand ___________________.

Another way they differ is ___________________.

In addition, ___________________, however, ___________________.

In contrast, ___________________.

These differences help _________________ to see ___________________.

THOUSAND OAKS, CA CRIME ANALYTICS

Analytics built by: Location, Inc.

Raw data sources: 18,000 local law enforcement agencies in the U.S.

Date(s) & Update Frequency: Reflects 2018 calendar year; released from FBI in Sept. 2019 (latest available). Updated annually. Where is 2019 data?

Methodology: Our nationwide meta-analysis overcomes the issues inherent in any crime database, including non-reporting and reporting errors. This is possible by associating the 9.4 million reported crimes in the U.S. including over 2 million geocoded point locations... Read more

THOUSAND OAKS CRIME DATA

CRIME INDEX

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100 is safest

Safer than 49% of U.S. Cities

THOUSAND OAKS ANNUAL CRIMES

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<th>VIOLENT</th>
<th>PROPERTY</th>
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<td>1,521</td>
<td>1,649</td>
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<td>Crime Rate (per 1,000 residents)</td>
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VIOLENT CRIME

VIOLENT CRIME COMPARISON (PER 1,000 RESIDENTS)

459
PROPERTY CRIME

PROPERTY CRIME COMPARISON (PER 1,000 RESIDENTS)

MY CHANCES OF BECOMING A VICTIM OF A VIOLENT CRIME

1 IN 998

1 IN 224

In Thousand Oaks

In California

MY CHANCES OF BECOMING A VICTIM OF A PROPERTY CRIME

1 IN 84

1 IN 42

In Thousand Oaks

In California

THOUSAND OAKS PROPERTY CRIMES

POPULATION: 127,690
THOUSAND OAKS CRIMES PER SQUARE MILE

THOUSAND OAKS PROPERTY CRIMES

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UNITED STATES PROPERTY CRIMES

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POPULATION: 127,690

POPULATION: 327,167,434
PENAL CODE - PEN

PART 1. OF CRIMES AND PUNISHMENTS [25 - 680.4] (Part 1 enacted 1872.)
TITLE 13. OF CRIMES AGAINST PROPERTY [450 - 593g] (Title 13 enacted 1872.)

CHAPTER 2. Burglary [458 - 464] (Heading of Chapter 2 amended by Stats. 1984, Ch. 193, Sec. 99.)

458. As used in this chapter, the term "cargo container" means a receptacle with all of the following characteristics:
(a) Of a permanent character and accordingly strong enough to be suitable for repeated use.
(b) Specially designed to facilitate the carriage of goods, by one or more modes of transport, one of which shall be
by vessels, without intermediate reloading.
(c) Fitted with devices permitting its ready handling, particularly its transfer from one mode of transport to another.
(d) So designed to be easy to fill and empty.
(e) Having a cubic displacement of 1,000 cubic feet or more.
(Added by Stats. 1984, Ch. 854, Sec. 1.)

459. Every person who enters any house, room, apartment, tenement, shop, warehouse, store, mill, barn, stable,
outhouse or other building, tent, vessel, as defined in Section 21 of the Harbors and Navigation Code, floating
home, as defined in subdivision (d) of Section 18075.55 of the Health and Safety Code, railroad car, locked or
sealed cargo container, whether or not mounted on a vehicle, trailer coach, as defined in Section 635 of the Vehicle
Code, any house car, as defined in Section 362 of the Vehicle Code, inhabited camper, as defined in Section 243 of
the Vehicle Code, vehicle as defined by the Vehicle Code, when the doors are locked, aircraft as defined by Section
21012 of the Public Utilities Code, or mine or any underground portion thereof, with intent to commit grand or petit
larceny or any felony is guilty of burglary. As used in this chapter, "inhabited" means currently being used for
dwelling purposes, whether occupied or not. A house, trailer, vessel designed for habitation, or portion of a building
is currently being used for dwelling purposes if, at the time of the burglary, it was not occupied solely because a
natural or other disaster caused the occupants to leave the premises.
(Amended by Stats. 1991, Ch. 942, Sec. 14.)

459.5. (a) Notwithstanding Section 459, shoplifting is defined as entering a commercial establishment with intent to
commit larceny while that establishment is open during regular business hours, where the value of the property
that is taken or intended to be taken does not exceed nine hundred fifty dollars ($950). Any other entry into a
commercial establishment with intent to commit larceny is burglary. Shoplifting shall be punished as a
misdemeanor, except that a person with one or more prior convictions for an offense specified in clause (iv) of
subparagraph (C) of paragraph (2) of subdivision (e) of Section 657 or for an offense requiring registration
pursuant to subdivision (c) of Section 290 may be punished pursuant to subdivision (h) of Section 1170.
(b) Any act of shoplifting as defined in subdivision (a) shall be charged as shoplifting. No person who is charged
with shoplifting may also be charged with burglary or theft of the same property.
(Added November 4, 2014, by initiative Proposition 47, Sec. 5.)

460. (a) Every burglary of an inhabited dwelling house, vessel, as defined in the Harbors and Navigation Code,
which is inhabited and designed for habitation, floating home, as defined in subdivision (d) of Section 18075.55 of
the Health and Safety Code, or trailer coach, as defined by the Vehicle Code, or the inhabited portion of any other
building, is burglary of the first degree.
(b) All other kinds of burglary are of the second degree.
(c) This section shall not be construed to supersede or affect Section 464 of the Penal Code.
(Amended by Stats. 1991, Ch. 942, Sec. 15.)

461. Burglary is punishable as follows:

(a) Burglary in the first degree: by imprisonment in the state prison for two, four, or six years.

(b) Burglary in the second degree: by imprisonment in the county jail not exceeding one year or imprisonment pursuant to subdivision (h) of Section 1170.
(Amended by Stats. 2011, Ch. 15, Sec. 355. (AB 109) Effective April 4, 2011. Operative October 1, 2011, by Sec. 636 of Ch. 15, as amended by Stats. 2011, Ch. 39, Sec. 68.)

462. (a) Except in unusual cases where the interests of justice would best be served if the person is granted probation, probation shall not be granted to any person who is convicted of a burglary of an inhabited dwelling house or trailer coach as defined in Section 635 of the Vehicle Code, an inhabited floating home as defined in subdivision (d) of Section 18075.55 of the Health and Safety Code, or the inhabited portion of any other building.

(b) If the court grants probation under subdivision (a), it shall specify the reason or reasons for that order on the court record.
(Amended by Stats. 1993, Ch. 162, Sec. 2. Effective January 1, 1994.)

462.5. (a) Except in unusual cases where the interests of justice would best be served if the person is granted probation, probation shall not be granted to any person who is convicted of a felony custodial institution burglary. In any case in which a person is convicted of a misdemeanor custodial institution burglary, such person shall be confined in the county jail for not less than 90 days nor more than one year except in unusual cases where the interests of justice would best be served by the granting of probation.

(b) As used in this section, "custodial institution burglary" shall mean a violation of Section 459 on the grounds of any jail or correctional institution with the intent to steal items to use or convert for use as weapons, escape tools, or intoxicating drugs.

(c) If the court grants probation under subdivision (a), it shall specify the reason or reasons for such order on the court record.

(d) Any person convicted of custodial institution burglary shall serve his or her sentence, including enhancements, consecutive to any other sentence in effect or pending. The felony sentence shall be calculated under Section 1170.1.
(Added by Stats. 1982, Ch. 1132, Sec. 1.)

463. (a) Every person who violates Section 459, punishable as a second-degree burglary pursuant to subdivision (b) of Section 461, during and within an affected county in a "state of emergency" or a "local emergency," or under an "evacuation order," resulting from an earthquake, fire, flood, riot, or other natural or manmade disaster shall be guilty of the crime of looting, punishable by imprisonment in a county jail for one year or pursuant to subdivision (h) of Section 1170. Any person convicted under this subdivision who is eligible for probation and who is granted probation shall, as a condition thereof, be confined in a county jail for at least 180 days, except that the court may, in the case where the interest of justice would best be served, reduce or eliminate that mandatory jail sentence, if the court specifies on the record and enters into the minutes the circumstances indicating that the interest of justice would best be served by that disposition. In addition to whatever custody is ordered, the court, in its discretion, may require any person granted probation following conviction under this subdivision to serve up to 240 hours of community service in any program deemed appropriate by the court, including any program created to rebuild the community.

For purposes of this subdivision, the fact that the structure entered has been damaged by the earthquake, fire, flood, or other natural or manmade disaster shall not, in and of itself, preclude conviction.

(b) Every person who commits the crime of grand theft, as defined in Section 487 or subdivision (a) of Section 487a, except grand theft of a firearm, during and within an affected county in a "state of emergency" or a "local emergency," or under an "evacuation order," resulting from an earthquake, fire, flood, riot, or other natural or unnatural disaster shall be guilty of the crime of looting, punishable by imprisonment in a county jail for one year or pursuant to subdivision (h) of Section 1170. Every person who commits the crime of grand theft of a firearm, as defined in Section 487, during and within an affected county in a "state of emergency" or a "local emergency" resulting from an earthquake, fire, flood, riot, or other natural or unnatural disaster shall be guilty of the crime of looting, punishable by imprisonment in the state prison, as set forth in subdivision (a) of Section 489. Any person
convicted under this subdivision who is eligible for probation and who is granted probation shall, as a condition thereof, be confined in a county jail for at least 180 days, except that the court may, in the case where the interest of justice would best be served, reduce or eliminate that mandatory jail sentence, if the court specifies on the record and enters into the minutes the circumstances indicating that the interest of justice would best be served by that disposition. In addition to whatever custody is ordered, the court, in its discretion, may require any person granted probation following conviction under this subdivision to serve up to 160 hours of community service in any program deemed appropriate by the court, including any program created to rebuild the community.

(c) Every person who commits the crime of petty theft, as defined in Section 488, during and within an affected county in a "state of emergency" or a "local emergency," or under an "evacuation order," resulting from an earthquake, fire, flood, riot, or other natural or manmade disaster shall be guilty of a misdemeanor, punishable by imprisonment in a county jail for six months. Any person convicted under this subdivision who is eligible for probation and who is granted probation shall, as a condition thereof, be confined in a county jail for at least 90 days, except that the court may, in the case where the interest of justice would best be served, reduce or eliminate that mandatory minimum jail sentence, if the court specifies on the record and enters into the minutes the circumstances indicating that the interest of justice would best be served by that disposition. In addition to whatever custody is ordered, the court, in its discretion, may require any person granted probation following conviction under this subdivision to serve up to 80 hours of community service in any program deemed appropriate by the court, including any program created to rebuild the community.

(d) (1) For purposes of this section, "state of emergency" means conditions that, by reason of their magnitude, are, or are likely to be, beyond the control of the services, personnel, equipment, and facilities of any single county, city and county, or city and require the combined forces of a mutual aid region or regions to combat.

(2) For purposes of this section, "local emergency" means conditions that, by reason of their magnitude, are, or are likely to be, beyond the control of the services, personnel, equipment, and facilities of any single county, city and county, or city and require the combined forces of a mutual aid region or regions to combat.

(3) For purposes of this section, a "state of emergency" shall exist from the time of the proclamation of the condition of the emergency until terminated pursuant to Section 8629 of the Government Code. For purposes of this section, a "local emergency" shall exist from the time of the proclamation of the condition of the emergency by the local governing body until terminated pursuant to Section 8630 of the Government Code.

(4) For purposes of this section, "evacuation order" means an order from the Governor, or a county sheriff, chief of police, or fire marshal, under which persons subject to the order are required to relocate outside of the geographic area covered by the order due to an imminent danger resulting from an earthquake, fire, flood, riot, or other natural or manmade disaster.

(5) Consensual entry into a commercial structure with the intent to commit a violation of Section 470, 476, 476a, 484f, or 484g shall not be charged as a violation under this section.

(Amended by Stats. 2018, Ch. 132, Sec. 1. (AB 3078) Effective January 1, 2019.)

464. Any person who, with intent to commit crime, enters, either by day or by night, any building, whether inhabited or not, and opens or attempts to open any vault, safe, or other secure place by use of acetylene torch or electric arc, burning bar, thermal lance, oxygen lance, or any other similar device capable of burning through steel, concrete, or any other solid substance, or by use of nitroglycerine, dynamite, gunpowder, or any other explosive, is guilty of a felony and, upon conviction, shall be punished by imprisonment pursuant to subdivision (h) of Section 1170 for a term of three, five, or seven years.

(Amended by Stats. 2011, Ch. 15, Sec. 357. (AB 109) Effective April 4, 2011. Operative October 1, 2011, by Sec. 636 of Ch. 15, as amended by Stats. 2011, Ch. 39, Sec. 68.)
<table>
<thead>
<tr>
<th>Transition Words</th>
<th>Helpful Verbs for Summaries</th>
</tr>
</thead>
<tbody>
<tr>
<td>therefore</td>
<td>contrasts, reveals, illustrates, compares</td>
</tr>
<tr>
<td>indeed</td>
<td>investigates, discovers</td>
</tr>
<tr>
<td>besides</td>
<td>compares, reviews</td>
</tr>
<tr>
<td>moreover</td>
<td>investigates, discovers</td>
</tr>
<tr>
<td>of course</td>
<td>compares, reviews</td>
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<tr>
<td>finally</td>
<td>explains, explores</td>
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<tr>
<td>however</td>
<td>explains, explores</td>
</tr>
<tr>
<td>still</td>
<td>asserts, explains, explores</td>
</tr>
<tr>
<td>then</td>
<td>recommends, suggests, advises</td>
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<td>at the same time</td>
<td>describes, describes</td>
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<td>for instance</td>
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<td>to begin</td>
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<td>another</td>
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<td>first</td>
<td>last</td>
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<tr>
<td>last</td>
<td>acknowledges, describes</td>
</tr>
<tr>
<td>another</td>
<td>acknowledges, describes</td>
</tr>
</tbody>
</table>

Final Transition: Legislation/Law/Document

Third Supporting Detail: The Group/Agency

Second Supporting Detail: The California Legislation

First Supporting Idea: Name Individual who signed including the date

Main Idea: (Title of document) enacted by

In the Penal Codes at the bottom for help.

Directions: Complete the sentence starters below to write a summary of "Assembly Bill No. 256". Use the verbs and transition words (Modified from original by Kate Kinella) Summary frame with sentence starters.
Works Cited

Office of the Georgia County Coroner

<table>
<thead>
<tr>
<th>Date and Hour Autopsy Performed:</th>
<th>Assistant:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/2016; 8:30 A.M. by Randi Hanlick, M.D.</td>
<td>Victoria Witte, M.D.</td>
</tr>
<tr>
<td>STATE OF GEORGIA</td>
<td>Full Autopsy Performed</td>
</tr>
<tr>
<td>GEORGIA BUREAU OF INVESTIGATION</td>
<td></td>
</tr>
<tr>
<td>DIVISION OF FORENSIC SCIENCES</td>
<td></td>
</tr>
<tr>
<td>RECORD OF MEDICAL EXAMINER</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY REPORT OF AUTOPSY**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Coroner's Case #:</th>
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<tbody>
<tr>
<td>PITTMAN, Fannin</td>
<td>CASE NO.: C91-2127</td>
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<td>Date of Birth:</td>
<td>Age:</td>
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<tr>
<td>5/18/81</td>
<td>36</td>
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<td>Date of Death:</td>
<td>Sex:</td>
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<td>1/13/2016</td>
<td>Male</td>
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<tr>
<td>Case #:</td>
<td>Investigative Agency:</td>
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<tr>
<td>001567-897-2016</td>
<td>Georgia Bureau of Investigation</td>
</tr>
</tbody>
</table>

**EVIDENCE OF TREATMENT:**
N/A

**EXTERNAL EXAMINATION:**
The autopsy is begun at 8:19 A.M. on January 15, 2016. The decedent is brought to the morgue in a red disaster bag. The body is clad in a pair of dress shoes, a pair of black socks, a pair of polyester black pants, a white buttoned up shirt, a tweed jacket, a pair of white boxers and a felt hat.

The pants are buttoned and zipped. The shirt is in its normal position. There is a diffuse bloodstaining of the clothing, particularly prominent on the upper portion of the shirt. There are blood spots on the tops of both shoes. All of the clothing is wet.

The body is that of a normally developed white male measuring 71 inches and weighing 175 pounds, and appearing generally consistent with the stated age of forty-one years. The body is cold and unembalmed. The eyes are closed. The hair is black approximately ½ inch in length at the longest point. The teeth are normal. Fingernails are clean and show no damage. There are no residual scars, markings or tattoos.

Rigor mortis is generalized and well developed. Lividity is dorsal, the usual color, and blanches with firm pressure. The eyes show no clouding. Other decompositional changes are absent.

**INTERNAL EXAMINATION:**

**Head:**
There is dried blood over the face which has EMANATED FROM THE NASAL CAVITY. A gunshot wound is present on the central portion of the forehead just to the right of the midline which will be described in further detail below. On the right side of the forehead, above the eyebrow, there is a contusion measuring approximately 2 inches in length. In the upper portion of this contusion there is a circular SUPERFICIAL LACERATION MEASURING APPROXIMATELY 1/4 INCH IN DIAMETER. (A blow from the butt of a gun would NOT make this type of wound).
The skin of the scalp is reflected in the usual manner. A 3 inch circular area of full thickness scalp hemorrhage is present around a gunshot entry wound in the forehead region. In addition, there is an individual 3 inch circular full thickness scalp hematoma over the vertex and also a full thickness hemorrhage around the laceration over the external occipital protuberance. The calvarium is intact and upon its removal there is diffuse subarachnoid hemorrhage. The brain weighs 1250 grams. There is a perforating track through the brain which will be described below. Otherwise, the brain shows no underlying abnormalities.

**Summary of Gunshot Wound:**
On the right upper forehead, 1/2 inch to the right of the anterior midline, there is a gunshot entry wound. This wound consists of a 5/16 inch circular hole with circumferential abrasion and slight marginal radial laceration. **THERE IS GUNSHOT RESIDUE ON THE FOREHEAD, THERE IS CHARRING OF THE WOUND, THERE IS GUNSHOT RESIDUE IN THE DEPTHS OF THE WOUND TRACK.**

**Respiratory System-Throat Structures:**
The oral cavity shows no lesions. There is no obstruction of the airway. The mucosa of the epiglottis, glottis, piriform sinuses, trachea and major bronchi are anatomic. No injuries are seen. The lungs weigh: right, 355 grams; left 362 grams. The lungs are unremarkable.

**Cardiovascular System:**
The heart weighs 253 grams. No evidence of atherosclerosis is present.

**Gastrointestinal System:**
The mucosa and wall of the esophagus are intact and gray-pink, without lesions or injuries. Approximately 125 ml of partially digested semisolid food is found in the stomach. The liver appears normal.

**Urinary System:**
The kidneys weigh: left, 115 grams; right, 113 grams.

**X-RAY EXAMINATION:**
X-rays of the head demonstrate apparent large caliber missile fragments in the central head region with other fragments in the forehead region and smaller fragments dispersed through the midcranial region.

**OPINION:**
**Immediate Cause of Death:** Gunshot wound to head.
Homicide
Name: Pittman, Fannin  
Referral By: COURT ORDERED

Date Reported: 1/28/16

Report Status: **FINAL REPORT**

CONTROL NO. 999999

SPECIMEN COLLECTION
DATE: 01/14/2016
TIME: 12:45 PM

SOURCE: HEAD

<table>
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<tr>
<th>Analyte</th>
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<th>Results</th>
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<th>Rep Limit</th>
<th>Reference Data</th>
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<td>HAIR</td>
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</table>

This analysis was performed under chain of custody. The chain of custody documentation is on file.

FANNIN PITTMAN

William P. White, PhD, DABFE
Forensic Toxicologist

469
Collaborative Testing Services, Inc.

Individual Report

Test 14-589

DNA Interpretation

Test Summary: Each sample pack contained electropherograms from DNA profiles of two known samples (Items 1 & 2) and two questioned samples (Items 3 & 4). Item 1 was created using blood collected from a male donor, Items 2 and 3 were created using blood from the same male donor different from the source of Item 1. The Item 4 mixture was created by combining two parts of blood from the Item 1 male donor and one part of blood from the Item 2 male donor. (Please see the Summary Report for additional summary comments and information.)

Interpretation Guidelines

Analytical Threshold: 50 RFU
Peak Height Ratio: 50 %
Stochastic Threshold: 150 RFU

Conclusions

Based on the examination of the DNA profile, could the Victim (Item 1), Suspect A (Item 2), Suspect B (Item 3), Suspect C (Item 4), Suspect D (Item 5) and/or Suspect E (Ernie) (Item 6) be included as a possible contributor to the questioned items?

Item 1 Conclusion
Handprint

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
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Item 2 Conclusion
Gun

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
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</table>

Item 3 Conclusion
Napkin

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
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<td>5</td>
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</table>

DNA Statistical Analysis

Item 1: Handprint
Number of contributors to the DNA profile: 6

Item 2: Gun
Number of contributors to the DNA profile: 1
Random Match Probability: RMP of STR: 3.57E. RMP of YSTR: 1.78E-2

Item 3: Napkin
Number of contributors to the DNA profile: 6

Printed: 22-Jan-2015
To view and print the Summary Report go to: www.ctsforensics.com
What do you notice about the fingerprints? What’s the likelihood that our perpetrator’s fingerprints are loops, whorls, or arches?

Based on the number of diners in Ernie’s lunchroom, what should the fingerprint analysis show?
<table>
<thead>
<tr>
<th>Contributes</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Report</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Paragraph</td>
<td>No anecdote; missing twist and claim.</td>
<td>No anecdote; twist and claim included.</td>
<td>Good use of anecdote with twist and claim.</td>
<td>Creative anecdote; twist and claim.</td>
<td></td>
</tr>
<tr>
<td>Body Paragraph</td>
<td>No evidence used to support group’s claim.</td>
<td>Weak evidence used to support group’s claim</td>
<td>Good use of evidence to support claim.</td>
<td>Unique evidence supports claim.</td>
<td></td>
</tr>
<tr>
<td>Rules</td>
<td>Rules do not link evidence.</td>
<td>Rules links evidence, but doesn’t start with a subordinating conjunction</td>
<td>Strong rules somewhat link both pieces of evidence</td>
<td>Thoughtful rules link both pieces of evidence</td>
<td></td>
</tr>
<tr>
<td>Counterarguments</td>
<td>Reader concerns and counterarguments ignored.</td>
<td>One reader concern and counterargument mentioned.</td>
<td>Two reader concerns and counterarguments adequately addressed.</td>
<td>RC and CA thoroughly addressed.</td>
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</tr>
<tr>
<td>Closing Paragraph</td>
<td>No link with anecdote; missing twist/claim</td>
<td>No link with anecdote; thesis and claim included.</td>
<td>Good use description with claim and twist</td>
<td>Excellent action with claim and twist</td>
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<tr>
<td>Transitions</td>
<td>No transitions used.</td>
<td>Some transitions used.</td>
<td>Strong transitions.</td>
<td>Thoughtful transitions.</td>
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<tr>
<td>Written Expression</td>
<td>Weak vocab; no variety in sentence structure.</td>
<td>Good vocab, some variety in sentence structure.</td>
<td>Strong vocab, sentence structure.</td>
<td>Thoughtful vocab, sentence structure.</td>
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</tr>
</tbody>
</table>

**TOTAL**
Works Cited

Accidental Drowning Infographics

Directions: Divide up the following links with your group. After examining the data, what does each document say about drowning and what is NOT said?

Accidental Drowning Links

https://www.ilsf.org/drowning-facts-and-figures/


https://californiaboatercard.com/californiaboatingaccidents/

https://docs.google.com/document/d/1d9dEu8wGWZgAam1Uz02q-n6QMzLVV2MAYV6jVM9jISL/ U/edit?usp=sharing

<table>
<thead>
<tr>
<th>What is said in the document?</th>
<th>What is NOT said in the document?</th>
</tr>
</thead>
<tbody>
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474
## POLICE REPORT

**Case No:** 753951  
**Reporting Officer:** Ronald Boatman  
**Date:** 01/29/2020  
**Prepared By:** Sheriff Justin Waters

**Incident:** Abandoned boat found adrift in Dead Man's Cove 6 a.m. on the morning of January 27, 2020.

### Detail of Event:

Undoubtedly the most hated man in Edicott County, Romano Rubitch reported threats days prior to his disappearance. Mr. Rubitch was accused of embezzling the life savings of many members of his community, including widows, orphans and tradesmen. An investigation by the FBI was ongoing.

It's clear from interviews of those affected that they were of one mind: good riddance to bad Romano.

Romano Rubitch was last seen leaving his home on the morning of January 26. His wife hadn't yet filed a missing person's report as he hadn't been missing for more than 48 hours.

### Actions Taken:

The Sheriff department contacted the Rubitch family.

Once it was determined that the owner of the boat was missing, the crime scene was secured. Crime scene photos were taken - see attached.

Investigators fingerprinted the following objects: Fuel line, oars, fishing rod, and registration paperwork.

Witnesses interviewed. When I interviewed Mrs. Rubitch, she recalled Romano leaving early in the morning on January 26. He stated he was going fishing, but he would be home for dinner. She claimed he had been out of sorts since the FBI investigation and threats. She seemed genuinely concerned, but she did say that Romano didn't always communicate his plans with her.

Warrant for bank records filed.

Contacted Walmart for possible receipt for purchases of paint and tackle.

### Summary:

Approaching Dead Man's Cove the morning of January 27, I observed an unmanned flat bottomed boat. I noticed two sets of footprints and a variety of objects strewn about the boat. A survey of the surrounding land uncovered no additional evidence.

Results from the warrants might reveal additional evidence. I will follow up with the lab.
EVIDENCE

Bag #1
Description of evidence: severed fuel line from boat 5494
Date and Time of Recovery: 1/27/2020 8:30 a.m.
Location of Recovery: Dead Man’s Cove
Recovered by: K. Cain

CHAIN OF POSSESSION
Received from: K. Cain by: Sheriff J. Waters
Date: 1/27/2020 Time: 8:30 a.m.
Received from: Sheriff J. Waters by: State Lab

EVIDENCE

Bag #2
Description of evidence: two wooden oars from boat 5494
Date and Time of Recovery: 1/27/2020 8:15 a.m.
Location of Recovery: Dead Man's Cove
Recovered by: K. Cain

CHAIN OF POSSESSION
Received from: K. Cain by Sheriff J. Waters
Date: 1/27/2020 Time: 8:15 a.m.
Received from: Sheriff J. Waters by: State Lab

EVIDENCE

Bag #3
Description of evidence: fishing rod from boat 5494
Date and Time of Recovery: 1/27/2020 8:05 a.m.
Location of Recovery: Dead Man’s Cove
Recovered by: K. Cain

CHAIN OF POSSESSION
Received from: K. Cain by Sheriff J. Waters
Date: 1/27/2020 Time: 8:05 a.m.
Received from: Sheriff J. Waters by: State Lab

EVIDENCE

Bag #4
Description of evidence: paint can from boat 5494
Date and Time of Recovery: 1/27/2020 7:55 a.m.
Location of Recovery: Dead Man’s Cove
Recovered by: K. Cain

CHAIN OF POSSESSION
Received from: K. Cain by Sheriff J. Waters
Date: 1/27/2020 Time: 7:55 a.m.
Received from: Sheriff J. Waters by: State Lab
### EVIDENCE

**Bag #5**

**Description of evidence:** boat registration from boat 5494

**Date and Time of Recovery:** 1/27/2020 7:50 a.m.

**Location of Recovery:** Dead Man's Cove

**Recovered by:** K. Cain

**CHAIN OF POSSESSION**

- **Received from:** K. Cain  
  **by:** Sheriff J. Waters  
  **Date:** 1/27/2020  
  **Time:** 7:50 a.m.

- **Received from:** Sheriff J. Waters  
  **by:** State Lab

---

### EVIDENCE

**Bag #6**

**Description of evidence:** Boat 5494

**Date and Time of Recovery:** 1/27/2020 9:15 a.m.

**Location of Recover:** Dead Man's Cove

**Recovered by:** K. Cain

**CHAIN OF POSSESSION**

- **Received from:** K. Cain  
  **by:** Sheriff J. Waters  
  **Date:** 1/27/2020  
  **Time:** 9:15 a.m.

- **Received from:** Sheriff J. Waters  
  **by:** State Lab
Test Summary: Each sample pack contained electropherograms from DNA profiles of two known samples (items 1 & 2) and two questioned samples (items 3 & 4). Item 1 was created using blood collected from a male donor, items 2 and 3 were created using blood from the same male donor different from the source of item 1. The item 4 mixture was created by combining two parts of blood from the item 1 male donor and one part of blood from the item 2 male donor. (Please see the Summary Report for additional summary comments and information.)

**Interpretation Guidelines**
- Analytical Threshold: 50 RFU
- Peak Height Ratio: 50 %
- Stochastic Threshold: 150 RFU

**Conclusions**
Based on the examination of the DNA profile, could the Victim (Item 1), Unknown A (Item 2), and Unknown B (Item 3) be included as a possible contributor to the questioned items?

**Bag 1 Conclusion**
Fuel Line
Item 1 Item 2 Item 3
19 2 2

**Bag 2 Conclusion**
Oar
Item 1 Item 2 Item 3
19 0 0

**Bag 3 Conclusion**
Fishing Rod
Item 1 Item 2 Item 3
10 5 5

**Bag 4 Conclusion**
Paint Can
Item 1 Item 2 Item 3
10 5 5

**DNA Statistical Analysis**
Bag 1: Fuel Lone
Number of contributors to the DNA profile: 3

Bag 2: Oar
Number of contributors to the DNA profile: 1
Random Match Probability: RMP of STR: 3.57E-10, RMP of YSTR: 1.78E-2

Bag 3: Fishing Rod
Number of contributors to the DNA profile: 3

Bag 4: Paint Can
Number of contributors to the DNA profile: 3
### Bank Statement

If you have any questions about your statement, Please call us at 1-800-321-6549

<table>
<thead>
<tr>
<th>Statement Date: February 6, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page Number</td>
</tr>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

---

**CONNECTIONS CHECKING**  
Account #7418529633

**Account Summary**  
Account #7418529633

<table>
<thead>
<tr>
<th>Description</th>
<th>Date Credited</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning Balance on January 6, 2019</td>
<td></td>
<td>$120,184.12</td>
</tr>
<tr>
<td>Deposits &amp; Other Credits</td>
<td>1/15/20</td>
<td>$20,857.57</td>
</tr>
<tr>
<td>ATM Withdrawals &amp; Debits</td>
<td></td>
<td>$2,000.00</td>
</tr>
<tr>
<td>VISA Check Card Purchases &amp; Debits</td>
<td></td>
<td>$863.15</td>
</tr>
<tr>
<td>Transfers</td>
<td>1/15/20</td>
<td>$108,100.00</td>
</tr>
<tr>
<td>Checks Paid</td>
<td></td>
<td>$7524.38</td>
</tr>
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</table>

**Ending Balance on February 6, 2020**  
$22,554.16

- **Deposits & Other Credits**  
  Account #7418529633
  
<table>
<thead>
<tr>
<th>Description</th>
<th>Date Credited</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deposit</td>
<td>1/15/20</td>
<td>$20,857.57</td>
</tr>
<tr>
<td>Total Deposits &amp; Credits</td>
<td></td>
<td>$20,857.57</td>
</tr>
</tbody>
</table>

- **ATM Withdrawals & Debits**  
  Account #7418529633
  
<table>
<thead>
<tr>
<th>Description</th>
<th>Date Paid</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATM Withdrawal</td>
<td>1/20/20</td>
<td>$250.00</td>
</tr>
<tr>
<td>987 Mountain Drive Edicott County</td>
<td>1/21/20</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>1/22/20</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>1/23/20</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>1/24/20</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>1/25/20</td>
<td>$250.00</td>
</tr>
<tr>
<td></td>
<td>1/26/20</td>
<td>$250.00</td>
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<tr>
<td></td>
<td>1/27/20</td>
<td>$250.00</td>
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<tr>
<td>Total ATM Withdrawals &amp; Debits</td>
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<td>$2,000.00</td>
</tr>
</tbody>
</table>

- **Transfers**  
  Account #7418529633
  
<table>
<thead>
<tr>
<th>Description</th>
<th>Date Paid</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online transfer</td>
<td>1/17/20</td>
<td>$108,100.00</td>
</tr>
<tr>
<td>Total Transfers</td>
<td></td>
<td>$108,100.00</td>
</tr>
</tbody>
</table>
KBW Insurance Company
A member of the Mutual Trust Financial Group
1500 Hillcrest Drive * Valley View, Pennsylvania 91362
Toll Free 1-800-123-4567

Policy Statement
This is not a bill, but for informational purposes only

Summary Date: December 15, 2018
Policy Number: 7777777858
Policy Issued: December 10, 2013
Anniversary Date: December 10, 2018
Maturity Date: December 10, 2038

Romano Rubitch
654 Sierra Lane
Edicott County

---

If you have any questions regarding the information on this statement or require service, please contact us or your representative, John C. Trust at KBW Insurance Company, (800) 123-4567. To view your policy information online, please visit us at www.kbwmutualtrust.com

Insurance Information

<table>
<thead>
<tr>
<th>Primary Insured: Romano Rubitch</th>
<th>Death Benefit</th>
<th>Cash Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Covenant</td>
<td>$100,000.00</td>
<td>$3,967.00</td>
</tr>
<tr>
<td>Annual Premium Paid Up Additions Rider</td>
<td>$5,433.97</td>
<td>$1,082.67</td>
</tr>
<tr>
<td>Paid Up Additional Insurance Purchased by dividends</td>
<td>$745.17</td>
<td>$175.12</td>
</tr>
</tbody>
</table>

Sub-total: $106,179.14 $5,224.79
Loan Payoff: (4,861.30) (4,864.30)

Totals: $103,317.84 $363.49

Additional Benefit(s) Covered Insured
Waiver of Premium (2 Year Own Occupation) Romano Rubitch 2028

Additional Coverage(s) Covered Insured
Children Provision $5,000 2028

Financial Information

<table>
<thead>
<tr>
<th>Premiums</th>
<th>Quarterly Premium Amount</th>
<th>$367.17</th>
<th>Premium Amount Annualized: $1,468.68</th>
</tr>
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<tbody>
<tr>
<td>Dividend</td>
<td>Dividend Earned in 2012: $52.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- It has been applied to increase the policy's cash value and provide additional paid up insurance in the amount of $221.28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash Values</td>
<td>Guaranteed Cash Value Increase: $1,190.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Net Cash Value: $363.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Loan Values</td>
<td>Loan Principal Balance: $4,928.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Loan Payoff Amount: $4,861.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Monthly Loan Repayment Amount: $100.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Beneficiary Information for the Primary Insured

<table>
<thead>
<tr>
<th>Beneficiary Name</th>
<th>Beneficiary Type</th>
<th>Last Updated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Rubitch</td>
<td>Primary</td>
<td>December 10, 2018</td>
</tr>
</tbody>
</table>

---

480
ST# 2020 OP# 00006167 TE# 03 TR# 04247
DUNN-EDWARDS PAINT 007310200289 60.00 x

SUBTOTAL 60.00
TAX 1 7.725 % 3.15
TOTAL 63.15

Debit Card Tend 63.15
Change Due 0.00

01/26/2020 11:22:19

# ITEMS SOLD 1

Edicott E-Cycles: Free Recycling
For Computers, Monitors, and TV's
www.ecyclesedicott.org 1-800-RECYCLE

LOW PRICES YOU CAN TRUST. Every Day.
01/26/2020 11:22:21
# End of a Villain Crime Scene Report

<table>
<thead>
<tr>
<th>Contributes</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opening Paragraph</td>
<td>No anecdote; missing twist and claim.</td>
<td>No anecdote; twist and claim included.</td>
<td>Good use of anecdote with twist and claim.</td>
<td>Creative anecdote; twist and claim.</td>
<td></td>
</tr>
<tr>
<td>Body Paragraph</td>
<td>No evidence used to support group’s claim.</td>
<td>Weak evidence used to support group’s claim</td>
<td>Good use of evidence to support claim.</td>
<td>Unique evidence supports claim.</td>
<td></td>
</tr>
<tr>
<td>Rules/CM</td>
<td>Rules do not link evidence.</td>
<td>Rules links evidence, but doesn’t start with a subordinating conjunction</td>
<td>Strong rules somewhat link both pieces of evidence</td>
<td>Thoughtful rules link both pieces of evidence.</td>
<td></td>
</tr>
<tr>
<td>Counterarguments</td>
<td>Reader concerns and counterarguments ignored.</td>
<td>One reader concern and counterargument mentioned.</td>
<td>Two reader concerns and counterarguments adequately addressed.</td>
<td>RC and CA thoroughly addressed.</td>
<td></td>
</tr>
<tr>
<td>Closing Paragraph</td>
<td>No link with anecdote; missing twist/claim</td>
<td>NO link with anecdote; thesis and claim included.</td>
<td>Good use description with claim and twist</td>
<td>Excellent action with claim and twist</td>
<td></td>
</tr>
<tr>
<td>Transitions/Tools</td>
<td>No transitions used.</td>
<td>Some transitions used.</td>
<td>Strong transitions.</td>
<td>Thoughtful transitions.</td>
<td></td>
</tr>
<tr>
<td>Written Expression</td>
<td>Weak vocab; no variety in sentence structure.</td>
<td>Good vocab, some variety in sentence structure.</td>
<td>Strong vocab, sentence structure.</td>
<td>Thoughtful vocab, sentence structure.</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Official Breakout EDU Game Template

Creating a good game usually takes thoughtful and careful planning. While each game designer may approach the process differently, we have created this template and brainstorming document to help you start the process of designing games that can work with the Breakout EDU platform.

<table>
<thead>
<tr>
<th>Game Name: What is the name or title of the game you are designing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who You Gonna Call? Crime Fighters!</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Game Designer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kari White</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Areas: What is the subject or content areas of your game?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language arts; teamwork</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommended Ages: Who is your target audience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle school and high school</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideal Group Size: Is this game intended for small groups? A whole class? Larger audiences?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class and small groups</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested Time: How long do you anticipate players needing to complete this game?</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 minutes; perhaps more than one class period.</td>
</tr>
</tbody>
</table>
**Story:** There's a locked box in the room. Why are people trying to open it? Think of the story as a script that the facilitator could read to introduce the game to the group about to play.

"Revenge is an act of passion; vengeance of justice. Injuries are revenged; crimes are avenged" - Samuel Johnson. Your investigative team will need to work through the evidence in order to determine if this is a crime of passion or vengeance. Together, by working through the puzzles, a picture will emerge. It's going to take your sharpened deductive skills to creatively solve this case. You've got 45 minutes for Justice to wink at you.

Good afternoon Colina Crime Scene Investigators! Our most recent incident occurred Thursday afternoon inside Ernie's Lunchroom Diner. The body has been identified as that of Fannin Pittman. Luckily, the crime scene has been undisturbed. You will need to collect and analyze the evidence and witness statements in order to present the strongest suspect to the prosecutor. Process the clues in the case to unlock your box and report your findings. Failure to solve the case will result in a murderer going free.

**Lock Combinations:** What codes will open the locks on the box?

<table>
<thead>
<tr>
<th>Lock Type</th>
<th>Code/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-Digit Lock - 3 Numbers</td>
<td>448</td>
</tr>
<tr>
<td>4-Digit Lock - 4 Numbers</td>
<td>0002</td>
</tr>
<tr>
<td>ABC Lock - 4-5 Letters for the ABC Multilock</td>
<td>BCD</td>
</tr>
<tr>
<td>Directional Lock - 5 Directions for the Directional Multilock</td>
<td>↑ ↓ ↑ ←</td>
</tr>
<tr>
<td>Key Lock - Where is the key hidden?</td>
<td><em>Behind Suspect C's photo</em></td>
</tr>
</tbody>
</table>

**Setup Instructions:** List the steps that a facilitator needs to do in order to set up the game. You can test your instructions by having someone else try to set up your game. You'll quickly figure out how they need to be improved.

<table>
<thead>
<tr>
<th>STEPS</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Print and hang suspect photos with keys in an envelope.</td>
</tr>
<tr>
<td>2</td>
<td>Print the evidence, and place it in manila envelopes.</td>
</tr>
</tbody>
</table>
3 Use the black light pen to highlight on the DNA report numbers 19, 19, 10, suspect C and item 4. This matches the 3 digit code.

**Reflection Questions:** When the game concludes, we encourage the use of Reflection Cards to have a debrief with the participants. Please include 5 questions related to your game that could be asked in a discussion.

<table>
<thead>
<tr>
<th>QUESTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

**Does your game align to any standards (optional)?** Local country, CCSS or NGSS for US preferred

4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts

**CCSS.ELA-LITERACY.SL.7.1**
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

**CCSS.ELA-LITERACY.SL.7.1.C**
Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
## Brainstorm Worksheet (OPTIONAL)

This guide below can serve as a visual mapping or brainstorming tool for creating your game. It can also serve as a quick reference for you or a new facilitator.

<table>
<thead>
<tr>
<th>LOCK TYPE</th>
<th>LOCK COMBINATION</th>
<th>HOW WILL THEY KNOW THE COMBO?</th>
<th>WHERE WILL IT LEAD?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4-Digit Lock</strong></td>
<td>0002</td>
<td>When students determine that the perpetrator’s fingerprints are whorls, they need to narrow the percentage of diners who could have that type of fingerprint. After doing the math, the answer is 2.</td>
<td>1 or 4 locks on hasp to pen small breakout box</td>
</tr>
<tr>
<td><strong>3-Digit Lock</strong></td>
<td>448</td>
<td>After analyzing the DNA report, investigators should notice that suspect C left behind the most DNA. When using the UV light, the numbers 19 19 10 and suspect C (item 4) are revealed. Solution: Item 4 19+19+10= 48 Answer: 448</td>
<td>1 or 4 locks on hasp to open small breakout box</td>
</tr>
<tr>
<td><strong>Directional Multilock</strong></td>
<td>↑ ↓ ↑ ←</td>
<td>Students solve the Rebus clues looking for the adverbs. When completed, they should notice the directional adverbs Solution- look for the directional words used in each statement. UP,</td>
<td>1 or 4 locks on hasp to open small breakout box</td>
</tr>
<tr>
<td>ITEM TYPE</td>
<td>COMBINATION / PURPOSE</td>
<td>WHAT WILL THEY DO WITH IT?</td>
<td>WHERE WILL IT LEAD?</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>ABC Multilock</td>
<td>BCD</td>
<td>After viewing the crime scene photo, investigators deduce that suspects B, C, D knew each other based on seating arrangements and cash total of $8.75. Solution: BCD.</td>
<td>1 or 4 locks on hasp to open small breakout box</td>
</tr>
<tr>
<td>Key</td>
<td></td>
<td>When students have discovered the suspect, they will find the key in the room under the suspect photos. Solution: Suspect C</td>
<td>1 lock to open last breakout box</td>
</tr>
</tbody>
</table>
What do you notice about the fingerprints? What’s the likelihood that our perpetrator’s fingerprints are loops, whorls, or arches?

Based on the number of diners in Ernie's lunchroom, what should the fingerprint analysis show?
The cash register total shows $8.75.

Works Cited

Collaborative Testing Services, Inc.

Individual Report
Test 14-589
DNA Interpretation

Test Summary: Each sample pack contained electropherograms from DNA profiles of two known samples (Items 1 & 2) and two questioned samples (Items 3 & 4). Item 1 was created using blood collected from a male donor. Items 2 and 3 were created using blood from the same male donor different from the source of Item 1. The Item 4 mixture was created by combining two parts of blood from the Item 1 male donor and one part of blood from the Item 2 male donor. (Please see the Summary Report for additional summary comments and information.)

Interpretation Guidelines
Analytical Threshold: 50 RFU
Peak Height Ratio: 50 %
Stochastic Threshold: 150 RFU

Conclusions
Based on the examination of the DNA profile, could the Victim (Item 1), Suspect A (Item 2), Suspect B (Item 3), Suspect C (Item 4), Suspect D (Item 5) and/or Suspect E (Ernie) (Item 6) be included as a possible contributor to the questioned items?

Item 1 Conclusion
Handprint

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>19</td>
<td>2</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Item 2 Conclusion
Gun

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Item 3 Conclusion
Napkin

<table>
<thead>
<tr>
<th>Item 1</th>
<th>Item 2</th>
<th>Item 3</th>
<th>Item 4</th>
<th>Item 5</th>
<th>Item 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

DNA Statistical Analysis
Item 1: Handprint
Number of contributors to the DNA profile: 6

Item 2: Gun
Number of contributors to the DNA profile: 1
Random Match Probability: RMP of STR: 3.57E. RMP of YSTR: 1.78E-2

Item 3: Napkin
Number of contributors to the DNA profile: 6

Printed: 22-Jan-2015
To view and print the Summary Report go to: www.ctsforensics.com
Who You Gonna Call?  Crime Fighter!  Breakout Box Activity
What direction is this going?  Solve the following rebus puzzles to help with your direction.

1.  +VERB __________________

2.  Look ULeap __________________

3.  Come † __________________
   air
   air
   air
   air

4.  MIND __________________
   MATTER

5.  JOBINJOB __________________

6.  URRYY4 me __________________

7.  important=important __________________

8.  SOIODTE __________________

9.  BIG BIG
   IGNORE IGNORE

10. ESTIMATE UR NME
    NEVER

11. EVER __________________
    EVER LIVES EVER
    EVER

12. THERE __________________
    THERE
    THERE
    THERE

13. SILOOKDE __________________

14. S
    T
    I
    T
    H
    S

15. __________________

16. __________________

QUIT

LEFT
COLD
Juvenile Felony Arrest Rate
Write Two Truths and a Lie based on the graph.

<table>
<thead>
<tr>
<th>Year(s):</th>
<th>Sort:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>By Location</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>Rate per 1,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>California</td>
<td>5.3</td>
</tr>
<tr>
<td>Los Angeles County</td>
<td>5.1</td>
</tr>
<tr>
<td>Orange County</td>
<td>3.6</td>
</tr>
<tr>
<td>San Bernardino County</td>
<td>7.9</td>
</tr>
<tr>
<td>San Luis Obispo County</td>
<td>2.9</td>
</tr>
<tr>
<td>Santa Barbara County</td>
<td>7.0</td>
</tr>
<tr>
<td>Ventura County</td>
<td>5.8</td>
</tr>
</tbody>
</table>

1. 
2. 
3. 
Juvenile Arrest Rate

Write Two Truths and a Lie based on the graph.

Year(s): (edit)
1998 to 2015

1.
2.
3.
Juvenile Arrest Rate
Write Two Truths and a Lie based on the map.

1.
2.
3.
Works Cited

"Juvenile Felony Arrest Rate." Kidsdata.org,

www.kidsdata.org/topic/165/juvenilearrest-rate/map#.

"Juvenile Felony Arrest Rate." Kidsdata.org,

www.kidsdata.org/topic/165/juvenilearrest-rate/trend#fmt=2332&loc=363&tf=1,84.

"Juvenile Felony Arrest Rate." Kidsdata.org,

www.kidsdata.org/topic/165/juvenilearrest-rate/bar#fmt=2332&loc=363&tf=84&sort=loc.
Dialogue Dice

Each person in your group takes a turn rolling the dice and shares their response to the prompt. Others join in the conversation. Maximum of three minutes per prompt; choose a timer to monitor.

<table>
<thead>
<tr>
<th>ROLL</th>
<th>RESPOND TO THE FOLLOWING PROMPTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>What motivates criminals?</td>
</tr>
<tr>
<td>3</td>
<td>How is DNA testing and ancestry websites reinvigorating our justice system?</td>
</tr>
<tr>
<td>4</td>
<td>How do we move beyond the traditional approach towards offenders?</td>
</tr>
<tr>
<td>5</td>
<td>Do you think Jimmy returned to his life of crime?</td>
</tr>
<tr>
<td>6</td>
<td>Can intervening sooner change the path of challenging teens? If so, how can we provide more support?</td>
</tr>
<tr>
<td>7</td>
<td>Can criminals be reformed?</td>
</tr>
<tr>
<td>8</td>
<td>Do your past actions make you who you are, or is it possible to leave your past completely behind?</td>
</tr>
<tr>
<td>9</td>
<td>How do our current laws deter criminals? If not, what changes do we need to make?</td>
</tr>
<tr>
<td>10</td>
<td>How does the motto, “See something, say something” impact you?</td>
</tr>
<tr>
<td>11</td>
<td>Should age affect sentencing?</td>
</tr>
<tr>
<td>12</td>
<td>What is the difference between the beliefs of nature versus nurture? How do these beliefs affect our justice system?</td>
</tr>
</tbody>
</table>
Digital Detectives is a three week engaging unit designed to help students develop the ability to thoroughly evaluate information and gauge its validity. The unit is comprised of standards based, individual and group activities. Students will participate in common core aligned listening activities, critical thinking analysis, online reading comprehension, news and photo evaluation and culminate with a classroom debate.
Narrative

Digital Detectives

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Guiding Questions:

Can students research beyond Google?

Do students have the skills to identify fake news?

Can these skills be taught, or sharpened?

Stage 1 Crime?

Fake news has been around for a long time and can be traced back to the Revolutionary War. With the development of social media and other digital networks, however, it can spread much faster. This first stage focuses on developing an awareness of fake news and recognizing the need to develop a stronger sense of digital literacy. Students complete the Actively Learn article “Can You Spot Fake News”. Actively is an online platform that engages students through current, nonfiction articles and pushes for deeper understanding. The activity guides them through the initial steps of evaluating sites and becoming “fact checkers”. Some students are not able to correctly identify the fake news, and the results surprise many.

Next, students complete the Digital Detective Photo Activity. I collected a series of somewhat unbelievable and outrageous images to show the class. Students work to determine which images are real, and which are fakes. The activity concludes with an introspective where students consider how they may have been fooled and speculate about why some sites attempt to fool you.

Stage 2 Who is the victim?

In stage 1 students realized that they may have been fooled and have seen techniques used to deceive. Stage 2 explores additional ways media attempts to fool us and ways our own bias, or perspective can cause us to fool ourselves. Students listen to Listenwise, “Does Media Coverage Sway our Lives”. Listenwise offers authentic listening experiences aligned with common core and listening standards. The article addresses two very different perspectives on a singular event. Students complete a Circle of Viewpoint Activity asking them to view the incident from a student’s, Native American’s, parent’s and police officer’s perspective. Following the article, students respond to questions asking them to evaluate
the effects different perspectives have on our judgement. At this point, I introduce the idea of confirmation bias and how we often only look for information to support our own beliefs. Students brainstorm ways to reserve judgement until further evaluation has been conducted.

Stage 3 Sorting clues.

In stage 3, students start assembling techniques to aid in their evaluation of media. Groups are tasked with conducting a close read of three documents: First Amendment, California Civil Code and Elections Code, Article 3. Groups will present a summary of their documents and make presentations to the class.

Next, we examine a comment that was posted on a news article about healthcare (from American Educator "The Challenge Bigger Than Fake News" Fall 2017) and ask if they would use the statistics and information provided in research. After surveying the class, I reveal that in a survey conducted on 201 middle school students, 40% said they would use the information. The class brainstorms questions the students should have asked about the research, like what do we know about Joe Smith? Is he an expert? Who does he work for? Does he cite any sources? Next, students are presented with another startling statistic. A Stanford study found as much as 96% of high school students surveyed were unable to judge the credibility of the news they read. Students then read the article "High School Students are Unprepared to Judge the Credibility of Information on the Internet, According to Stanford Researchers" (Spector). Students work in groups to evaluate the various sources we have read and brainstorm to create a checklist for evaluating online material. Groups present their checklists and the class creates a complete checklist to use for further research.

Stage 4 Stop the Crimes

Now students are ready to apply their new sleuthing skills. Divided into debate teams of three, each team is given a topic and a side (opposition/proposition). Sample Topics: Digital Literacy courses should be required for high school graduation. Online Anonymity is good. Facebook and Twitter should protect users from fake news. Online reading is not true reading. Students research the topic and evaluate the information with their new checklists. While preparing their speeches they will verify and cite sources. The students work on research and speeches for two days and then debates start. During each debate, the rest of the class completes notes for the debate on a flow sheet and contributes to discussion for judgement on the debate.

The debate serves as a culminating activity because it requires students to apply all the digital detective skills they have acquired during the unit. They research topics, searching laterally and applying various checks for facts, use reverse look-ups, verify sources and prepare a speech considering opposing arguments. They have to consider bias, refute arguments, think critically and work with a team. As an audience member, they also have to reserve judgement until they have evaluated evidence, considered bias, and weighed the arguments.
Achievement and Assessment

The unit promotes the use of higher order thinking skills while students analyze and interpret a variety of documents including articles, government documents, amendments, videos, photos and interviews. The unit addresses individual needs and considers a variety of learners by accessing creative thinking in addition to an objective analysis. By adapting to multiple modalities, it encourages more participation. Student success is measured via small and large group discussion, speech writing, argument analysis, self-assessment as well as common formative assessments and completed projects.

Overall, the unit is instructional, student-centered, engaging and one I will continue to use. The unit is comprised of a variety of best practices that can subsequently be used in other units. Students are developing an ability to safely navigate their digital world and not fall victim to fake news.

Connections to Curriculum

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Writing for 7th and 8th grade 1 A-E and 7-10
Reading Informational Text for 7th and 8th grade 1, 2 and 6-9
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Reading Science and Technical Subjects for 6-8th grade 8&9
Reading History/Social Studies 6-8th grade 1, 3, 4, 6-8
Digital Detectives

Believe it or not... Photos

Pacific Northwest Tree Octopus
http://zapatopi.net

Hoax- Fake Website
Iraqi Camel Spider

https://www.nationalgeographic.com/animals/invertebrates/c/camel-spider/

Hoax - perspective
Great White Shark Attack in San Francisco

Hoax- two images blended
Want to see a super early example of a photo being faked through compositing? Look no further than this circa 1902 photo, titled “General Grant at City Point.” It appears to show General Ulysses S. Grant posing on a horse with a large number of soldiers in the background, but it’s actually the combination of three different photos.

The photo, which is found in the Library of Congress’ catalog, is attributed to photographer Levin Corbin Handy, the nephew (by marriage) of Civil War photographer Matthew Brady. Handy worked in the late 19th and early 20th centuries, shooting portraits and offering his photo services to the US government. NPR writes that after Brady died in 1896, Handy inherited a collection of negatives from the renowned photographer and began to license images to various publications. To satisfy demand for the photography, he also created new photos that blurred the line between real and imagined.
And that’s how we ended up with this bizarre composite photo of General Grant posing on someone else’s horse on someone else’s body.

Hoax- multiple photos
Real-angle adds to drama
Sea Monster attacking surfers

Real- Seaweed in waves
Digital Detectives
Document Close Read

Document Title:__________________________________________
Subtitle:________________________________________________
Author (if listed):________________________________________
Date:_________________________________ Notes on date:________________________________________

Vocabulary: Find five vocabulary words that you clarify through context and by definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

Summary: Write a three sentence summary of the big idea presented in the document.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Connections: Explain how the document connects to your research.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
when, in reality, they're front groups for commercial or political interests. This doesn't necessarily mean their information is false. But citizens trying to make decisions about, say, genetically modified foods should know whether a biotechnology company is behind the information they're reading. Understanding where information comes from and who's responsible for it are essential in making judgments of credibility.

The Internet dominates young people's lives. According to one study, teenagers spend nearly nine hours a day online. With optimism, trepidation, and, at times, annoyance, we've witnessed young people's digital dexterity and astonishing screen stamina. Today's students are more likely to learn about the world through social media than through traditional sources like print newspapers. It's critical that students know how to evaluate the content that flashes on their screens.

Unfortunately, our research at the Stanford History Education Group demonstrates they don't. Between January 2015 and June 2016, we administered 56 tasks to students across 12 states. (To see sample items, go to http://sheg.stanford.edu.) We collected and analyzed 1,804 student responses. Our sites for field-testing included middle and high schools in inner-city Los Angeles and suburban schools outside of Minneapolis. We also administered tasks to college-level students at six different universities that ranged from Stanford University, a school that rejects 94 percent of its applicants, to large state universities that admit the majority of students who apply.

When thousands of students respond to dozens of tasks, we can expect many variations. That was certainly the case in our experience. However, at each level—middle school, high school, and college—these variations paled in comparison to a stunning and dismaying consistency. Overall, young people's ability to reason about information on the Internet can be summed up in two words: needs improvement.

Our "digital natives" may be able to flit between Facebook and Twitter while simultaneously uploading a selfie to Instagram and texting a friend. But when it comes to evaluating information that flows through social media channels, they're easily duped. Our exercises were not designed to assign letter grades or make hair splitting distinctions between "good" and "better." Rather, at each level, we sought to establish a reasonable bar that was within reach of middle school, high school, or college students. At each level, students fell far below the bar.

Determining who's behind information and whether it's worthy of our trust is more complex than a true/false dichotomy.

In what follows, we describe three of our assessments. Our findings are troubling. Yet we believe that gauging students' ability to evaluate online content is the first step in figuring out how best to support them.

Assessments of Civic Online Reasoning
Our tasks measured three competencies of civic online reasoning—the ability to evaluate digital content and reach warranted conclusions about social and political issues: (1) identifying who's behind the information presented, (2) evaluating the evidence presented, and (3) investigating what other sources say. Some of our assessments were paper-and-pencil tasks; others were administered online. For our paper-and-pencil assessments, we used screenshots of tweets, Facebook posts, websites, and other content that students encounter online. For our online tasks, we asked students to search for information on the web.

Who's Behind the Information?
One high school task presented students with screenshots of two articles on global climate change from a national news magazine's website. One screenshot was a traditional news story from the magazine's "Science" section. The other was a post sponsored by an oil company, which was labeled "sponsored content" and prominently displayed the company's logo. Students had to explain which of the two sources was more reliable.

Native advertisements—or ads craftily designed to mimic editorial content—are a relatively new source of revenue for news outlets. Native ads are intended to resemble the look of news stories, complete with eye-catching visuals and data displays. But, as with all advertisements, their purpose is to promote, not inform. Our task assessed whether students could identify who was behind an article and consider how that source might influence the article's content.

Successful students recognized that the oil company's post was an advertisement for the company itself and reasoned that, because the company had a vested interest in fossil fuels, it was less likely to be an objective source than a news item on the same topic.

We administered this task to more than 200 high school students. Nearly 70 percent selected the sponsored content (which contained a chart with data) posted by the oil company as the more reliable source. Responses showed that rather than considering the source and purpose of each item, students were often taken in by the eye-catching pie chart in the oil company's post. Although there was no evidence that the chart represented reliable data, students concluded that the post was fact-based. One student wrote that the oil company's article was more reliable because "it's easier to understand with the graph and seems..."
more reliable because the chart shows facts right in front of you.” Only 15 percent of students concluded that the news article was the more trustworthy source of the two. A similar task designed for middle school students yielded even more depressing results: 82 percent of students failed to identify an item clearly marked “sponsored content” as an advertisement. Together, findings from these exercises show us that many students have no idea what sponsored content means. Until they do, they are at risk of being deceived by interests seeking to influence them.

Evaluating Evidence
A task for middle school students tapped their ability to evaluate evidence. The Internet is filled with all kinds of claims—some backed by solid evidence and others as flimsy as air. Such claims abound in the comment sections of news articles. As online news sites have proliferated, their accompanying comment sections have become, as it were, virtual town halls, where users not only read, but debate, challenge, react, and engage publicly with fellow commenters. Our exercise assessed students’ ability to reason about the factors that make an online comment more or less trustworthy (see Sample Item below).

Students examined a comment posted on a news article about healthcare. We asked if they would use the information in a research paper. To be successful, students needed to recognize that they knew nothing about the commenter, “Joe Smith,” and his motivations for writing. Was he an expert on healthcare policy? Did he work for the Department of Health and Human Services? Adding to the dubiousness of Joe Smith’s comment was the fact that he provided no citation or links to support his claims. Without a sense of his credentials or the source for his statistics, the information he provided was virtually worthless.

Despite the many reasons to be skeptical, more than 40 percent of 201 middle school students said they would use Joe Smith’s information in a research paper. Instead of asking themselves whether the evidence he provided was sound, students saw a match between the information he presented and the topic at hand. They credulously took the numbers he provided at face value. Other students were entranced by the semblance of data in the comment and argued that the many statistics made the information credible. One student wrote that she would use the comment’s information “because the person included statistics that make me think this source is reliable.” Many middle school students, it seems, have an unflinching belief in the value of statistics—regardless of where the numbers come from.

Seeking Additional Sources
Another task tapped students’ ability to investigate multiple sources to verify a claim. Administered online, this task directed college students (as well as a group of Advanced Placement high school students) to an article on minimumwage.com about wages in the Danish and American fast-food industries. The article claimed that paying American workers more would result in increased food prices and unemployment. Students could consult any online source to determine whether the website was a reliable source of information on minimum wage policy.

The article bears all the trappings of credibility. It links to reports by the New York Times and the Columbia Journalism Review. It is published on a professional-looking website that features “Research” and “Media” pages that link to reports and news articles. The “About” page says it is a project of the Employment Policies Institute, “a non-profit research organization dedicated to studying public policy issues surrounding employment growth.” If students follow the link to the institute’s website (www.epionline.org), they encounter an even sleeker site with more research reports.

Indeed, if students never leave minimumwage.com or epionline.org, they are almost guaranteed to remain ignorant of the true authors of the sites’ content. To evaluate the article and the website on which it appears, students needed to leave those two sites and investigate what other sources had to say. If they did so, they likely learned that the institute is “run by a public relations firm...
Checklist for Evaluating Sources
Real or Fake?

Real

1. Respected news outlet
   - familiar site
   - verify with Snopes.com, FactCheck.org
2. Content presented without overt bias
3. serious tone
4. check URL, should match source
   .gov and .edu generally reliable
5. current date and topic
6. Headline matches, subheading on topic
7. author listed, google for more information
8. bibliography or credible sources cited
9. gut check, does it feel right to you?
10. 
11. 

Fake

unfamiliar website
overly bias, possible
Political agenda
satire, may be entertainment
doesn’t match outlet
avoid .la or.co and investigate .com
outdated, not current
outrageous, emotional
no author listed
no proof or evidence cited
Something is off

Notes:


517
Evaluating Online News Articles
Checklist

Create a list of ways to check the reliability of each source.

<table>
<thead>
<tr>
<th>Checks</th>
<th>Reliable</th>
<th>Not Reliable</th>
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<tbody>
<tr>
<td>1.</td>
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2. Content presented without overt bias
3. Serious tone
4. Check URL, should match source
   - .gov and .edu generally reliable
5. Current date and topic
6. Headline matches, subheading on topic
7. Author listed, google for more information
8. Bibliography or credible sources cited
9. Gut check, does it feel right to you?
10. Check if other sources say the same
11. Almost no other sources use words: none

Fake
unfamiliar website
overly biased, possible
Political agenda
Satire, may be entertainment
doesn't match outlet
avoid .la or .co and investigate .com
outdated, not current
outrageous, emotional
no author listed
no proof or evidence cited
Something is off

Notes:
Check multiple sources to evaluate the reliability of sources

Excessive commercials
Checklist for Evaluating Sources

Real or Fake?

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4. Check URL, should match source
   - .gov and .edu generally reliable
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6. Headline matches, subheading on topic
7. Author listed, google for more information
8. Bibliography or credible sources cited
9. Gut check, does it feel right to you?
10. Content in website is the same as other websites.
11. Quotes from people like professor
    or a person who is a professional
    on that topic of the article.

Fake

1. Unfamiliar website
2. Overly bias, possible
3. Political agenda
4. Satire, may be entertainment
5. Doesn’t match outlet
6. Avoid .la or.co and investigate .com
7. Outdated, not current
8. Outrageous, emotional
9. No author listed
10. No proof or evidence cited
11. Something is off

Incorrect grammar, many misspelled words, incorrect punctuation, unreliable quotes that do not match.

Notes:
Checklist for Evaluating Sources

Real or Fake?

Real

1. Respected news outlet
   - familiar site
   - verify with Snopes.com, FactCheck.org
2. Content presented without overt bias
3. Serious tone
4. Check URL, should match source
   - .gov and .edu generally reliable
5. Current date and topic
6. Headline matches, subheading on topic
7. Author listed, google for more information
8. Bibliography or credible sources cited
9. Gut check, does it feel right to you?
10. Found to be reliable by medickshocked.com
11. No previous problems with fact check

Fake

- Unfamiliar website
- Overly biased, possible
- Political agenda
- Satire, may be entertainment
- Doesn’t match outlet
- Avoid .la or .co and investigate .com
- Outdated, not current
- Outrageous, emotional
- No author listed
- No proof or evidence cited
- Something is off

Notes:

This means/publisher outlet "quote" seems to be reliable enough to be tested. However, there are some problems with this specific article, so some caution is needed. Close tracking on other outlets should be due due to verify such things.
<table>
<thead>
<tr>
<th>Debate Speaker Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
</tr>
<tr>
<td>Speakers have five minutes</td>
</tr>
<tr>
<td>4 Uses all time</td>
</tr>
<tr>
<td>3 Uses most of time</td>
</tr>
<tr>
<td>2 Uses nearly all time</td>
</tr>
<tr>
<td>1 Short by a minute or more</td>
</tr>
<tr>
<td><strong>Body Language, eye contact and voice</strong></td>
</tr>
<tr>
<td>Engages judge with eye contact, persuasive body language and passionate voice</td>
</tr>
<tr>
<td>Makes regular eye contact, voice is mostly cadenced, some body language</td>
</tr>
<tr>
<td>Some eye contact but mostly looking at notes, generally flat tone, possibly distracting movements</td>
</tr>
<tr>
<td>Little to no eye contact, reading from notes, no inflection or emphasis</td>
</tr>
<tr>
<td><strong>Understanding topic and flow of arguments</strong></td>
</tr>
<tr>
<td>Shows full comprehension of the debate and shifts to follow flow</td>
</tr>
<tr>
<td>Displays good understanding of debate and flow</td>
</tr>
<tr>
<td>Shows some understanding of debate and mild attention to flow</td>
</tr>
<tr>
<td>Lacks an understanding of the debate topic and flow of arguments</td>
</tr>
<tr>
<td><strong>Argument</strong></td>
</tr>
<tr>
<td>Structures arguments clearly and strategically and provides ample support in research and reasoning</td>
</tr>
<tr>
<td>Arguments are clear, well-structured, and decently supported</td>
</tr>
<tr>
<td>Arguments have some evidence but the reasoning lacks depth</td>
</tr>
<tr>
<td>Arguments have little evidence or reasoning supporting them</td>
</tr>
<tr>
<td><strong>Clash Challenging opponents on points, heckling and POIs</strong></td>
</tr>
<tr>
<td>Addresses opponents arguments, changes flow of debate, appropriate and effective heckling, confidence with POI</td>
</tr>
<tr>
<td>Addresses opponents arguments but mostly indirectly, some appropriate heckling and POIs</td>
</tr>
<tr>
<td>Only indirectly considers opponents arguments, lacks confidence and inappropriate heckling</td>
</tr>
<tr>
<td>No clash or consideration for opponents arguments, no POIs or appropriate heckling</td>
</tr>
<tr>
<td><strong>Refutation</strong></td>
</tr>
<tr>
<td>Fully refutes and challenges all points</td>
</tr>
<tr>
<td>Some refutations</td>
</tr>
<tr>
<td>Little to no refutation</td>
</tr>
<tr>
<td>No refutations</td>
</tr>
<tr>
<td><strong>Opening and Closing of Speech</strong></td>
</tr>
<tr>
<td>Begins with a hook and ends persuasively</td>
</tr>
<tr>
<td>Begins and ends speech with some intent</td>
</tr>
<tr>
<td>Begins and ends with some intent, but without clear purpose</td>
</tr>
<tr>
<td>Lacks intent and purpose</td>
</tr>
</tbody>
</table>
Student Response for Actively Learn article, “Can You Spot Fake News”

STANDARD RL.7: DIVERSE MEDIA

Which of the three sources do you suspect is the fake news site? Explain your thinking by citing specific details from the homepage.

I think that the first one or USA really homepage is fake news because it has a lot of views and it had random ads on it like the duende diary which has nothing to do with the political topic. The book on the duende ad even says USA on it and you can clearly see it is edited. It is a very glitchy website and it has a thumbs down on has the word "hoax" on the thumb downs. The pictures or images are fake. One of the pictures have drawn in people as the crowd. The format of the website is not like other official government websites.

I suspect the second article because it seems biased because all the articles are about trump and protecting what he is doing. This article also has advertisements while the other two do not.

USA really homepage, i noticed that in one of their articles they spelled Government as "Gov't" I also noticed that some of their articles were over dramatic, such as "Russia's toxicity and America's addiction to war" This article may be used as an attention grabber for the few who do go on this website.

I believe that the USA Really homepage is fake news. The page has the word hoax written on it with a thumbs down, like it is trying to prove something. There is an odd overlapping of letters and numbers on the timeline. There is an article about a flea born plague attacking many people, but I do not remember a case such as this in 2018. Compared to the other homepages, the layout looks sloppy and difficult to understand.
Digital Detectives
Evaluating Images

Directions: As you are observing each photo with the class, decide if it is REAL, or FAKE. Once you have made a decision, write down a couple of reasons why you have made your decision. We will have a class discussion and discover if your answer was correct. You may add to your notes and make corrections after class discussion.

Image #1 Pacific Northwest Tree Octopus
REAL _________ or FAKE_________
Reasons for opinion:

Answer:___________

Image #2 Iraqi Camel Spider
REAL _________ or FAKE_________
Reasons for opinion:

Answer:___________

Image #3 Great White Shark Attack in San Francisco
REAL _________ or FAKE_________
Reasons for opinion:

Answer:___________
Image #4 General Grant at City Point
REAL ___________ or FAKE_________

Reasons for opinion:

Answer: ___________

Image #5 Bicyclist Over the Edge
REAL ___________ or FAKE_________

Reasons for opinion:

Answer: ___________

Image #6 Sea Monster Attacking Surfers
REAL ___________ or FAKE_________

Reasons for opinion:

Answer: ___________

Were you successful in determining if the pictures were real or fake, and if so, what were the clues?

_________________________________________________________________________

_________________________________________________________________________

If you were fooled, what fooled you?

_________________________________________________________________________

What might be the motivation for misleading or fooling viewers?

_________________________________________________________________________

_________________________________________________________________________
Digital Detectives
Evaluating Images

Directions: As you are observing each photo with the class, decide if it is REAL, or FAKE. Once you have made a decision, write down a couple of reasons why you have made your decision. We will have a class discussion and discover if your answer was correct. You may add to your notes and make corrections after class discussion.

Image #1 Pacific Northwest Tree Octopus
REAL ________ or FAKE ________
Reasons for opinion:
Because in the website, there are comics and unrealistic parts to it.
Also, octopus cannot live on land.
Answer: Fake

Image #2 Iraqi Camel Spider
REAL ________ or FAKE ________
Reasons for opinion:
The website is national geographic, which usually has clear descriptions of animals from scientists.
Answer: real

Image #3 Great White Shark Attack in San Francisco
REAL ________ or FAKE ________
Reasons for opinion:
Sharks live in the ocean, not in a river.
Answer: fake
Image #4 General Grant at City Point
REAL or FAKE

Reasons for opinion:
• looks like a painting
• if picture, then there would be lots of blurs and movement
• perspective looks skewed

Answer: Fake; all real pictures by Brady in Civil War
3 pictures all mixed together

Image #5 Bicyclist Over the Edge
REAL or FAKE (incorrect perspective)

Reasons for opinion:
• strange perspective
• no look of strain
• "like this way," sign on "wall" meaning it's the road
• not grabbing on to anything to support himself, reality
• skewed perspective; lying on ground but pic skewers perspective into "cliff"
• end of tunnel at bottom

Answer: Real photo, incorrect perspective

Image #6 Sea Monster Attacking Surfers
REAL or FAKE

Reasons for opinion:
• real photo, but "monster" is just a load of seaweed (common)
• sea monster doesn't really exist, just sea plant life

Answer: Photoarea is real
Sea monster is fake

Were you successful in determining if the pictures were real or fake, and if so, what were the clues? I was mostly successful in determining the authenticity of the photos. What the pictures looked like, and basic knowledge of the places & times/hinted at what was real and what was fake. Looking at the details of the photos also helped.

If you were fooled, what fooled you? I was fooled a couple times, mainly by: if I was answering if the photo was a real one, or if what was in it was real.

What might be the motivation for misleading or fooling viewers?
People might want to mislead viewers as clickbait to gain more viewers on their page, which might lead to the creators gaining more money. So, they might do this for personal gain. (attention, money, exposure, etc.)
Digital Detectives
Evaluating Images

Directions: As you are observing each photo with the class, decide if it is REAL, or FAKE. Once you have made a decision, write down a couple of reasons why you have made your decision. We will have a class discussion and discover if your answer was correct. You may add to your notes and make corrections after class discussion.

Image #1 Pacific Northwest Tree Octopus
REAL _____ or FAKE ✔
Reasons for opinion: An octopus in a tree isn't plausible. So it doesn't make that much sense. We've also looks like it's just a comic or production.
Answer: Fake

Image #2 Iraqi Camel Spider
REAL _____ or FAKE ✔
Reasons for opinion: The Iraqi camel spider is a real spider. But the photo is at a wrong angle and the perspective is manipulated.
Answer: Fake

Image #3 Great White Shark Attack in San Francisco
REAL _____ or FAKE ✔
Reasons for opinion: Ridiculous. A military helicopter battling on rescuing someone from a great white shark is ludicrous. It looks photo shopped.
Answer: Fake
YOUR ASSIGNMENT

Debate: Does Media Coverage Sway our Views?

Teacher Instructions

Information about the class you assign to and the due date will appear here.

The Story

A video of a recent incident in Washington, DC went viral, causing a flurry of reactions that played out in the media. The brief video showed an encounter between a Native American elder, who was part of an “Indigenous People’s March” on the mall, and a group of students from a Catholic high school who were in town for a “March for Life.” Media coverage initially generated strong reactions. When additional longer videos surfaced, the media’s response changed, and lots of public dialogue about the incident ensued via social media. Listen to this story about what happened and then debate: Does media coverage sway our views?

Story Length: 4:04

Listen to the Story:
AUDIE CORNISH: A tense encounter on the Washington Mall Friday between a Native American elder and a group of high school students from Kentucky has also become a battle over media coverage. Questions about how each acted in the episode have led to online condemnations, apologies and then recriminations against the press. Joining us to sort it all out is NPR media correspondent David Folkenflik. Hey there, David.

DAVID FOLKENFLIK: Hey, Audie.

CORNISH: So we have multiple videos out now online of the same scene, but it began with one, and it showed a Native American man and a white high school student inches apart with this crowd of other students chanting and jumping and smiling around him. Do we have a clearer picture now of what led to that point?

FOLKENFLIK: I think we do. I want to be careful about that, but I think we do. I mean, initially, this was a Rorschach test, right? And what I think we now find is that these students were part of, in some ways, a three-party encounter. You had - a bunch of largely white, largely male students from Covington Catholic High School in Kentucky outside Cincinnati were at the - in the shadow of the Lincoln Memorial for the March on Life event Friday. You had a fringe hate group called Black Hebrew Israelites, African-Americans, heaping invective upon whites they saw - just incredibly ugly rhetoric. And into this wanders a couple of Native American activists, including Nathan Phillip, who plays a drum and sings a song that he later says - tells NPR and others that he hoped in some ways would bring peace and de-escalate.

Some of the things the kids did were, you know, derogatory, derisive, denigrating. You saw some tomahawk chops from some students. You saw some chanting and mockery in some ways satirizing the Native American song. And so there was some ugliness as well as some other stuff there - perhaps not as bad as was initially alleged and charged.

CORNISH: Now, how does the media fall into all of this?

FOLKENFLIK: Well, I think you saw some great lurching. You saw it on social media and particularly on online and cable, say, as Friday gave way to Saturday, Sunday - some real invective against the students. And there was condemnation by journalists and pundits, particularly online but also on cable. And then you saw, you know, calls for the students to be doxed - that is, their identities exposed, their homes, claims that they should be punished by their schools. You saw apologies by officials from the archdiocese locally there. And then the media went the other direction as more information came to light as it was clear that they were being subject to some abusive things from the Black Hebrew Israelites. And some questions - they didn't themselves surround the Native American protesters. It turns out that Philip (ph) and the small group of others approached them.

CORNISH: President Trump says the students of Covington Catholic High School have become symbols of fake news. What is the media's role in this becoming politicized?

FOLKENFLIK: Well, I think the fact - the combination of social media and a somewhat polarized media and a quick-twitch media just desperate to get it out in some ways amplified some of the flaws in the reporting and, you know, overlooked some of the nuances and some of - a little bit of the texture in this - that is, there was ugliness there, but it wasn't as clean as presented. And I think that the president, of course, uses this regardless.

But I also think that it's important to note, you know, the students were there. They were wearing, you know, Make America Great Again caps. They seemed derisive. And, you know, the student at the center of it, Nick Sandman, he's hired in response to this criticism a PR firm based in Louisville with close ties the national Republican Party. He is set to show up tomorrow on the "Today" show on NBC to make his case. So, you know, he's willing to utilize the media as well.

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CORNISH: What should people take from this?

FOLKENFLIK: I think you take from this some of these verities. You know, a buddy of mine texted me over the weekend. He said I think media people were expressing the need to learn lessons they should have learned in journalism school. I think all journalists have - and in fact, all citizens, all of us, have to constantly relearn lessons we should know. Take your time. Take a breath, maybe not the sharpest judgment. Maybe don't draw the deepest conclusion. There should be the accretion of information, not this sort of pendular lurching from side to side.

[POST-BROADCAST CORRECTION: In this report, we incorrectly refer to the March for Life as the March on Life and we incorrectly refer to Nathan Phillips as Nathan Phillip.]
Directions: Consider how the incident would be viewed from each perspective in the circle. Note what each group might see and what their thoughts and beliefs might be.
Now, Please Answer These Questions...

1) What are some of the details in the viral video that prompted a strong reaction among the media and the public?

2) What was the media's original reaction to the viral video of the encounter on the mall?

3) How did additional information complicate the story behind the video?

4) What lesson does the media reporter say journalists and citizens should take away from these events?

5) Debate: Does media coverage sway our views?

6) As consumers of media in a polarized political climate, how can we make sure our judgments are fully informed?

Save your work at any time. Check over your work and when you're ready, click Submit to hand in your assignment.
Now, Please Answer These Questions...

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Save your work at any time. Check over your work and when you're ready, click Submit to hand in your assignment.
Debate: Does Media Coverage Sway our Views?

Now, Please Answer These Questions...

1) What are some of the details in the viral video that prompted a strong reaction among the media and the public?
A group of Caucasian white males mocking a group of Native American activists. The high schoolers were wearing MAGA hats. The Native Americans approached them.

2) What was the media’s original reaction to the viral video of the encounter on the mall?
At first everyone was angry at the Caucasian high schoolers and thought they should be punished. They thought they were racist.

3) How did additional information complicate the story behind the video?
A hate group was egging them on. The Native American group approached them. They were wearing MAGA caps.

4) What lesson does the media reporter say journalists and citizens should take away from these events?
Take your time, take a breath. Don’t always go for the deepest conclusion. Make sure you know all the information.

5) Debate: Does media coverage sway our views?
When I first hear strong media, I have a strong reaction. If I learn the whole story later on, then my opinion steadies.

6) As consumers of media in a polarized political climate, how can we make sure our judgments are fully informed?
We can make sure we learn all the information. We can also research the information on different media platforms to double check the info.

Save your work at any time. Check over your work and when you’re ready, click Submit to hand in your assignment.
Police Officer

Note what each group might see and what their thoughts and beliefs might be.

Student

Native American

Parent

Directions: Consider how the incident would be viewed from each perspective in the circle.
Circle of Viewpoint

Directions: Consider how the incident would be viewed from each perspective in the circle. Note what each group might see and what their thoughts and beliefs might be.

Student

I would be confused as to what was happening. I would most likely watch from the side or walk away. I think I would just see a horde of people and not know what to make of it. I would feel uncomfortable.

Native American

I may feel violated or offended from the seemingly racist remarks and actions. I would feel sympathy for the people involved.

Parent

The kids most likely got carried away from being obnoxious.

Police Officer

I would automatically feel concerned for the teenagers and I would try to bring my own child (if there) out of the circle.

If I was outside of the circle, I would be wondering what the full story is.

I would be trying to understand what is happening and break up the crowd. I would want to get a clear statement from everyone, I would want to do this no matter what.
Digital Detectives

Believe it or not... Photos

Pacific Northwest Tree Octopus
http://zapatopi.net

Hoax- Fake Website
Iraqi Camel Spider
https://www.nationalgeographic.com/animals/invertebrates/c/camel-spider/

Hoax- perspective
Great White Shark Attack in San Francisco

Hoax- two images blended
General Grant
Want to see a super early example of a photo being faked through compositing? Look no further than this circa 1902 photo, titled “General Grant at City Point.” It appears to show General Ulysses S. Grant posing on a horse with a large number of soldiers in the background, but it’s actually the combination of three different photos.

The photo, which is found in the Library of Congress’ catalog, is attributed to photographer Levin Corbin Handy, the nephew (by marriage) of Civil War photographer Matthew Brady. Handy worked in the late 19th and early 20th centuries, shooting portraits and offering his photo services to the US government. NPR writes that after Brady died in 1896, Handy inherited a collection of negatives from the renowned photographer and began to license images to various publications. To satisfy demand for the photography, he also created new photos that blurred the line between real and imagined.
And that's how we ended up with this bizarre composite photo of General Grant posing on someone else's horse on someone else's body.

Hoax- multiple photos
Real-angle adds to drama
Sea Monster attacking surfers

Real- Seaweed in waves
Digital Detectives
Document Close Read

Document Title: ____________________________________________

Subtitle: ____________________________________________

Author (if listed): ____________________________________________

Date: __________________ Notes on date: ____________________________________________

Vocabulary: Find five vocabulary words that you clarify through context and by definition.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
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<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

Summary: Write a three sentence summary of the big idea presented in the document.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Connections: Explain how the document connects to your research.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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when, in reality, they’re front groups for commercial or political interests. This doesn’t necessarily mean their information is false. But citizens trying to make decisions about, say, genetically modified foods should know whether a biotechnology company is behind the information they’re reading. Understanding where information comes from and who’s responsible for it are essential in making judgments of credibility.

The Internet dominates young people’s lives. According to one study, teenagers spend nearly nine hours a day online. With optimism, trepidation, and, at times, annoyance, we’ve witnessed young people’s digital dexterity and astonishing screen stamina. Today’s students are more likely to learn about the world through social media than through traditional sources like print newspapers. It’s critical that students know how to evaluate the content that flashes on their screens.

Unfortunately, our research at the Stanford History Education Group demonstrates they don’t. Between January 2015 and June 2016, we administered 56 tasks to students across 12 states. (To see sample items, go to http://sheg.stanford.edu.) We collected and analyzed 1,804 student responses. Our sites for field-testing included middle and high schools in inner-city Los Angeles and suburban schools outside of Minneapolis. We also administered tasks to college-level students at six different universities that ranged from Stanford University, a school that rejects 94 percent of its applicants, to large state universities that admit the majority of students who apply.

When thousands of students respond to dozens of tasks, we can expect many variations. That was certainly the case in our experience. However, at each level—middle school, high school, and college—these variations paled in comparison to a stunning and dismaying consistency. Overall, young people’s ability to reason about information on the Internet can be summed up in two words: needs improvement.

Our “digital natives” may be able to flit between Facebook and Twitter while simultaneously uploading a selfie to Instagram and texting a friend. But when it comes to evaluating information that flows through social media channels, they’re easily duped. Our exercises were not designed to assign letter grades or make hair-splitting distinctions between “good” and “better.” Rather, at each level, we sought to establish a reasonable bar that was within reach of middle school, high school, or college students. At each level, students fell far below the bar.

(3) investigating what other sources say. Some of our assessments were paper-and-pencil tasks; others were administered online. For our paper-and-pencil assessments, we used screenshots of tweets, Facebook posts, websites, and other content that students encounter online. For our online tasks, we asked students to search for information on the web.

Who’s Behind the Information?

One high school task presented students with screenshots of two articles on global climate change from a national news magazine’s website. One screenshot was a traditional news story from the magazine’s “Science” section. The other was a post sponsored by an oil company, which was labeled “sponsored content” and prominently displayed the company’s logo. Students had to explain which of the two sources was more reliable.

Native advertisements—or ads craftily designed to mimic editorial content—are a relatively new source of revenue for news outlets. Native ads are intended to resemble the look of news stories, complete with eye-catching visuals and data displays. But, as with all advertisements, their purpose is to promote, not inform. Our task assessed whether students could identify who was behind an article and consider how that source might influence the article’s content. Successful students recognized that the oil company’s post was an advertisement for the company itself and reasoned that, because the company had a vested interest in fossil fuels, it was less likely to be an objective source than a news item on the same topic.

We administered this task to more than 200 high school students. Nearly 70 percent selected the sponsored content (which contained a chart with data) posted by the oil company as the more reliable source. Responses showed that rather than considering the source and purpose of each item, students were often taken in by the eye-catching pie chart in the oil company’s post. Although there was no evidence that the chart represented reliable data, students concluded that the post was fact-based. One student wrote that the oil company’s article was more reliable because “it’s easier to understand the graph and seems
more reliable because the chart shows facts right in front of you.” Only 15 percent of students concluded that the news article was the more trustworthy source of the two. A similar task designed for middle school students yielded even more depressing results: 82 percent of students failed to identify an item clearly marked “sponsored content” as an advertisement. Together, findings from these exercises show us that many students have no idea what sponsored content means. Until they do, they are at risk of being deceived by interests seeking to influence them.

Evaluating Evidence
A task for middle school students tapped their ability to evaluate evidence. The Internet is filled with all kinds of claims—some backed by solid evidence and others as flimsy as air. Such claims abound in the comment sections of news articles. As online news sites have proliferated, their accompanying comment sections have become, as it were, virtual town halls, where users not only read, but debate, challenge, react, and engage publicly with fellow commenters. Our exercise assessed students’ ability to reason about the factors that make an online comment more or less trustworthy (see Sample Item below).

Students examined a comment posted on a news article about healthcare. We asked if they would use the information in a research paper. To be successful, students needed to recognize that they knew nothing about the commenter, “Joe Smith,” and his motivations for writing.

Was he an expert on healthcare policy? Did he work for the Department of Health and Human Services? Adding to the dubiousness of Joe Smith’s comment was the fact that he provided no citation or links to support his claims. Without a sense of his credentials or the source for his statistics, the information he provided was virtually worthless.

Despite the many reasons to be skeptical, more than 40 percent of 201 middle school students said they would use Joe Smith’s information in a research paper. Instead of asking themselves whether the evidence he provided was sound, students saw a match between the information he presented and the topic at hand. They credulously took the numbers he provided at face value. Other students were entranced by the semblance of data in the comment and argued that the many statistics made the information credible. One student wrote that she would use the comment’s information “because the person included statistics that make me think this source is reliable.” Many middle school students, it seems, have an unflinching belief in the value of statistics—regardless of where the numbers come from.

Seeking Additional Sources
Another task tapped students’ ability to investigate multiple sources to verify a claim. Administered online, this task directed college students (as well as a group of Advanced Placement high school students) to an article on minimumwage.com about wages in the Danish and American fast-food industries. The article claimed that paying American workers more would result in increased food prices and unemployment. Students could consult any online source to determine whether the website was a reliable source of information on minimum wage policy.

The article bears all the trappings of credibility. It links to reports by the New York Times and the Columbia Journalism Review. It is published on a professional-looking website that features “Research” and “Media” pages that link to reports and news articles. The “About” page says it is a project of the Employment Policies Institute, “a non-profit research organization dedicated to studying public policy issues surrounding employment growth.” If students follow the link to the institute’s website (www.epionline.org), they encounter an even sleeker site with more research reports.

Indeed, if students never leave minimumwage.com or epionline.org, they are almost guaranteed to remain ignorant of the true authors of the site’s content. To evaluate the article and the website on which it appears, students needed to leave those two sites and investigate what other sources had to say. If they did so, they likely learned that the institute is “run by a public relations firm

Sample Item
Evaluating Online Comments

This post appeared in the comments section of a news article about the U.S. healthcare system:

Joe Smith

Percentage of men and women who survived cancer five years after diagnosis:
U.S. 65%
England 46%
Canada 42%

Percentage of patients diagnosed with diabetes who received treatment within six months:
U.S. 93%
England 15%
Canada 43%

Percentage of seniors needing hip replacement who received it within six months:
U.S. 90%
England 15%
Canada 43%

You come across this comment while researching the U.S. healthcare system for a research paper. Would you use this information in your paper? Why or why not?
Checklist for Evaluating Sources
Real or Fake?

Real
1. Respected news outlet
   - familiar site
   - verify with Snopes.com, FactCheck.org
2. Content presented without overt bias
3. serious tone
4. check URL, should match source
   .gov and .edu generally reliable
5. current date and topic
6. Headline matches, subheading on topic
7. author listed, google for more information
8. bibliography or credible sources cited
9. gut check, does it feel right to you?

Fake
unfamiliar website
overly bias, possible
Political agenda
satire, may be entertainment
doesn’t match outlet
avoid .la or.co and investigate
.com
outdated, not current
outrageous, emotional
no author listed
no proof or evidence cited
Something is off

Notes:


554
Evaluating Online News Articles
Checklist

Create a list of ways to check the reliability of each source.

<table>
<thead>
<tr>
<th>Checks</th>
<th>Reliable</th>
<th>Not Reliable</th>
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</table>
Checklist for Evaluating Sources

Real or Fake?

Real

1. Respected news outlet
   - familiar site
   - verify with Snopes.com, FactCheck.org
2. Content presented without overt bias
3. Serious tone
4. Check URL, should match source
   - .gov and .edu generally reliable
5. Current date and topic
6. Headline matches, subheading on topic
7. Author listed, google for more information
8. Bibliography or credible sources cited
9. Gut check, does it feel right to you?
10. Check if other sources say the same
11. Almost no other sources use same words

Fake

- Unfamiliar website
- Overly biased, possible political agenda
- Satire, may be entertainment
- Doesn’t match outlet
- Avoid .la or .co and investigate .com
- Outdated, not current
- Outrageous, emotional
- No author listed
- No proof or evidence cited
- Something is off

Notes:
Check multiple sources to evaluate the reliability of sources

Excessive commercials
Checklist for Evaluating Sources

Real or Fake?

Real

1. Respected news outlet
   - familiar site
   - verify with Snopes.com, FactCheck.org

2. Content presented without overt bias

3. serious tone

4. check URL, should match source
   .gov and .edu generally reliable

5. current date and topic

6. Headline matches, subheading on topic

7. author listed, google for more information

8. bibliography or credible sources cited

9. gut check, does it feel right to you?

10. Content in website is the same as other websites.

11. Quotes from people like professor
    or a person who is a professional
    on that topic or the article.

Fake

unfamiliar website

overly bias, possible

Political agenda

satire, may be entertainment

doesn't match outlet

avoid .la or .co and investigate .com

outdated, not current

outrageous, emotional

no author listed

no proof or evidence cited

Something is off

Incorrect grammar
misspelled words, incorrect punctuation

unreliable quotes that do not match.

Notes:
# Checklist for Evaluating Sources

## Real or Fake?

<table>
<thead>
<tr>
<th>Real</th>
<th>Fake</th>
</tr>
</thead>
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</tr>
<tr>
<td>8. bibliography or credible sources cited</td>
<td>Something is off</td>
</tr>
<tr>
<td>9. gut check, does it feel right to you?</td>
<td><em>not found to be reliable or reliable</em></td>
</tr>
<tr>
<td>10. Found to be reliable by <a href="http://medsizershockey.com">medsizershockey.com</a></td>
<td><em>history of unreliability</em></td>
</tr>
<tr>
<td>11. No previous problems with fact check</td>
<td></td>
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</tbody>
</table>

**Notes:**

This news/media outlet "quote" seems to be reliable enough to be trusted. However, there are some problems with this specific article, so some caution is needed. Close closely on other sites should be done thoroughly.
<table>
<thead>
<tr>
<th><strong>Debate Speaker Rubric</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Timing</strong></td>
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<tr>
<td>Speakers have five</td>
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<td>minutes</td>
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<tr>
<td>Short by a minute or</td>
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</table>

| **Body Language, eye**   |
| contact and voice        |
| Engages judge with       |
| eye contact, persuasive  |
| body language and        |
| passionate voice         |
| **4**                    |
| Uses all time            |
| **3**                    |
| Uses most of time        |
| **2**                    |
| Uses nearly all time     |
| **1**                    |
| Short by a minute or     |
| more                     |

| **Understanding**        |
| topic and flow of        |
| arguments               |
| Shows full comprehension |
| of the debate and        |
| shifts to follow flow    |
| **4**                    |
| Uses all time            |
| **3**                    |
| Uses most of time        |
| **2**                    |
| Uses nearly all time     |
| **1**                    |
| Short by a minute or     |
| more                     |

| **Argument**             |
| Structures arguments    |
| clearly and strategically |
| and provides ample      |
| support in research and |
| reasoning               |
| **4**                    |
| Uses all time            |
| **3**                    |
| Uses most of time        |
| **2**                    |
| Uses nearly all time     |
| **1**                    |
| Short by a minute or     |
| more                     |

| **Clash**                |
| Challenging opponents on|
| points, heckling and     |
| POIs                     |
| Addresses opponents     |
| arguments, changes flow |
| of debate, appropriate   |
| and effective heckling,  |
| confidence with POI      |
| **4**                    |
| Uses all time            |
| **3**                    |
| Uses most of time        |
| **2**                    |
| Uses nearly all time     |
| **1**                    |
| Short by a minute or     |
| more                     |

| **Refutation**           |
| Fully refutes and        |
| challenges all points    |
| **4**                    |
| Uses all time            |
| **3**                    |
| Uses most of time        |
| **2**                    |
| Uses nearly all time     |
| **1**                    |
| Short by a minute or     |
| more                     |

| **Opening and Closing**  |
| of Speech               |
| Begins with a hook      |
| and ends persuasively   |
| **4**                    |
| Uses all time            |
| **3**                    |
| Uses most of time        |
| **2**                    |
| Uses nearly all time     |
| **1**                    |
| Short by a minute or     |
| more                     |
Student Response for Actively Learn article, “Can You Spot Fake News”

STANDARD RL.7 - DIVERSE MEDIA

Which of the three sources do you suspect is the fake news site? Explain your thinking by citing specific details from the homepage.

I think that the first one or USA really homepage is fake news because it has a lot of views and it had random ads on it like the duende diary which has nothing to do with the political topic. The book on the duende ad even says USA on it and you can clearly see it is edited. It is a very glitchy website and it has a thumbs down on has the word "hoax" on the thumb downs. The pictures or images are fake. One of the pictures have drawn in people as the crowd. The format of the website is not like other official government websites.

I suspect the second article because it seems biased because all the articles are about trump and protecting what he is doing. This article also has advertisements while the other two do not.

USA really homepage, i noticed that in one of their articles they spelled Government as "Gov't" I also noticed that some of their articles were over dramatic, such as "Russia's toxicity and America's addiction to war" This article may be used as an attention grabber for the few who do go on this website.

I believe that the USA Really homepage is fake news. The page has the word hoax written on it with a thumbs down, like it is trying to prove something. There is an odd overlapping of letters and numbers on the timeline. There is an article about a flea born plague attacking many people, but I do not remember a case such as this in 2018. Compared to the other homepages, the layout looks sloppy and difficult to understand.
Digital Detectives
Evaluating Images

Directions: As you are observing each photo with the class, decide if it is REAL, or FAKE. Once you have made a decision, write down a couple of reasons why you have made your decision. We will have a class discussion and discover if your answer was correct. You may add to your notes and make corrections after class discussion.

Image #1 Pacific Northwest Tree Octopus
REAL ________ or FAKE ________
Reasons for opinion:

Answer: ________

Image #2 Iraqi Camel Spider
REAL ________ or FAKE ________
Reasons for opinion:

Answer: ________

Image #3 Great White Shark Attack in San Francisco
REAL ________ or FAKE ________
Reasons for opinion:

Answer: ________
Image #4 General Grant at City Point
REAL _________ or FAKE_________
Reasons for opinion:

Answer:__________

Image #5 Bicyclist Over the Edge
REAL _________ or FAKE_________
Reasons for opinion:

Answer:__________

Image #6 Sea Monster Attacking Surfers
REAL _________ or FAKE_________
Reasons for opinion:

Answer:__________

Were you successful in determining if the pictures were real or fake, and if so, what were the clues?

________________________________________________________________________

________________________________________________________________________

If you were fooled, what fooled you?

________________________________________________________________________

What might be the motivation for misleading or fooling viewers?
Digital Detectives

Evaluating Images

Directions: As you are observing each photo with the class, decide if it is REAL, or FAKE. Once you have made a decision, write down a couple of reasons why you have made your decision. We will have a class discussion and discover if your answer was correct. You may add to your notes and make corrections after class discussion.

Image #1 Pacific Northwest Tree Octopus
REAL ______ or FAKE ______
Reasons for opinion:
Because in the website, there are comics and unrealistic parts to it.
Also, octopus cannot live on land.
Answer: Fake

Image #2 Iraqi Camel Spider
REAL ______ or FAKE ______
Reasons for opinion:
The website is national geographic, which usually has clear descriptions of animals from scientists.
Answer: real

Image #3 Great White Shark Attack in San Francisco
REAL ______ or FAKE ______
Reasons for opinion:
Sharks live in the ocean, not in a river
Answer: fake
Image #4 General Grant at City Point

REAL □ or FAKE □

Reasons for opinion:
* Looks like a painting
* If picture, then there would be lots of blues and movement
* Perspective looks skewed

Answer: **Fake**: all real pictures by Brady in Civil War
3 pictures all mixed together

Image #5 Bicyclist Over the Edge

REAL □ or FAKE (incorrect perspective)

Reasons for opinion:
* Strange perspective
* No look of strain
* "Bike this way" sign on "wall" meaning it's the road
* Not grabbing on to anything to support himself, reality
* Skewed perspective; lying on ground but pic skews perspective into "cliff"
* End of tunnel at bottom

Answer: **Real photo**, incorrect perspective

Image #6 Sea Monster Attacking Surfers

REAL □ or FAKE □

Reasons for opinion:
* Real photo; "monster" is just a load of seaweed (common)
* Sea monster doesn't really exist; just sea plant life

Answer: **Photograph is real**
**Seamonster is fake**

Were you successful in determining if the pictures were real or fake, and if so, what were the clues? I was mostly successful in determining the authenticity of the photos. What the picture looked like, and basic knowledge of the places in and creatures hinted at what was real and what was fake. Looking at the details of the photos also helped.

If you were fooled, what fooled you? I was fooled a couple times, mainly by: if I was answering, if the photo was a real one, or if what was in it was real.

What might be the motivation for misleading or fooling viewers?
* People might want to mislead viewers as clickbait to gain more viewers on their page, which might lead to the creators gaining more money. So, they might do this for personal gain. (attention, money, exposure, etc.)
Digital Detectives
Evaluating Images

Directions: As you are observing each photo with the class, decide if it is REAL, or FAKE. Once you have made a decision, write down a couple of reasons why you have made your decision. We will have a class discussion and discover if your answer was correct. You may add to your notes and make corrections after class discussion.

Image #1 Pacific Northwest Tree Octopus
REAL _______ or FAKE √
Reasons for opinion: An octopus in a tree isn't plausible so it doesn't make that much sense, website also looks like it's just a comic or production.
Answer: Fake

Image #2 Iraqi Camel Spider
REAL _______ or FAKE √
Reasons for opinion: The Iraqi camel spider is a real spider, also the website is National Geographic. But the photo is at a wrong angle and the perspective is manipulated.
Answer: Fake

Image #3 Great White Shark Attack in San Francisco
REAL _______ or FAKE √
Reasons for opinion: Ridiculous a military helicopter battling or rescuing someone from a great white shark is ludicrous, it looks photo shopped as well.
Answer: Fake
YOUR ASSIGNMENT

Debate: Does Media Coverage Sway our Views?

Teacher Instructions

Information about the class you assign to and the due date will appear here.

The Story

A video of a recent incident in Washington, DC went viral, causing a flurry of reactions that played out in the media. The brief video showed an encounter between a Native American elder, who was part of an “Indigenous People’s March” on the mall, and a group of students from a Catholic high school who were in town for a “March for Life.” Media coverage initially generated strong reactions. When additional longer videos surfaced, the media’s response changed, and lots of public dialogue about the incident ensued via social media. Listen to this story about what happened and then debate: Does media coverage sway our views?

Story Length: 4:04

Listen to the Story:
AUDIE CORNISH: A tense encounter on the Washington Mall Friday between a Native American elder and a group of high school students from Kentucky has also become a battle over media coverage. Questions about how each acted in the episode have led to online condemnations, apologies and then recriminations against the press. Joining us to sort it all out is NPR media correspondent David Folkenflik. Hey there, David.

DAVID FOLKENFLIK: Hey, Audie.

CORNISH: So we have multiple videos out now online of the same scene, but it began with one, and it showed a Native American man and a white high school student inches apart with this crowd of other students chanting and jumping and smiling around him. Do we have a clearer picture now of what led to that point?

FOLKENFLIK: I think we do. I want to be careful about that, but I think we do. I mean, initially, this was a Rorschach moment meeting a Rorschach test, right? And what I think we now find is that these students were part of, in some ways, a three-party encounter. You had - a bunch of largely white, largely male students from Covington Catholic High School in Kentucky outside Cincinnati were at the - in the shadow of the Lincoln Memorial for the March on Life event Friday. You had a fringe hate group called Black Hebrew Israelites, African-Americans, heaping invective upon whites they saw - just incredibly ugly rhetoric. And into this wanders a couple of Native American activists, including Nathan Phillip, who plays a drum and sings a song that he later says - tells NPR and others that he hoped in some ways would bring peace and de-escalate.

Some of the things the kids did were, you know, derogatory, derisive, denigrating. You saw some tomahawk chops from some students. You saw some chanting and mockery in some ways satirizing the Native American song. And so there was some ugliness as well as some other stuff there - perhaps not as bad as was initially alleged and charged.

CORNISH: Now, how does the media fall into all of this?

FOLKENFLIK: Well, I think you saw some great lurching. You saw it on social media and particularly on online and cable, say, as Friday gave way to Saturday, Sunday - some real invective against the students. And there was condemnation by journalists and pundits, particularly online but also on cable. And then you saw, you know, calls for the students to be doxed - that is, their identities exposed, their homes, claims that they should be punished by their schools. You saw apologies by officials from the archdiocese locally there. And then the media went the other direction as more information came to light as it was clear that they were being subject to some abusive things from the Black Hebrew Israelites. And some questions - they didn't themselves surround the Native American protesters. It turns out that Philip (ph) and the small group of others approached them.

CORNISH: President Trump says the students of Covington Catholic High School have become symbols of fake news. What is the media's role in this becoming politicized?

FOLKENFLIK: Well, I think the fact - the combination of social media and a somewhat polarized media and a quick-twitch media just desperate to get it out in some ways amplified some of the flaws in the reporting and, you know, overlooked some of the nuances and some of - a little bit of the texture in this - that is, there was ugliness there, but it wasn't as clean as presented. And I think that the president, of course, uses this regardless.

But I also think that it's important to note, you know, the students were there. They were wearing, you know, Make America Great Again caps. They seemed derisive. And, you know, the student at the center of it, Nick Sandman, he's hired in response to this criticism a PR firm based in Louisville with close ties the national Republican Party. He is set to show up tomorrow on the "Today" show on NBC to make his case. So, you know, he's willing to utilize the media as well.
CORNISH: What should people take from this?

FOLKENFLIK: I think you take from this some of these verities. You know, a buddy of mine texted me over the weekend. He said I think media people were expressing the need to learn lessons they should have learned in journalism school. I think all journalists have - and in fact, all citizens, all of us, have to constantly relearn lessons we should know. Take your time. Take a breath, maybe not the sharpest judgment. Maybe don't draw the deepest conclusion. There should be the accretion of information, not this sort of pendular lurching from side to side.

[POST-BROADCAST CORRECTION: In this report, we incorrectly refer to the March for Life as the March on Life and we incorrectly refer to Nathan Phillips as Nathan Phillip.]
Directions: Consider how the incident would be viewed from each perspective in the circle. Note what each group might see and what their thoughts and beliefs might be.
Now, Please Answer These Questions...

1) What are some of the details in the viral video that prompted a strong reaction among the media and the public?

2) What was the media's original reaction to the viral video of the encounter on the mall?

3) How did additional information complicate the story behind the video?

4) What lesson does the media reporter say journalists and citizens should take away from these events?

5) Debate: Does media coverage sway our views?

6) As consumers of media in a polarized political climate, how can we make sure our judgments are fully informed?

Save your work at any time. Check over your work and when you’re ready, click Submit to hand in your assignment.
Now, Please Answer These Questions...

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Save your work at any time. Check over your work and when you're ready, click Submit to hand in your assignment.
Now, Please Answer These Questions...

1) What are some of the details in the viral video that prompted a strong reaction among the media and the public?

A group of Caucasian white males mocking a group of Native American activists. The high schoolers were wearing MAGA hats. The native americans approached them.

2) What was the media's original reaction to the viral video of the encounter on the mall?

At first everyone was angry at the Caucasian high schoolers and thought they should be punished. They thought they were racist.

3) How did additional information complicate the story behind the video?

A hate group was egging them on. The native american group approached them. They were wearing MAGA caps.

4) What lesson does the media reporter say journalists and citizens should take away from these events?

Take your time, take a breath. Don't always go for the quick conclusion. Make sure you know all the information.

5) Debate: Does media coverage sway our views?

When I first hear strong media, I have a strong reaction. If I learn the whole story later on, then my opinion steadies.

6) As consumers of media in a polarized political climate, how can we make sure our judgments are fully informed?

We can make sure we learn all the information. We can also research the information on different media platforms to double check the info.

Save your work at any time. Check over your work and when you're ready, click Submit to hand in your assignment.
Police Officer

Narrative:

Met with the incident, kept the situation peaceful, and investigated what occurred. Tried to observe and listen to the situation down and away and ensure officer works to facilitate.

Parent

Student

Native American

Note what each group might see and what their thoughts and beliefs might be.

Directions: Consider how the incident would be viewed from each perspective in the circle.
Note what each group might see and what their thoughts and beliefs might be.

Directions: Consider how the incident would be viewed from each perspective in the circle.
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Directions: Consider how the incident would be viewed from each perspective in the circle.
First grade and second grade students both engage in animal studies. In first grade students study habitats and the adaptations that allow animals to survive in various habitats. In second grade the focus builds as students learn about the characteristics of animals in specific biomes. Both grade levels not only studied and learned about animals, habitats and biomes, they also presented and delivered their learning creatively and digitally. The overall project took 3 weeks to complete at each grade level. The decision to collaboratively do this project was to show students there are multiple ways to conduct research and that learning builds upon each other throughout the grades.
Welcome to the Jungle
Julie Bergman and Mia Rogers
Glen City Elementary School
Santa Paula Unified School District
1st and 2nd Grades

Project Narrative
First grade and second grade students both engage in animal studies. In first grade students study habitats and the adaptations that allow animals to survive in various habitats. In second grade the focus builds as students learn about the characteristics of animals in specific biomes. Both grade levels not only studied and learned about animals, habitats and biomes, they also presented and delivered their learning creatively and digitally. The overall project took 3 weeks to complete at each grade level. The decision to collaboratively do this project was to show students there are multiple ways to conduct research and that learning builds upon each other throughout the grades.

Guiding Question
What features or characteristics allows animals to survive in a specific habitat or biome?

Lesson Structure
Second grade began by reading and studying biomes in different areas of the world. Collaboratively, the class chose to focus their research on the jungle specifically the tropical rainforest. A class brainstorming session followed to develop a list of animals that live in the tropical rainforest. One was selected and as a group, research strategies were modeled and refined. Then, students selected a partner and a focus animal from the list. Together research ensued using their Chromebooks incorporating appropriate digital citizenship skills. A graphic organizer guided the questions the students worked to answer. Creativity followed as students wrote scripts depicting themselves as safari guides and surprisingly running across their animal in the tropical rainforest. All students were filmed with their partner using Green Screen by Do Ink. Presentations followed for all first grade classes and at our family Literacy Night.

First grade investigated the desert, the arctic, the grasslands, and the ocean habitats. They used books and their iPads to conduct research. Each student selected one animal, and using a graphic organizer, identified the characteristics that each animal used to survive in their habitat. Then, each student artistically created a diorama of their habitat and animal. Using Chatterpix, they pretended to be the animal and told their survival story. Small books were also written to accompany the project. Students presented their projects to their 5th grade Big Buddies, the principal and other staff.

Project Successes
Both first and second grade classrooms are approximately 65% English Language Learners and also include 6 students with Individualized Education Plans (4 - 2nd, 2 - 1st). The structure of these projects allowed every student to experience success. Each student was able to showcase their learning in a creative and exciting way. Students built research skills using books and digital mediums. They learned how to write scripts and speak in expressive ways.
We were able to integrate many standards into our lessons. Each student truly owned their learning and couldn’t wait to work on and present their projects. This kind of activity allowed every student to have a high level of engagement and pride in the work they presented.

Standards Supported

- **First Grade**
  - English Language Arts - RI6, RI7, R10, W2, W7, SL2, SL4, SL5
  - Science - NGSS 1-LS1
  - ELD - Part 1 A.1, A.2, B.6, C.9, C.10
  - Digital Citizenship

- **Second Grade**
  - English Language Arts - RI5, W2, W6, SL5
  - Science - NGSS 2-LS4-1
  - ELD - Part I A.1, B.5, B.6, B.7, C.9
  - Digital Citizenship
First Grade Graphic Organizer

Second Grade Graphic Organizers - Students chose which best suited their research style
First Grade Students conducting research, collaboratively and individually.
Second Grade Students Conducting Research
First Grade Students Working on Dioramas
First Grade Students presenting to their Big Buddies in 5th Grade
First grade Grizzlies were excited to share their learning!
An Artichare lives in an Artic habitat. 
An Artichare eats moss and plants. 

An Artic hare has a thick fur coat. 
They can camouflage.
Screen Grabs from ChatterPix Presentations
This original unit was designed to give students an interdisciplinary, highly engaging way to learn about water ... one of our most precious resources. The students learned how it can create and destroy, how it is melting, and learned about the heroism of an Antarctic explorer named Sir Ernest Shackleton. Students interacted with guest speakers, worked with their kindergarten little buddies, and worked as teams to build blubber mitts.
In the know about H2O- Antarctica and Beyond!

This original unit was designed to give students an interdisciplinary, highly engaging way to learn about water...one of our most precious resources. The students learned how it can create and destroy, how it is melting, and learned about the heroism of an Antarctic explorer named Sir Ernest Shackleton. Students interacted with guest speakers, worked with their kindergarten little buddies, and worked as teams to build blubber mitts.

Week 1: INTO
We first started into our watery journey with a presenter from the Green Schools program who provided hands-on activities where students measured fresh water vs. salt water, used beakers to determine how much water is potable, and played a game where students learned how they can conserve water. Then we read and annotated different news articles discussing the melting of glaciers in Antarctica, the Arctic, and how a Swiss village is trying to save a glacier by covering it with blankets! This covered informational text analysis standards.

Next students journeyed on an interactive Google Antarctic scavenger hunt and created Google slides which they had to share with 3rd graders in other classes. This enabled students to use technology and interact with their peers digitally. Then students wrote a persuasive essay as to why the Ice Hotel in Sweden would be a fantastic place to visit citing specific research and videos from their website. As a collective, we researched hotel expenses and airfare which covered math and informational text standards.

For creative writing, students wrote from the perspective of an ice cream cone, and made an entire narrative story incorporating the narrative writing standards. How did we end week 1? Making ice cream, of course! Students had to follow a recipe (using math), lowering freezing points with salt, and discussing liquids to solids and teach it to their kindergarten little buddies!

Week 2: THROUGH
The students eagerly awaited what was in store! The second week was literature based on “Trapped by the Ice”, a story which describes the events of the 1914 Shackleton Antarctic expedition. When Shackleton’s ship The Endurance sank, he and his crew were stranded! Shackleton journeyed to a whaling station and saved all his men without any loss of life. Students received copies of the stories and annotated and illustrated various parts of the story to help with language learners and to accommodate different reading levels. They extracted key vocabulary, completed graphic organizers, and used
glossaries to clarify key words and phrases. We even watched historical footage of Shackleton with his crew when they were in Antarctica!

Students wrote a character analysis essay of Shackleton, audio recorded it, and used concrete evidence to support their claim. Students also wrote an opinion essay on whether or not they would want to visit Antarctica after collectively generating a pros/cons list. For art, students created contour sketches of the ship *Endurance* based on geometric shapes and used specific guidelines to attend to precision.

This week ended with a guest female explorer, Ms. Jeannie, who brought in videos, pictures, and stories to the students of her journey in Antarctica as she traveled in the footsteps of Ernest Shackleton! We were able to see images of penguins, leopard seal, whaling stations, and hear inspiring tales of Antarctica. Students had a Q and A session with Ms. Jeannie and later we wrote thank you cards for her visit.

**Week 3: BEYOND**

The next lessons were science based. They researched and drew the various adaptations of a leopard seal, an animal indigenous to Antarctica. A guest biologist, Mrs. Megan, presented how animals have specific physical adaptations in order to survive. We discussed how Antarctic birds and mammals need blubber and specific coverings on their bodies to help them in the wild. The students created and tested various “Blubber Mitts” to determine which covering provides the best insulation; feathers, fur, or scales.

**EVALUATIONS**

This water unit fomented the use of higher order thinking skills as the students analyzed and interpreted a variety of documents ranging from news articles to literature. Students were given multiple choice and written tests for comprehension for “Trapped by the Ice.” All essays had a specific rubric for content grammar, spelling, and punctuation. ELL students and those who need extra support were given sentence frames. Oral presentations were graded on organization, quality of images and speaking skills. The art lesson was accompanied by a document showing scale, ratio, and proportion. The science experiments and investigations had corresponding lab worksheets and data table analysis. Student success was also measured via small and large group discussion.

Overall, this innovative 3 week unit curriculum easily be adaptable since it completes the science and language arts standards across 3-5th grade levels and allows for integration of lessons using technology, student voice, and writing, guest speakers, and the opportunity for students to learn across disciplines. The students learned all about water; as a habitat, as a human resource, as a part of biodiversity, and as a precious resource. They learned about geography, travel, and historical events, while also meeting and
learning with guest presenters, ultimately having to present to their peers, as well as participate in hands-on experiments. Students were extremely motivated; they loved coming to school to discover what we would be doing next. Students told me this was one of their favorite units and it was a joy to teach!

CA STATE STANDARDS
ELA: Word Analysis 3.1.2, 3.1.5; Reading 3.3.2, 3.3.3, 3.3.5, 3.3.6; Writing 3.1.2, 3.1.5, 3.1.7; Listening and Speaking 3.2.2, 3.2.3, 3.2.4
Math: Measurement and Estimation 3.MDA 1, 3.MDA2; Geometry 3.GA1; Mathematical Practices 3.1.6
Visual Arts 3.1.3, 3.1.5, 3.2.1, 3.2.2
Science: Life science 3.3.1, 3.3.2, 3.4.2 Engineering Design 3.1.1, 3.1.2, 3.1.3
City of Ventura  Green Schools Water Program Presentation
The ice of Antarctica is melting faster, and that worries scientists

By Associated Press, adapted by Newsela staff on 06.27.18
Word Count 458
Level 590L

WASHINGTON, D.C. — The continent of Antarctica is melting fast. Antarctica is covered in ice. So much ice has melted in recent years that scientists are very concerned.

Since 1992, the ice has melted into enough water to cover the state of Texas. The water covering Texas would be 13 feet deep. That is much deeper than most swimming pools.

Antarctica is the world's southern-most continent. People have known Antarctica's ice has been melting. A new study by scientists gives more details. The study shows how much Antarctica has melted in the last 25 years. The study shows how much Antarctica has melted in the last 25 years. That's a long time.

Scientists also learned how fast Antarctica's ice has been melting. It has been melting much faster since 2012. The ice has melted three times as fast.

"I Think We Should Be Worried"
The scientists see Antarctica's melting ice as proof of climate change. The Earth is getting warmer. Its climate is changing.

One worry is that melting ice causes oceans to rise. This could cause problems. The melting of Antarctica's ice has made oceans rise. The oceans have risen almost a half of an inch (7.6 millimeters) since 1992.

"I think we should be worried," said Isabella Velicogna. She is a scientist from the University of California, Irvine. She helped to write the study.

Velicogna said we are not in danger right now. Still, she said ice is melting faster than expected.

**Antarctica's Ice Will Be Tested Regularly**

Antarctica is divided into West Antarctica on one side and East Antarctica on the other.

West Antarctica is melting more quickly. Some of that side is breaking apart, said Ian Joughin. He is a scientist at the University of Washington. He also helped to write the study. East Antarctica has not melted as much.

Scientists will test how much Antarctica melts every few years. This is the second test so far.

Andrew Shepherd is a scientist from England. He was in charge of the study. He said the oceans could rise much more by 2000. Antarctica's ice could add about 6 inches (16 centimeters) of water by itself.

**Warm Ocean Breezes Are Affecting The Ice**

Oceans rise for other reasons too. The country of Greenland also has an ice sheet. That ice is melting as well. Also, as water gets warmer it takes up more space.

The water has warmed around Antarctica. This is causing the ice to melt. The warmer ocean is caused by changing winds. The winds change with the planet's warming, Shepherd said.

He gave one reason why the Earth is getting warmer. It is because of how people use coal, oil and gas. People burn these elements. They use the energy to heat homes and run cars.

That has many people concerned for the future of the planet.
Quiz

1. Why it is important for scientists to test the melting of ice in Antarctica?
   (A) because it makes the oceans rise and is a sign of climate change
   (B) because the scientists know how to stop the ice from melting
   (C) because the country of Greenland also has a melting ice sheet
   (D) because Antarctica is the world's southern-most continent

2. Based on the article, why is the ocean water around Antarctica getting warmer?
   (A) Scientists are doing regular tests on Antarctic ice.
   (B) West Antarctica is melting more quickly than East.
   (C) Winds are changing because of the planet's warming.
   (D) There is less ice in the ocean to make sure it stays cold.

3. Read the first paragraph of the article.
   The continent of Antarctica is melting fast. Antarctica is covered in ice. So much ice has melted in recent years that scientists are very concerned.

Which word could replace "concerned" WITHOUT changing the meaning of the sentence?
   (A) interested
   (B) excited
   (C) worried
   (D) bored

4. Read the selection from the section "Warm Ocean Breezes Are Affecting The Ice."
   The country of Greenland also has an ice sheet. That ice is melting as well.

Fill in the blank.
An "ice sheet" is a ______.
   (A) measure of how fast ice melts
   (B) large area covered by thick ice
   (C) time when there was ice
   (D) scientist who measures melting ice
The Earth is in danger of its huge glaciers melting too fast

By Los Angeles Times, adapted by Newsela staff on 05.19.14
Word Count 396

This undated handout photo provided by NASA shows the Thwaites Glacier in West Antarctica. Two new studies indicate that part of the huge West Antarctic ice sheet is starting a slow collapse in an unstoppable way. Alarm scientists say that means even more rises in sea level than they figured. Photo: AP Photo/NASA

A huge group of glaciers in Antarctica is melting.

There is no way to stop it, scientists say. But a complete meltdown could be delayed. That could give scientists time to protect people from rising sea levels.

Scientists thought the glaciers in the West Antarctic Ice Sheet would last for thousands of years. But new studies discovered they are melting. And it's happening quicker than scientists thought.

The glaciers are huge islands of ice. As ocean water warms, so do the glaciers. The warmer water has several causes. One of them is global warming. Global warming (https://www.newsela.com/?tag=global warming) happens when people burn fossil fuels. Fossil fuels are fuels from the Earth, like coal, oil and gas. These fuels heat up the Earth.
Melting Ice Affects Us In Many Ways

"There is no red button to stop this," said Eric Rignot. He is an expert on glaciers. He also wrote one of the studies.

The glaciers have passed "the point of no return," Rignot said. That means the big melt can't be stopped. "The only question is how fast it's going to go."

Antarctica is around the South Pole. It has the largest amount of ice on the planet. The ice contains most of the world's fresh water. If you loaded all Antarctica's ice on ships and started counting them, it would take 860 years.

The loss of even part of that ice would be felt across the planet. It could cause ocean levels to rise 4 feet. Rising oceans could cause big problems for people such as flooding and big storms. But that could take 200 years. Or, it could take 1,000 years, says Ian Joughin. He is a scientist who also studies glaciers.

What Can We Do About It?

He said the glaciers' disappearance would begin slowly. It would grow faster over time.

"Eventually, this could lead to the end of ice across Antarctica," Rignot said.

"There's no stopping the big melt," scientists say. But people shouldn't just give up.

The quicker the Earth heats up, the quicker glaciers will melt. But the opposite is also true.

Slow down global warming and you slow the melting. Think of the technology invented in the last 800 years, Joughin said. And think of what scientists can invent in the next 800 years to protect people.

"Eight hundred years is a long time," Joughin said.

question area

in 2040, will we survive with all the pollution and ice stuff and stuff?
Quiz

1. Which of the following about glacier meltdown is TRUE?
   (A) The meltdown can be delayed. ☑️
   (B) The meltdown can be stopped. ❌
   (C) The meltdown will happen in 1,000 years. ❌
   (D) The meltdown will happen in 860 years. ❌

2. Read the sentence from the article.

   The glaciers have passed "the point of no return," Rignot said.

   What does the above sentence mean?
   (A) The glaciers are melting at a quicker rate.
   (B) The melting of glaciers will cause flooding.
   (C) The melting of glaciers cannot be prevented.
   (D) The melting of glaciers will cause ocean levels to rise 4 feet.

   How long will it take for a complete meltdown to happen?
   (A) 800 years
   (B) 860 years
   (C) 1,000 years
   (D) can't be predicted

3. Which of the following is responsible for meltdown?
   (A) warm water
   (B) rising sea levels
   (C) increasing number of big storms
   (D) large amounts of ice at the South Pole
A Swiss village tries to save its glacier by wrapping it in blankets

By USA Today, adapted by Newsela staff on 03.25.18

Word Count 503
Level 540L

Image 1. A Swiss flag floats on the Rhône Glacier. The glacier has been covered with insulating blankets that protect it from the sun. Photo from Fabrice Coffrini/AFPI Getty Images.

The Rhône Glacier is in the mountains of Switzerland. A glacier is a large block of snow and ice. Today, the Rhône Glacier is in trouble. It is melting.

The Earth is heating up. This is called global warming. Most scientists agree that global warming is caused by humans. People use fossil fuels such as oil and coal. We burn them to heat our homes and power our cars. When the fuels are burned, they release greenhouse gases. These gases trap heat in the air. This causes temperatures to rise.

One effect of global warming is that the world’s glaciers are melting. Scientists are worried about this. So are people who live near the Rhône Glacier. They want to save their icy neighbor. So they are covering the glacier in blankets.

Amazing Ice Cave
Local businesses depend on the glacier. Many tourists visit the glacier each year. They hike along its trails. They walk through its amazing ice cave. Then they stay in village hotels and eat in restaurants. The nearby towns make money from this.

About eight years ago, villagers got an idea. They started spreading blankets over parts of the glacier. Their goal was to keep it frozen. Now, they do it every year.

Blankets Keep Glacier Cool

You probably use blankets to stay warm. How can a blanket keep a glacier cold? These special blankets are white to reflect sunlight. Usually, sunlight would hit the glacier and heat up the ice. Instead, it hits the blanket. Sunlight reflects or bounces off, the blanket. The glacier stays cool underneath!

The Rhône glacier is 12,000 feet high. It is located in the southern part of the Swiss Alps. This is a chain of mountains in Switzerland.

Lake Is Growing Every Year

In the last 10 years, the glacier has lost about 33 feet of ice thickness, said Matthias Huss. He is the head of the Swiss Glacier Monitoring Network. The group measures Swiss glaciers every year. The melting water from the glacier has formed a lake. The lake is growing every year.

The blankets are helping, though, said David Volken. He is a scientist who studies glaciers. Without the blankets, the glacier would shrink much more quickly, he said.

Not Easy Or Cheap

Wrapping up the glacier is not easy. It is also not cheap. The blankets are made from heavy wool. They must be carried up the mountain and spread out. The project takes many hours and costs thousands of dollars. The local villagers are paying for most of it.

Many say the effort is worth it. The blankets protect the snow and ice from sunlight, Huss said. They cannot save the whole glacier. But they slow the melting down.

Scientists have made a sad prediction. By 2100, they say, global warming will have melted most of the glaciers in the Alps. For now, though, blankets are helping the Rhône Glacier stay cool.
Quiz

1. Which sentence from the article BEST states a MAIN idea of the entire article?
   (A) The Rhône Glacier is in the mountains of Switzerland.
   (B) Most scientists agree that global warming is caused by humans.
   (C) Without the blankets, the glacier would shrink much more quickly, he said.
   (D) The melting water from the glacier has formed a lake.

2. What is the MAIN idea of the section "Amazing Ice Cave"?
   (A) Tourists are willing to pay a lot of money to be able to walk in and around large glaciers such as the Rhône.
   (B) Villagers need money from people who come to visit the glacier, so they started wrapping the glacier in blankets to help save it.
   (C) Tourists are very interested in seeing the Rhône Glacier and walking through its caves.
   (D) Villagers want people to come to their town and spend money, so they asked scientists to help them save the glacier.

3. Why are the blankets important to the glaciers?
   (A) The blankets help keep glaciers cool, so the glaciers melt more slowly.
   (B) The blankets protect glaciers from greenhouse gases, so the glaciers have stopped melting.
   (C) The blankets help keep glaciers safe, so the glaciers can get bigger.
   (D) The blankets help keep sunlight off glaciers, so the glaciers do not melt in the summer.

4. How has the Rhône Glacier changed because of global warming?
   (A) The Rhône Glacier has grown to 12,000 feet high and is expected to keep growing.
   (B) The Rhône Glacier has gotten much smaller and is going to disappear soon.
   (C) The Rhône Glacier was melting very quickly, but the blankets are working to totally stop the melting.
   (D) The Rhône Glacier has lost more than 30 feet of thickness and is creating a lake from its melt.
Location

Antarctica
Population

Population of Antarctica

Summer: 4,410

Winter: 1,110

King George Island

McMurdo

10
100
1,000

@sasha_trub
Antarctica Population
Types of Ice
Fun Facts!

Fossils of dinosaurs, amphibians, and marsupials have been found in Antarctica!

In winter, Antarctica almost doubles in size, from 5.4 million square miles to over 8 million, as water freezes around the edges of the continent. In summer, this ice melts, and the continent shrinks to its former size.
Desert

desert there is little or no water

hot desert (#4)
cold desert (#1)
Seasons

Antarctica has 2 seasons: summer and winter

Light all day

Dark all night

Rotation Axis

N
sun never sets
long days
equal days and nights
short days
S
sun never rises

Sunlight
Annual temperature graph

No precipitation in summer

Little bit warmer in summer

Some precipitation in winter

VERY cold in winter
Arctic vs. Antarctic
THE DIFFERENT PARTS OF ICEHOTEL

ICEHOTEL WINTER

The world’s first and largest hotel built out of snow and ice, open every year in spring.

ICEHOTEL 365

Make a New Year’s Eve party the hotel stay of a lifetime at ICEHOTEL 365.

HOTEL ROOMS & CHALETS

We also offer traditional hotel rooms and suites to warm you up.

HOW TO GET HERE

JUKKASJÄRVI IN NORTHERN SWEDEN

200 km above the Arctic Circle, in the magical light from the midnight sun and the northern lights is where you’ll find ICEHOTEL. And you get there easily.

The flight, by Stockholm Arlanda or Helsinki with 90 minutes at Abisko, you can get there in 2 days by train. Kiruna Airport and Kiruna Train Station are just 15-20 minutes away from ICEHOTEL, simple but close.

Flight Dates 2019/2020

- 14, 24, 27, 30 Dec 2019
- 16 Jan 2020
- 15, 29 Feb 2020
- 07 Mar 2020

Flight Dates 2020/2021

- 19, 27, 30 Dec 2020
- 16, 30 Jan 2021
- 13, 18 Feb 2021
- 06 Mar 2021

Flight Times

- Heathrow to Kiruna SK7805
  - Dep: 10:35 | Arr: 14:55
- Kiruna to Heathrow SK7805
  - Dep: 14:25 | Arr: 17:00
## Icehotel Break

### Overview

<table>
<thead>
<tr>
<th>Departure</th>
<th>Duration</th>
<th>Ice Room</th>
<th>Art Suite</th>
<th>Deluxe Suite</th>
<th>Availability</th>
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<tr>
<td>Sat 19 Dec 2020</td>
<td>3 nights</td>
<td>£1,199</td>
<td>£1,286</td>
<td>£1,429</td>
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### ICEHOTEL BREAK

**Skiing**

Cross-country skiing is very popular in northern Sweden during the winter months, a wholesome activity that exercises...

**The View - In Winter**

After being equipped with snowshoes we set off on a snowmobile trip towards the far-off Pukknevegen hill.

**Icehotel Massage**

In between exhilarating, snowshoeing adventures and husky safaris, treat yourself to a massage to warm up those muscles...

**The Veranda**

Experience the classic Table top view in the Veranda. Our most exclusive food experience.

**Northern Lights Photography**

Join a nightly excursion to hidden places in the

**Wildlife and Nature Photo**

Capture the arctic nature, learn to photograph nature

**Ráidu - Meet the Reindeer**

For thousands of years the Sami people have lived in

**Experience Dog Sledding**

On this fun excursion, which is perfect for families, you
The Ice Hotel was first made in Sweden in 1989. It is located 200 km north of the Arctic Circle. I would definitely want to go for a variety of reasons. First of all, you could stay in a Ice Hotel. For example, you would get to sleep in a cozy bed, hear yourself moving through the night, and feel the cold ice, and see the magnificent sights the sculptures. Second of all, there is an opportunity to see the spectacular, the Northern light. For example, you feel and hear the whistling wind and see...
the magic of the night. A third reason is, you have an opportunity to go to a Ice sculpting class. For example you can look at other sculptures to get inspired, feel them and make your own. Most importantly, you could eat swedish food. For example, you would get to sit in a comfortable chairs, feel the cool air, eat all of the delicious food, and have a wonderful experience.

In conclusion the Ice Hotel is very Cooool!!!
The Ice Hotel is Awesome

The Ice Hotel was first made in Sweden in 1989. It is located 200km north of the Arctic circle. I would like to go there one day for many reasons.

First of all, the safari would be a good place if you are the type of person who like being outdoors. As if I were there, I can feel the wind flowing in my hair as the horse gallops forward. I could see all the beautiful wildlife around me like it was a dream.

Another reason is after you do your safari ride, you can go to challenge park. You can do all so
of challenging things like ziplining dangerous climbs, and many more. So if you're looking for challenging stuff this is where you want to go! A third reason is if you're going to go to the ice hotel you have to see the northern lights. I can almost see those pretty lights twinkling above me. It's so beautiful and bright it looks like a huge light from a lamp in the sky. In conclusion the Ice Hotel is very nice. I would like to go there once or twice.
<table>
<thead>
<tr>
<th>Focus/Opinion</th>
<th>1 (Above Grade Level)</th>
<th>2 (At Grade Level)</th>
<th>3 (Approaching Grade Level)</th>
<th>4 (Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CCSS</strong>:</td>
<td>Responds skillfully to all parts of the prompt</td>
<td>Responds to most parts of the prompt</td>
<td>Responds to some or no parts of the prompt</td>
<td>Responds to some or no parts of the prompt</td>
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<tr>
<td>W - 1a</td>
<td>States an opinion that demonstrates an insightful understanding of topic text</td>
<td>States an opinion that demonstrates limited understanding of topic text</td>
<td>States an opinion and/or demonstrates little to no understanding of topic text</td>
<td>States an opinion and/or demonstrates little to no understanding of topic text</td>
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<tr>
<td>W - 1b</td>
<td>Organizes ideas and information into logical, coherent paragraphs that are clear to the reader</td>
<td>Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence</td>
<td>Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion)</td>
<td>Organizes with no evidence of paragraph structure</td>
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<tr>
<td>W - 1c</td>
<td>Uses linking words and phrases skillfully to connect reasons to opinion</td>
<td>Uses linking words and phrases to connect reasons to opinion</td>
<td>Uses some linking words to connect reasons to opinion but simplistically or ineffectively</td>
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<tr>
<td>W - 1d</td>
<td>Supports opinion skillfully with substantial and relevant facts, details, and/or reasons</td>
<td>Supports opinion with relevant reasons</td>
<td>Supports opinion with minimal and/or irrelevant reasons</td>
<td>Does not support opinion with reasons</td>
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<tr>
<td>W - 4</td>
<td>Provides explanation/analysis of how evidence supports opinion</td>
<td>Provides clear explanation of how reasons support opinion</td>
<td>Provides some explanation of how reasons support opinion</td>
<td>Provides no or inaccurate explanation of how reasons support opinion</td>
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<td><strong>Language</strong></td>
<td>Uses purposeful and varied sentence structures</td>
<td>Uses correct and varied sentence structures</td>
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<tr>
<td><strong>CCSS:</strong></td>
<td>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</td>
<td>Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</td>
<td>Demonstrates grade level appropriate conventions, but errors may obscure meaning</td>
<td>Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</td>
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<tr>
<td>L - 1</td>
<td>Uses precise and sophisticated vocabulary appropriate for the audience and purpose</td>
<td>Uses academic and domain-specific vocabulary appropriate for the audience and purpose</td>
<td>Uses limited academic and/or domain-specific vocabulary for the audience and purpose</td>
<td>Uses no academic or domain-specific vocabulary</td>
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<tr>
<td>L - 2</td>
<td></td>
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</table>

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT" = Reading-Informational Text; "L" = Language strand)

CPL 12.10.2012
It all started one spring when a fat boy ate an ice cream cone who was my friend. I knew I had to get revenge.

"Hi, I'm Bob, the ice cream cone and I wish I didn't taste so good. And I wish it isn't spring. You wanna know why? It's hot! And I'm the kind of "refreshment"
everyone craves for
these days. Who do they
think they are anyway?
children."

So Bob worked out
a plan. It goes something
like this: He breaks
out of his freezer.
(with a tiny umbrella
he found) Part two:
he gets into a store
borrows a chemistry
set and uses some
potion to get bigger.
Part three:
he eats everyone that
ate his friends.
(out of instinct)
BUT and this is a big
BUT he couldn't possibly
tie ALL the people who
ate his friends. New plan,

Part one: whatever
he does he DOES
NOT and absolutely
DOES NOT eat
everyone. He eats
everything. And so
he does. And it
teaches people
a lesson. Never
eat ice cream. So, whenever you
reach for an ice
cream cone remember about this
non-fictional-
instantial story.
<table>
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<tr>
<th>Score</th>
<th>Narrative Focus</th>
<th>Establishing of Narrative Focus and Organization</th>
<th>Development: Language and Elaboration and Language</th>
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<tr>
<td>1</td>
<td>the reader needs to reach the main argument and understand the writer's perspective.</td>
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**Sample Generic 4-Point Narrative Writing Rubric (Grade 3-8)**

"The Ice Cream Who Ate Everyone"
Making Ice Cream in a Bag

Water has three states: solid, liquid and gas. Water changes into its solid state when it reaches 0 degrees Celsius (32 degrees Fahrenheit), but if there is Sodium Chloride (NaCl) present, otherwise known as salt, then that temperature drops. That’s because salt lowers water’s freezing point. Have you ever noticed how when the sidewalk is icy they put salt on it to melt the ice and make it safer for walking? That’s the same principle. The salt they put on the sidewalk mixes with the ice and because it’s freezing point is lower than the temperature of the unsalted ice, the sidewalk melts.

When you’re making ice cream the lower temperature of the ice and salt mixture, which surrounds the cream and sugar mixture, is cold enough to change the state of the cream from a liquid to a solid, hence the name ice cream!

Materials

- 1/2 cup milk
- 1/2 cup whipping cream or heavy cream
- 1/4 cup white sugar
- 1/4 teaspoon vanilla extract
- 1/2 to 3/4 cup sodium chloride (NaCl) aka table salt or rock salt
- 2 cups ice
- 1-quart Ziploc bag
- 1-gallon Ziploc bag
- Thermometer
- Measuring cups and spoons
- Bowls, cups, spoons or cones to serve your ice cream treat

**Gather Your Ingredients**
*Courtesy of Lemonythyme*

**Procedure**

1. Add 1/4 cup *sugar*, 1/2 cup *milk*, 1/2 cup *cream*, and 1/4 teaspoon *vanilla* to the *quart Ziploc bag*. Zip that bag up so nothing leaks!

2. Put the 2 cups of *ice* into the *gallon Ziploc bag*.

3. Use the *thermometer* to measure the temperature of the ice in the *gallon Ziploc bag*. Make sure to record this number so you can record

4. Add 1/2 to 3/4 cup *salt* (sodium chloride) to the *gallon Ziploc bag* of ice.

5. Place the sealed *quart bag* inside the *gallon bag* of ice and *salt*. Seal the gallon bag securely.
6. Rock the gallon bag from side to side. Hold it at the seal so that the cold ice doesn’t freeze your hands instead of your ice cream. You can also use gloves or a cloth to protect your hands, just remember it will be colder than 0 degrees Celsius!

7. Continue to rock the bag for 10-15 minutes or until the contents of the quart bag have solidified, or until you can’t wait for ice cream anymore.

8. Open the gallon bag and use the thermometer to measure and record the temperature of the ice and salt mixture. Notice how much colder it is than the ice on its own.

9. In bowls or cones serve and most importantly enjoy your homemade ice cream!
Making Ice Cream!

with our kg Little Buddies 😊
TRAPPED BY THE ICE!
Written by Michael McCurdy

October 27, 1915

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Now his only concern was for his men. What would happen to them – and how much longer did the ship have before it broke apart? The Endurance was leaking badly. Shack could not delay.

Shack ordered his crew off the Endurance and camp was set up on the frozen Weddell Sea. Tools, tents, scrap lumber for firewood, sleeping bags, and what little food rations and clothing the men had left were saved from their ship, along with three lifeboats in case they ever reached open water.

The Endurance was a sad sight now, a useless hulk lying on its side. For months she had been the crew’s home. Now they would have to get used to life on the ice – stranded hundred of miles from the nearest land.

November 21, 1915

Almost one month later, the sound of crushing wood startled the men. It was what they feared. Turning toward the ship's wreckage, they saw her stern rise slowly in the air, tremble, and slip quickly beneath the ice.

Minutes later, the hole had frozen up over the ship. She was gone forever, swallowed by the Weddell Sea. Shack talked with the ship’s skipper, Frank Worsley, and his next-in-command, Frankie Wild. Among them, they would have to decide what to do next.
December 23, 1915

Executing their plan would be difficult. By pulling the lifeboats, loaded with supplies, they would try to cross the barren ice to open water. If they made it, they would use the three boats to reach the nearest land. Shack studied the unending snow and ice ahead of him. Was it possible?

Each boat was mounted on a sledge. Harnessed like horses, the men pulled, one boat at a time. Pulling 2,000-pound loads was hard work. Soon everybody was so tired and sore that no could pull anymore. The crew would have to wait for the ice, moved by the sea’s current, to carry them north to open water.

Over the next few months, food was always a concern, and it was Tom Orde-Lees’ job to find it. Penguins and seals were growing scarce. To find meat to eat, hunters had to go farther away.

This was dangerous. Once, when Tom was skiing back to camp, a monstrous head burst from the ice. A giant sea leopard lunged at Tom, only to slip quickly back into the dark water, stalking Tom from below, as sea leopards do when they hunt penguins.

Tom tripped and fell. The huge animal lunged again, this time springing out of the water and right onto the ice. Back on his feet, Tom tried to get away. He cried for help, and Frankie Wild rushed over from camp carrying a rifle.

The sea leopard now charged Frankie, who dropped calmly to one knee, took careful aim, and fired three shots. The sea leopard fell dead. There was plenty to eat for days afterward!

April 8, 1916

The men smelled terrible. During their five and a half months on the ice they hadn’t had a bath. Clothes were greasy and worn thin, and they rubbed against the men’s skin, causing painful sores. Hands were cracked from the cold and wind, and hunger sapped everyone’s strength.

By now, the ice floes were breaking up into smaller and smaller pieces all around
the men as they drifted closer to the edge of the polar sea. Shack thought it was a
good time to launch the lifeboats, rigged with small canvas sails. He knew his men
could not all survive the grueling 800-mile open-boat journey to the whaling station
on South Georgia Island. So he decided to try to reach Elephant Island first.

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crashed into icebergs. As night fell, the boats were pulled up onto a big floe and
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One night, Shack suddenly felt something was wrong. He shook Frankie, and
they crawled out of their tent for a look. A huge wave smacked headlong into the
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Then Shack heard a splash. Looking into the crevasse, he saw a wriggling shape
below in the dark water. It was a sleeping bag – with Ernie Holness inside! Shack
acted quickly. Reaching down, he pulled the soggy bag out of the water with one
mighty jerk. And just in time, too – within seconds the two great blocks of ice
crashed back together.

April 13, 1916

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three little boats – called the James Caird, the Dudley Docker, and the Stancomb
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blew into the men’s faces. Most of them became seasick.

Worst of all, they were very thirsty, because seawater had spoiled the fresh
water. The men’s tongues had swelled so much from dehydration they could hardly
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The five ablest men were picked: Frank Worsley; Big Tom Crean; the carpenter, Chippy McNeish; and two seamen, Tim McCarthy and John Vincent. With frozen fingers and a few tools, Chippy prepared the Caird for the rough journey ahead. Only nine days after the men had first sighted the deserted island, Shack and his crew of five were on open water once again.

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The hut was dark and cramped, lit only by a burning wick. And something happened that the men had not expected: heat from their bodies and the stove melted the ice under them as well as piles of frozen bird droppings left for years by the frigate birds and penguins. The smell was terrible!

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The men had survived the long slide, but danger still lay ahead. They had been hiking for more than thirty hours now without sleep. Finally, all three heard the sound of a far-off whistle. Was it the whaling station?

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“I’m Shackleton,” came the reply. Tears welled up in Sorle’s eyes as he recognized his old friend’s voice.

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| Boats mounted on a sledge; men harnessed like horses | Sea leopard danger! |

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The men camped on floating sheets of ice. They waited for the ice floes to carry them closer to land. One man was attacked by a real-life sea monster called a sea leopard. Another fell into a huge crevasse in the ice.

The men sailed in lifeboats to a deserted place called Elephant Island. Shackleton told them to camp on the island until he came back. Then he and five men left in a lifeboat to find help.

Giant waves and a storm almost sank their lifeboat. They landed on South Georgia Island. They hiked across a rocky terrain and climbed icy mountains. Finally, They found people to help them.

Shackleton got a bigger boat. He went back to get the men on Elephant Island. It took him three months to break through the ice. But he did it! Everyone survived. At last they were going home. Shackleton was a hero!
**Trapped by the Ice! Summary**

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The men sailed in lifeboats to a deserted place called Elephant Island. Shackleton told them to camp on the island until he came back. Then he and five men left in a lifeboat to find help.

Giant waves and a storm with a monstrous wave called a greybeard almost sank their lifeboat. They landed on South Georgia Island. They hiked across a rocky terrain and climbed icy mountains. Finally, they reached a whaling station where people were able to help them.

Shackleton got a new boat and went back to get the stranded men on Elephant Island. It took him three months and four attempts to break through the ice, but Shack did it! Everyone survived and there was no loss of life. At last they were going home. Shackleton was a hero!
<table>
<thead>
<tr>
<th>perjilous</th>
<th>adj</th>
<th>dangerous, hazardous</th>
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<tbody>
<tr>
<td>grueling</td>
<td>adj</td>
<td>exhausting, very tiring</td>
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<tr>
<td>startled</td>
<td>p.v.</td>
<td>to scare, shock, alarm</td>
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<tr>
<td>lunged</td>
<td>p.v.</td>
<td>to move forward suddenly</td>
</tr>
<tr>
<td>scarce</td>
<td>adj</td>
<td>not enough, insufficient</td>
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<tr>
<td>delay</td>
<td>v.</td>
<td>want, to put off until later</td>
</tr>
<tr>
<td>quench</td>
<td>v.</td>
<td>to slake or satisfy a thirst</td>
</tr>
<tr>
<td>jagged</td>
<td>adj</td>
<td>ragged, rough, zigzag</td>
</tr>
<tr>
<td>summit</td>
<td>n.</td>
<td>top, apex, highest point</td>
</tr>
<tr>
<td>horizon</td>
<td>n.</td>
<td>the line between earth and sky</td>
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Singular, Plural, and Possessive Nouns from "Trapped by the Ice"

- Teeth
- Sea lion's teeth
- Men's jackets
- Ship's mast
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<table>
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"Trapped by the Ice!" Quiz (10 points)

Circle the letter of the best answer.

1. Why is Shackleton so concerned about his men?
   a. He is afraid they will not be able to cross the ice cap.
   b. He is afraid his men will not want to go with him.
   c. The Endurance is being crushed by ice and there will be no shelter to protect them from the cold.
   d. None of the above.

2. Is Shackleton a good leader? Why?
   a. Yes, because he is nice to his men.
   b. Yes, because he consults with others and shows concern for his team.
   c. No, because he cannot cross the ice cap.
   d. No, because he leaves his men behind.

3. Who is the narrator of this story?
   a. Shackleton is the narrator.
   b. Frank Worsley is the narrator.
   c. Tim McCarthy is the narrator.
   d. The author is the narrator.

4. What do the headings in the selection do?
   a. They tell us what season it is.
   b. They tell what date it is.
   c. They tell us who is talking.
   d. They tell us what country they are in.

5. What did the voyagers have to do for food?
   a. They brought plenty of food with them.
   b. They had some money to go to the store.
   c. They hunted penguins, seals, and sea leopards.
   d. They had no food.
6. What is the setting of the story?
   a. The setting is in Antarctica.
   b. The setting is in Iceland.
   c. The setting is in Alaska.
   d. The setting is the Endurance.

7. What did Shack decide to do once they launched the lifeboats?
   a. He wanted to turn around and go home.
   b. He wanted to get to Elephant Island.
   c. He wanted to cross the South Pole’s ice cap.
   d. He wanted to save the Endurance.

8. What were some of the dangers the men faced?
   a. Sea leopards were dangerous.
   b. Moving floes and crévasses were dangerous.
   c. The extreme cold temperature was dangerous.
   d. All of the above.

9. How did Shack decide which men would go to South Georgia Island?
   a. They voted.
   b. They pulled names out of a hat.
   c. He picked his best friends.
   d. He picked the most able men.

10. What major event happened before they could get to South Georgia Island?
    a. They faced a gray beard and storm.
    b. They climbed the jagged ridges.
    c. They found the whaling station.
    d. Shack went back to save his men.
"Trapped by the Ice!" Quiz (10 points)

Circle the letter of the best answer.

1. Why is Shackleton so concerned about his men?
   a. He is afraid they will not be able to cross the ice cap.
   b. He is afraid his men will not want to go with him.
   c. The Endurance is being crushed by ice and there will be no shelter to protect them from the cold.
   d. None of the above.

2. Is Shackleton a good leader? Why?
   a. Yes, because he is nice to his men.
   b. Yes, because he consults with others and shows concern for his team.
   c. No, because he cannot cross the ice cap.
   d. No, because he leaves his men behind.

3. Who is the narrator of this story?
   a. Shackleton is the narrator.
   b. Frank Worsley is the narrator.
   c. Tim McCarthy is the narrator.
   d. The author is the narrator.

4. What do the headings in the selection do?
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Character Traits of Shackleton

- adventurous
- brave
- fearless
- courageous
- heroic
- persevering*
- positive
- responsible
- strong
- clever
- fearless
- intelligent
- excellent leadership
- selfless

Evidence to Support traits

- harnessed the men like horses
- saved friends from drowning in the crease
- he leaves some men behind and bravely pushes forward
- made four
- attempted and sacrificed fully
- saved his crew (men)

Would you ever want to go on an expedition to Antarctica? Why or why not?

Yes, because I would like to try to go from Antarctica to Elephant Island (or somewhere not that far) and to try to find some bones!
<table>
<thead>
<tr>
<th>Character Traits of Shackleton</th>
<th>Evidence to Support traits</th>
</tr>
</thead>
</table>

Would you ever want to go on an expedition to Antarctica? Why or why not?

<p>| | | | |</p>
<table>
<thead>
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</table>
Shackleton's Story

During Sir Ernest Shackleton's 1914-1916 Antarctic expedition, his ship the Endurance was trapped and sunk in the frozen Weddell Sea. Shackleton and his crew made a long, perilous journey across ice and stormy seas but not one man perished! Shackleton and his men showed strong character traits in order to accomplish this feat.

First of all, Shackleton was brave. For example, he didn't give up when the Endurance sank. He acted as a leader and kept the men working so that they wouldn't give up hope or be afraid.

Moreover, Shackleton was strong and aware of his surroundings. One night a huge wave hit their campsite and the ice split into pieces. Then Shack
heard a splash! One of the men, Ernie Holmes, fell into the icy crevasse. Shack acted quickly and pulled out the soggy sleeping bag and saved Ernie just in time! The two great blocks of ice crashed back together.

A third trait of Shack was tenacious. He never gave up! For example, he kept going so that he would reach South Georgia Island and find the whaling station. He climbed over jagged ridges. He slid down 1,500 feet mountain. He even hiked for 30 hours with no sleep. This shows that Shack suffered but persevered. Clearly, Sir Ernest Shackleton was a hero. He survived a seemingly impossible situation and made sure that his men were rescued. His bravery, strength
and tenacity helped make history. True!
If there was a reenactment of Shackleton's Antarctic journey, I would absolutely not attend. First of all, it's too dangerous. For example, you can die from hypothermia or frostbite. Moreover, we would harm natural resources and wildlife by littering. Most importantly, it will cost a lot of money for food, supplies, clothing, tickets which equal a tremendous cash flow. You also have to pay for the boat. In conclusion, lots of things are dangerous that can happen on a journey across the Weddell Sea.
<table>
<thead>
<tr>
<th>Focus/Opinion</th>
<th>(Above Grade Level)</th>
<th>(At Grade Level)</th>
<th>(Approaching Grade Level)</th>
<th>(Below Grade Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS:</td>
<td>• Responds skillfully to all parts of the prompt</td>
<td>• Responds to all parts of the prompt</td>
<td>• Responds to most parts of the prompt</td>
<td>• Responds to some or no parts of the prompt</td>
</tr>
<tr>
<td></td>
<td>• States an opinion that demonstrates an insightful understanding of topic/text</td>
<td>• States an opinion that demonstrates an understanding of topic/text</td>
<td>• States an opinion that demonstrates limited understanding of topic/text</td>
<td>• Does not state an opinion and/or demonstrates little to no understanding of topic/text</td>
</tr>
<tr>
<td>Organization</td>
<td>Organizes ideas and information into logical, coherent paragraphs that are clear to the reader</td>
<td>Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence</td>
<td>Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion)</td>
<td>Organizes with no evidence of paragraph structure</td>
</tr>
<tr>
<td>CCSS:</td>
<td>• W-1a</td>
<td>• Uses linking words and phrases skillfully to connect reasons to opinion</td>
<td>• Uses linking words and phrases to connect reasons to opinion</td>
<td>• Uses some linking words to connect reasons to opinion but simplistically or ineffectively</td>
</tr>
<tr>
<td></td>
<td>• W-1c</td>
<td></td>
<td></td>
<td>• Uses no linking words</td>
</tr>
<tr>
<td></td>
<td>• W-1d</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• W-4</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Support/Evidence</td>
<td>Supports opinion skillfully with substantial and relevant facts, details, and/or reasons</td>
<td>Supports opinion with relevant reasons</td>
<td>Supports opinion with minimal and/or irrelevant reasons</td>
<td>Does not support opinion with reasons</td>
</tr>
<tr>
<td>CCSS:</td>
<td>• RIT - 1</td>
<td>• Provides clear explanation of how evidence supports opinion</td>
<td>• Provides some explanation of how reasons support opinion</td>
<td>Provides no or inaccurate explanation of how reasons support opinion</td>
</tr>
<tr>
<td></td>
<td>• W-1b</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Language</td>
<td>Uses purposeful and varied sentence structures</td>
<td>Uses correct and varied sentence structures</td>
<td>Uses some correct but repetitive sentence structures</td>
<td>Uses little to no correct sentence structure</td>
</tr>
<tr>
<td>CCSS:</td>
<td>• L - 1</td>
<td>Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning</td>
<td>Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning</td>
<td>Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning</td>
</tr>
<tr>
<td></td>
<td>• L - 2</td>
<td>Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose</td>
<td>Uses academic and domain-specific vocabulary appropriate for the audience and purpose</td>
<td>Uses limited academic and/or domain-specific vocabulary for the audience and purpose</td>
</tr>
</tbody>
</table>

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT" = Reading-Informational Text; "L" = Language strand)

CPL 12.10.2012
Draw the Mayflower, Ernest Shackleton's ship!

1. Make guide lines. Draw water and boat.
2. Add section to boat.
3. Draw four poles as shown.
4. Add crossbars as shown.
5. Draw curved lines for masts.
6. Add two waving flags.
7. Draw rope lines as shown.
8. Finish with the boat windows.
Ms. Jeannie, guest female explorer who went to Antarctica!
baby leopard seal
Leopard Seal Facts and Adaptations

- **Physical**
  - Thick fur for insulation
  - Large hind flippers muscular to propel through H2O
  - Muscular K hind flippers for swimming
  - Slits for nostrils close tightly when underwater
  - Slits close while underwater
  - Sharp teeth for tearing flesh

<table>
<thead>
<tr>
<th>Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Thick, waterproof for blubber for warmth</td>
</tr>
<tr>
<td>2.</td>
<td>Sharp teeth to tear meat</td>
</tr>
<tr>
<td>3.</td>
<td>Whiskers to sense fish other</td>
</tr>
<tr>
<td>4.</td>
<td>Streamlined body</td>
</tr>
<tr>
<td>5.</td>
<td>Eyes wide to let in light while swimming</td>
</tr>
<tr>
<td>6.</td>
<td>Dives up to 15 min.</td>
</tr>
<tr>
<td>7.</td>
<td>Largest of all seals - up to 11 feet!</td>
</tr>
<tr>
<td>8.</td>
<td><strong>Nowl!</strong></td>
</tr>
</tbody>
</table>

Date: 1/21/2020

Name: [Redacted]
Leopard Seal Facts and Adaptations
Comparing “Blubber” Mitts: Which Provides the Best Insulation?

Prediction: Which mitt do you think will provide the best insulation? (Which mitt will be warmest?) Why?

I think it would be fur because most clothes (gloves, scarfs and sweaters) are made of fur.

Data Table: What is the temperature inside the mitt while submerged in ice water?

<table>
<thead>
<tr>
<th>MITT TYPE</th>
<th>&quot;BLUBBER&quot; MITT</th>
<th>CONTROL MITT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fat (shortening)</td>
<td>56°</td>
<td>59°</td>
</tr>
<tr>
<td>Feathers</td>
<td>43°</td>
<td>40°</td>
</tr>
<tr>
<td>Cotton Stuffing</td>
<td>37°</td>
<td>50°</td>
</tr>
</tbody>
</table>

Which mitt felt the warmest to your hand?

Cotton Stuffing

Based on your temperature measurements, which mitt provided the best insulation? (Which had the warmest temperature?)

Cotton Stuffing

Was your prediction correct? What might have affected your results?

No, I thought it would be the blubber one but when I tried it, I found cotton was the warmest to me, maybe lots and lots and lots of paper?

671
Comparing “Blubber” Mitts: Which Provides the Best Insulation?

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Which mitt felt the warmest to your hand?

Based on your temperature measurements, which mitt provided the best insulation? (Which had the warmest temperature?)

Was your prediction correct? What might have affected your results?

What other materials could you use that might provide good insulation against the cold?
### 2020 Ventura County Impact II Grant

<table>
<thead>
<tr>
<th>District:</th>
<th>Simi Valley Unified</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td>Santa Susana High School</td>
</tr>
<tr>
<td>Participant(s):</td>
<td>Karen Hazlewood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson Plan Title:</th>
<th>Geometry in Art, Architecture, and Nature A Photography Exploration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan Grade Levels:</td>
<td>10; 9</td>
</tr>
<tr>
<td>Lesson Plan Subject Areas:</td>
<td>Mathematics (Amgen Category)</td>
</tr>
</tbody>
</table>

Most of our world is a collection of geometric figures in many different shapes and sizes. It is the students' job to search for examples of this phenomenon. This project encourages and expects students to look at their surroundings differently. Students find the geometry they have learned throughout the year in their environment. Not only do they need to find a picture, but they must prove to me as well as others in their class the concept. They are expected to use definitions, rules, postulates and theorems to prove and justify each picture as well as explain their reasoning.
Geometry in Art, Architecture, and Nature: A Photography Exploration

Most of our world is a collection of geometric figures in many different shapes and sizes. It is the students' job to search for examples of this phenomenon. This project encourages and expects students to look at their surroundings differently. Students find the geometry they have learned throughout the year in their environment. Not only do they need to find a picture, but they must prove to me as well as others in their class the concept. They are expected to use definitions, rules, postulates and theorems to prove and justify each picture as well as explain their reasoning.

Students are asked to create a weebly or a Google Presentation about concepts they have learned throughout the year. This is done to keep the projects organized in a common systematic way.

The second part of this project is for students to analyze another group's work. It is found that students learn more from the project by analyzing than actually doing the project itself. This teaches students to look critically and then they must justify what they are seeing or not seeing with the project. A rubric is provided for students to follow.

Projects form 2019
https://geometryfinalwebsite.weebly.com/
https://jamesconnors-yousufazizad-diegovelasco-geometryfinal.weebly.com/
https://yeetersgetyoted.weebly.com/
Geometry in Art, Architecture, and Nature:
A Photography Exploration

The portfolio is due on Tuesday, May 26, 2020
Most of our world is a collection of geometric figures in many different shapes and sizes. It is your job to search for examples of this phenomenon. You will need a digital camera; you may use your cell phone camera for this activity. There are 3 parts to this assignment: Pictures, Portfolio, Proof. The proof part will be on the day of finals and you will evaluate another group's project. This is just as important as completing the project.

PART 1 – PICTURES

You will take specific photographs of the following geometric relationships:

1. Get a map of Simi Valley or the United States and locate 3 points on the map that are not near each other. If these points represent the homes of 3 friends where would be a good location they could meet. Show the point at which they would meet. Justify and Explain your reasoning. It should be a reasonable location. Would you find the circumcenter, incenter, or centroid to find the best location? (Module 8).

2. Create a video explaining the important vocabulary you learned throughout Geometry this year. (Module 1)

3. Use the draw feature in Google or another program and create designs using congruent triangles. Arrange multiple congruent triangles using different colors, positions and orientations. Make 3 separate designs: one using congruent equilateral triangles, one using congruent isosceles triangles, and one using congruent scalene triangles. (Module 3.3)

4. Find an example of two parallel lines being cut by a transversal, not at right angles, which show that the (alternate interior, corresponding, alternate exterior, etc) you will need to use the converse to prove the lines are parallel by showing angles are congruent. (Module 4)

5. Find two (or more) congruent triangles, which show that their corresponding parts are also congruent. Write a paragraph explaining why they are congruent (Module 5) The ceiling tiles are right angles. Do not use them

6. Find an object (not a regular polygon) which exhibits reflectional symmetry; show the line of symmetry and the perpendicular bisector with the distance stated from 3 points on the picture to the line of symmetry. (Module 2)
7. Find an object [not from the web] that moves in a circular motion and has rotational symmetry. – Circles do not have rotational symmetry or a clock. What is the actual radius and circumference? What is the degree of rotation? (Module 2).

8. Find a **regular polygon with more than 4 sides**; find the measure of one interior angle and the sum of all interior angles. (Module 7)

9. Find a **right triangle**, an **obtuse triangle**, and an **acute triangle** (either in the same picture or in separate pictures) and show the relationship between the lengths of two sides of each triangle with the length of the third side. \( a^2 + b^2 = c^2 \) is a right triangle; \( a^2 + b^2 > c^2 \) is an acute triangle \( a^2 + b^2 < c^2 \) is an obtuse triangle (Module 7)

10. Find a **triangle inscribed in a circle** which shows that the center of the circle is also the **circumcenter** (created by perpendicular bisectors) of the triangle. You may measure the segments and use a protractor to create a right angle. You must do this on 2 different segments of the triangle. (Module 8)

11. Take pictures of Quadrilaterals and classify them by their properties. (Module 9)
   - **Parallelogram**: List all properties and show them on the picture: Create a graphic organizer to show the relationship of the rhombus, rectangle and square demonstrating they have all the properties of the parallelogram.
   - **Rhombus**: List show the special properties.
   - **Rectangle**: List show the special properties
   - **Square**: Explain why a square is a rectangle, a rhombus, and a parallelogram.
   - **Kite**: show all properties on the picture
   - **Trapezoid**: show all properties on the picture

12. Find a **trapezoid with a midsegment**, which demonstrates the relationship between the midsegment and the two bases. (module 9)

13. Find two **similar polygons**, which are not triangles that demonstrate the idea of proportionality or scale factor. What is the scale factor? Find the perimeter and area. (Module 11)

14. Find the **length of the Arc** on a clock face. Take a starting photo and an ending photo of a clock. Measure the actual length of the minute hand, then explain how far the minute hand will travel as the time progresses.

15. Find a **circle and its tangent**, which show the properties at the point of tangency. You must use the Pythagorean Theorem to prove the line is tangent. Explain and justify your reasoning. (Module 15)

16. Find **two chords intersecting in a circle**, which demonstrate either the relationship between the lengths of each segment. (module 15)
17. **Find the height of the Flag Pole.** You may use any method taught... proportions, trigonometry etc. (Module 13)

18. **Find a central angle in a circle;** Find the sector area and the length of the sector. No Clocks. (module 16)

19. **One of Each Solid:** a prism, a cone, a cylinder, a pyramid, or a sphere. Complete and Answer the following questions for each. 1. Draw the net. 2. What is the shape of the cross section? 3. What is the surface area? 4. What is the volume? You must have all formulas used and show all of the work to justify your answers.

20. **Find an object that demonstrates the Golden Ratio or a Fibonacci sequence.** (You will need to research this). Explain the Golden Ratio or Fibonacci sequence and justify how your picture relates to either. What are two more interesting facts about the Golden Ratio or the Fibonacci sequence? (Module 12)

**PART 2 – THE ANALYSIS**

You may work in groups of 2-5 people. 2 people – complete 16/20; 3 people 18/20; 4 & 5 people complete 20/20

For each of the images above, provide some mathematical analysis to further enhance your conclusions. Think of the analysis as a way to verify the given relationship. For example:

The analysis section involves taking actual measurements of the item or measurements of the pictures and justifying your thinking of the mathematics behind the visual representations.

If there is no picture or the picture is from the internet you will receive a zero for that one assignment number. **You may use the picture only once.**
PART 3 – THE FORMAT

The portfolio is due on **Friday, June 1st**, .

1. You will create a digital presentation of your work. You may print a copy of each slide complete the necessary work, then upload back to your presentation. On each slide, you must write the **complete wording** of the theorem / postulate, or definition that you believe it illustrates. You may write these in your own words. Reread the rubric to make sure you have covered all of the parts needed for each slide.

2. Slide 1: Title of project, Team members, period, date, some type of design on the front cover that relates to the project.

3. All measurements should include units and be clearly labeled on each picture. All work shown must be complete, not skipping any steps.

4. You should explain your work enough so that it is clear to a casual observer why you made the specific measurements and calculations you did. Any explanations should be written in **complete sentences**.

5. Your final two pages should present a brief summary of what you learned, a **typed 3 paragraph** response to the following questions: This is to be completed by each person in your group and placed on separate slides

   a. What did you learn?
   b. What did you like?
   c. How does geometry relate to the real world?
Final Project Analysis

Grading Another Person Project:

Being able to analyze another person’s work is just as important as completing the project yourself.

- You will receive a grade based on your ability to analyze another person’s work.

You will need to grade 3 projects
- Make sure you look at the Math.
- Follow the Rubric
- Reflection: 2 paragraphs
  - If the reflection is not typed 10 points will be deducted.
  - Must answer all 3 questions:
    1. What did you learn?
    2. What did you like?
    3. How does geometry relate to the real world?

Grading the Final Projects
Your group will grade 4-5 projects. You will be given a paper with a link for each weebly you will grade on the day of the final. You will submit your grade through a Google Survey.

I will start grading projects on Monday, June 5th.

Example:
I will be scoring one of the 4-5 projects that your group will be given to grade.

If I score the project: \(143/160 \ (89\%)\)

Your group score: \(155/160 \ (96\%)\)
- 96
- 89
  - 7% difference

The difference is 7%, so now looking at the table below you will be given a grade accordingly.

- 0-5% difference – 100% ---- 10/10
- 5.01%-10% difference – 90% ---- 9/10
- 10.01-15% difference – 80% ---- 8/10
- 15.01-20% difference -70% ---- 7/10
- 20.01-25% difference – 60% ----6/10
- Less than 25.01 ---5/10
<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>Points</th>
<th>Comments</th>
<th>Score</th>
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<tr>
<td>Assignment # 1</td>
<td></td>
<td></td>
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<tr>
<td>Assignment # &amp; Title</td>
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<td></td>
</tr>
<tr>
<td>Picture that demonstrate the Title</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td>Math / proof / unit of measure</td>
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<tr>
<td>Neatness</td>
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<td><strong>total</strong></td>
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<td>/10</td>
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<td>Assignment # 2</td>
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<tr>
<td>Assignment # &amp; Title</td>
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<tr>
<td>Picture that demonstrate the Title</td>
<td>2</td>
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</tr>
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<tr>
<td>Neatness</td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>total</strong></td>
<td></td>
<td></td>
<td>/10</td>
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<td>Picture that demonstrate the Title</td>
<td>2</td>
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<td></td>
</tr>
<tr>
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#### Grading Rubric 2019

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| Assignment # 18 | Assignment # & Title | 1 | Picture that demonstrate the Title | 2 | Definition | 2 | Math / proof / unit of measure | 4 | Neatness | 1 | **total** | 10 |

**3rd page Total Assignments 13-18** 60
| Reflection: Should address all questions |  | These should be scored individually |
|----------------------------------------|--------------------------|
| Q1: What did you learn? | Minus 10 points if reflection is Not 2 paragraphs. A paragraph is 3-5 sentences. | |
| Q2: What did you like? | Minus 5 points each, if they did not answer a question. | |
| Q3: How does geometry relate to the real world? | | |

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Geometry in Art, Architecture, and Nature: A Photography Exploration

Period 7
May 26, 2015
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Two Parallel Lines Cut by a Transversal #1

**Corresponding Angles Analysis:**

\( \angle A = 110 \) degrees as well as \( \angle C \) because of the Corresponding Angles Postulate \((\angle A = \angle C)\).

The same theorem is applied to \( \angle B = \angle G \), \( \angle H = \angle E \), and \( \angle D = \angle F \). Measurements of \( \angle B \) and \( \angle G \) are 70 degrees. As for \( \angle H \) and \( \angle E \), they equal to 70 degrees. Last but not least, the angle measures for \( \angle D \) and \( \angle F \) are both 110 degrees.

**AIA Analysis:**

Because of the AIA Congruence Theorem, \( \angle C \) and \( \angle D \) are congruent \((\text{both} = 110 \text{ degrees})\), along with \( \angle B \) and \( \angle E \) \((\text{both} = 70 \text{ degrees})\).

**AEA Analysis:**

Because of the AEA Congruence Theorem, \( \angle H \) and \( \angle G \) are congruent \((\text{both} = 70 \text{ degrees})\). And \( \angle F \) and \( \angle A \) are also congruent \((\text{both} = 110 \text{ degrees})\).

**Same-Side Angles Analysis:**

Due to \( \angle B = 70 \) degrees and \( \angle C = 110 \) degrees, together they equal 180 degrees \((\text{supplementary})\) because of the Same-Side Angles Theorem. \( \angle D = 110 \) degrees and \( \angle E = 70 \) degrees, therefore they will equal 180 degrees.
Definition:
Triangle made to find the circumcenter of that and the circle outside of the triangle.

Analysis:
The triangle inscribed I put on a graph to calculate the slopes along with calculating the circumcenter of the triangle. The coordinates of A(5,7) B (6,6) and C (2,-2). For calculating the midpoint, the equation is $\frac{x_1+x_2}{2}$ or $\frac{y_1+y_2}{2}$. Midpoint AB (11/2, 13/2), Midpoint CA (7/2, 5/2), and Midpoint BC (4, 2). The slope needing to be solved, we get -1 for AB, 2 for BC, and 3 for CA. We divide -1 from the slope of the line to get the perpendicular bisector, CA $-\frac{1}{3}$, BC $-\frac{1}{2}$, and AB as 1.
You cancel out the negative 1 to get the coordinates (2, 3) As the circumcenter of the triangle and the circle.
Regular Polygon w/ More than 4 Sides #11

**Definition:**
An octagon (an 8 sided figure) has had 180 degrees added up 6 times from a triangle (interior angles)

**Analysis:**
Using \((n-2)\times 180\) gives us the sum of all interior angles for any polygon (Sum of Interior Angles Theorem). This is an octagon, therefore we plug in 8 for “n”. We get the sum of 1080, and we divide by “n’ or 8 to get the sum of each angle (135 degrees).
Central Angle in a Circle #14

**Theorem:**
The central angle of a circle is always half of the inscribed angle made.

**Analysis:**
The sum of the central angle is 57.32 degrees because of the proportional method. The proportion is central angle ("x" in this case) over 360 equals to 3 (arc length) over the circumference (18.84). Because of the Theorem 2 (from Circle Theorems Packet), doing this would make the central angle and the inscribed arc congruent.
Definition:
Reflectional symmetry is where one half of an object mirrors the other.

Analysis:
These trapezoids show reflectional symmetry. If on a graph, it would be reflected off of the “y” axis because of the reflection made. The black line drawn is the line of symmetry which shows what type of symmetry displayed along with where it’s placed on the graph.
Analysis (Right):
The hypotenuse = 4 as well as the bigger leg, but the small one = 2. Using the pythagorean theorem, it was proven to be a right triangle (20=20).

Analysis (Acute):
“c” = to 6 as well as all the other sides (equilateral). It is proven acute because “c” = 36 as the other sides equaled 72.

Analysis (Obtuse):
“c” = to 10 while the other legs = to 5.5. It is proven obtuse by “c” is bigger (100) than the legs combined.
Right, Acute, and Obtuse Triangles #8

**Definition of Acute Triangle:**
An acute triangle is a triangle with angles less than 90 degrees.

**Definition of Right Triangles:**
A right triangle is a triangle with a 90 degree angle.

**Definition of Obtuse Triangle:**
An obtuse triangle is a triangle with angle that are larger than 90 degrees.
**Congruent Triangles #2**

**Definition:**
Triangles where the corresponding angles and sides are congruent.

**Analysis:**
Because of Corresponding Parts of Congruent Triangles are Congruent, these triangles are equaled to each other. All the sides are equal along with all of their corresponding angles.
Definition:
The object that has height, width, and length.

Analysis (Cylinder):
To find the surface area of a cylinder is $4\pi r^2$. It is this way because we have to find the area of 2 circles and to get a full area of a sphere. Pink line represents the radius (1.35 in.), and plugging it into the formula gives you a surface area of 22.8 in. To get the radius we had to find the circumference and the diameter (the blue and pink line). We calculated the diameter by measuring to be 2.7 in. and calculating the circumference to be 8.5 in. To find volume, you would use the formula $\frac{4}{3}\pi r^3$. We use this formula because “r” is the radius of the sphere. Plugging and chugging into the formula, we get 10.31 in$^3$.


Solids #14

Analysis (Sphere):
Because this is a representation of a sphere, to calculate surface area we use the formula $2\pi r^2 + 2\pi rh$.
The purple line is the radius which is 2.5 in. The aqua line is the height, which is 6 in. Plugging it into the formula, we get the surface area of 133.52 in. As for volume, we use the formula $(\pi)r^2h$ because you need to find the area of the base and multiplying it by the height of the object. Plugging it into the formula, you get a volume of 117.81 in. (cubed).
Quadrilaterals #16

Parallelogram (all of them except trapezoid):
- opposite sides/angles are congruent
- consecutive angles are supplementary
- diagonals bisect each other

Rectangle:
- The diagonals are congruent
- a quadrilateral with 4 right angles

Rhombus:
- a quadrilateral with 4 congruent sides.
- same properties of parallelogram and rectangle

Square:
- Properties of a rhombus, rectangle, and parallelogram

Trapezoid:
- A quadrilateral with 1 pair of parallel lines
- same-side angles are supplementary
Circle and its Tangent #9

**Definition:**
A line that connects an arc or circle at only one point.

**Analysis:**
Because of the Circle Tangent Theorem, the tangent line and the point of tangency make perpendicular angles. The point of tangency is perpendicular to the radius, which equals 3.25.
My Choice #12

Analysis:
The reason I chose this picture was because it showed a lot of geometric meanings like parallelograms and reflectional symmetry. It also shows CPCTC with the triangles on the top, along with a making of a pentagon (a 5 sided polygon) if you look hard enough. It left me thinking about how much geometry we use in daily life.
Reflection

This project made me learn that geometry is used in our everyday lives. I used to think that math wasn’t all that important to my lifestyle, but I was proven wrong by this project. I was really intrigued with how geometric UCLA was, and now I notice this every time I go somewhere. It was really enjoying to see all the parallelograms of the posters the marchers were using to express their feelings about animal cruelty! It was a real rush of adrenaline!

One thing that was not all that fun was all the walking up stairs we had to do. If you can probably tell, I don’t do exercise that often, and that was my exercise for the year. It was quite tiring, and I was sweating lots, which is NOT cute. But, I do look forward to having an awesome college experience, even if it means I have to walk up stairs. I’m really looking forward to performing at my university, or wherever I go.
The End!
Geometry in Art, Architecture, and Nature

A Photography Exploration

By Cynthia, Shriya, and Wenya
1. Reflectional Symmetry

Definition: when an object is split in half and both halves reflect each other.

Point E is the midpoint of CD, making AB the line of symmetry.
2. Rotational Symmetry

Definition: a shape that still looks the same after a rotation

Radius: 2.3 cm

Degree of rotation: 360° / 3 = 120°

*We divide by 3 because there are 3 propellers

Circumference: \( C = 2\pi r \)

\[ 2\pi (2.3) = 14.4 \text{ cm} \]
3. Two Parallel Lines cut by a Transversal

Definition: when two parallel lines are cut by a transversal to create angles

Corresponding $\angle$s: $\angle 1$ and $\angle 5$, $\angle 3$ and $\angle 7$, $\angle 2$ and $\angle 6$, $\angle 4$ and $\angle 8$

Alternate Interior $\angle$s: $\angle 3$ and $\angle 6$, $\angle 4$ and $\angle 5$

Alternate Exterior $\angle$s: $\angle 1$ and $\angle 8$, $\angle 2$ and $\angle 7$

The lines are parallel because $\angle 3$ and $\angle 6$ are congruent, proving the Converse of the Interior Angles Theorem.
### 4. Congruent Triangles

#### Prove \( \triangle ABC \cong \triangle DEF \)

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<td>3. ( AC \cong DF )</td>
<td>3. Definition of congruency</td>
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<td>4. ( \triangle ABC \cong \triangle DEF )</td>
<td>4. SSS (side – side – side) Congruency Theorem</td>
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**Definition:** A pair of triangles that have congruent sides and congruent angles (the same measurement as each other).
5. Regular Polygon with more than 4 sides

Polygon Interior Angle Sum Theorem: $S = (n-2) \times 180^\circ \quad n = \text{number of sides}$

$S = (8-2) \times 180$

Definition: a two dimensional shape with more than four sides such as a pentagon, hexagon, octagon, etc.

$S = 1,080 \text{ (sum)}$

Interior angle measure: $1,080 / 8 = 135^\circ$

Interior angle measure: $135^\circ$

Sum of all interior angles: $1080^\circ$
6. a) Right Triangle – triangle that has one angle equal to 90°

\[ a^2 + b^2 = c^2 \]

\[ 3.1^2 + 1.6^2 = 3.4^2 \]

\[ 9.61 + 2.56 = 11.56 \]

\[ 12.17 = 11.56 \]

12 cm = 12 cm

Since \( a^2 + b^2 = c^2 \), this is a right triangle
6. b) Obtuse Triangle - triangle that has one angle greater than 90°

\[ a^2 + b^2 = c^2 \]

\[ 3.7^2 + 3.7^2 = 6.7^2 \]

\[ 13.69 + 13.69 = 44.89 \]

\[ 27.38 = 44.89 \]

\[ 27 \text{ cm} < 45 \text{ cm} \]

Since \( c^2 \) is greater than \( a^2 + b^2 \), this is an obtuse triangle.
6. c) Acute Triangle – triangle that has one angle less than 90°

\[ a^2 + b^2 = c^2 \]

\[ 1.8^2 + 1.8^2 = 0.9^2 \]

\[ 3.21 + 3.21 = 0.81 \]

\[ 6.16 = 0.81 \]

\[ 7 \text{ cm} > 1 \text{ cm} \]

Since \( a^2 + b^2 \) is greater than \( c^2 \), this is an acute triangle.
7. Triangle Inscribed in a Circle

Definition: a circle containing a triangle that has its vertices on the circle

Point A is the circumcenter. Every side of the triangle is marked with its perpendicular bisector.

Recreated on GeoGebra
8. Rhombus, Rectangle, Parallelogram, Square, Kite, Trapezoid – all of these figures are quadrilaterals

**Parallelogram**
- Opposite sides are parallel
- Opposite sides are congruent
- Opposite angles are congruent
- Consecutive angles are supplementary
- Diagonals bisect each other

**Rectangle**
- Opposite sides are parallel & congruent
- All the angles are congruent
- Has 4 right angles

**Square**
- Diagonals bisect each other
- Opposite sides are parallel & congruent
- Diagonals are equal to each other
- All the angles are congruent
8. Rhombus, Rectangle, Parallelogram, Square, Kite, Trapezoid

Rhombus

- All sides are congruent
- Diagonals bisect each other
- Diagonals are perpendicular bisectors
- All angles are congruent (90°)

Kite

- Diagonals are perpendicular
- Two disjoint pairs of consecutive sides are congruent
- One pair of congruent angles

Trapezoid

- One pair of parallel sides
- Diagonals are congruent
- The angles on either side of the bases are (congruent)
9. Trapezoid with Midsegment

Midsegment - line segment connecting the midpoints of two sides of a triangle

Trapezoid with Midsegment has 2 properties:

- Midsegment is parallel to its base
- The length of the midsegment is equal to half the sum of the lengths and bases

Length of midsegment = \(3.6 + 1.6/2 = 2.6\) cm
10. Similar Polygons

Perimeter =

1.7 + 1.7 + 1.7 + 1.7 = 6.8 cm

Area = 1.7 x 2 = 3.4 cm²

Scale Factor - ratio of any 2 corresponding lengths in 2 similar geometric figures

Scale Factor for these 2 squares is 3.4 : 4.8 or 6.8 : 9.6

Perimeter =

2.4 + 2.4 + 2.4 + 2.4 = 9.6 cm

Area = 2.4 x 2 = 4.8 cm²

Use Pythagorean Theorem to prove if the line is tangent

\[ a^2 + b^2 = c^2 \]

\[ 1.7^2 + 1.7^2 = 2.4^2 \]

\[ 2.89 + 2.89 = 5.76 \]

\[ 5.78 = 5.76 \]

\[ 6 \text{ cm} = 6 \text{ cm} \]
14. Height of the Flagpole

Flagpole height: 807.72 cm
Flagpole shadow: 457.2 cm
Person’s height: 161.54 cm
Person’s shadow: 91 cm

\[
\frac{5.3 \text{ ft}}{X \text{ ft}} = \frac{3 \text{ ft}}{15 \text{ ft}} = \frac{79.5 \text{ ft}}{3 \text{ ft}} = \frac{3x \text{ ft}}{3 \text{ ft}} = \frac{807.72 \text{ cm}}{x}\]

**Theorems/Definitions**

Indirect measurements: using proportions to find an unknown length or distance in similar figure
15. Central Angle in a Circle

Central Angle: 120°

Sector Area: \( \frac{120}{360} \pi \) or 4 cm

Arc Length: \( \frac{120}{360} \pi \) or 4 cm

Theorems/Definitions

Central angle: an angle whose vertex is the center of the circle and its sides are the radii of the circle

Sector area: the area of the portion of a circle enclosed by the central angle

Arc length: the distance along a circular arc measured in linear units

Arc: a portion of a circle that has two points on the circle and contains all the points between the two points

Sector: the portion of a circle enclosed by two radii and an arc
16. Length of the Arc on a Clock Face.

Length of minute hand: 6.35 cm

Arc length: 125°

The tip of the minute hand will travel 13.9 cm as time (21 minutes) progresses.

Theorems/Definitions

Arc length: the distance along a circular arc measured in linear units, $s = \frac{m \times 2\pi r}{360}$.

$$21 \times \frac{0.35 \times 360}{60} = 125$$

$$S = \frac{125 \times 2\pi (6.35)}{360}$$

$$S = 1.11 \pi \text{ cm or } 13.9 \text{ cm}$$
18. Cone and Cylinder Solids (Theorems/Definitions)

Net: a diagram of the surfaces of a three-dimensional figure that can be folded to form the three-dimensional figure

Cross section: a region of a plane that intersects a solid figure

Volume of a 3D figure: the number of nonoverlapping cubic units contained in the interior of the figure

Surface area of 3D figures: Surface area is the total area of all the faces and curved surfaces of a three-dimensional figure

Surface area of Cones: $S=L+B$, or $S=\pi r l+\pi r^2$, Lateral: $L=\pi rl$, Slant height: $l=h^2+r^2$

Volume of Cones: $V=\frac{1}{3}\pi r^2h$

Surface area of Cylinders: $S=L+2B$, or $S=2\pi rh+2\pi r^2$

Volume of Cylinders: $V=\pi r^2h$
18. Cone and Cylinder Solids Pt. 1 (Cone)

Net:

Cross section shape: an isosceles triangle
Surface area: \(10159.9\pi \text{ cm}^2\) or 12149.5 cm²
Volume: \(929\pi \text{ cm}^3\) or 2918.5 cm³

Surface area: \((\text{slant height}) \ l = 91.44^2 + 30.48^2 \longrightarrow l = 96.4 \text{ cm}\)
(lateral area) \(L = \pi r l \longrightarrow L = \pi (30.48)(96.4) \longrightarrow L = 2938.3\pi \text{ cm}^2\) or 9230.9 cm²
(Surface area) \(S = L + \pi r^2 \longrightarrow S = 9230.9 + \pi (30.18)^2 \longrightarrow S = 10159.9\pi \text{ cm}^2\) or 12149.5 cm²

Volume: \(V = \frac{1}{3} \pi r^2 h \longrightarrow V = \frac{1}{3} \pi (30.18)^2 (91.44) \longrightarrow 929\pi \text{ cm}^3\) or 2918.5 cm³
18. Cone and Cylinder Solids Pt. 2 (Cylinder)

Cross section shape: a circle

Surface area: 200.2 cm² or 161.6π cm²

Volume: 68.6π cm³ or 215.5 cm³
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<thead>
<tr>
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<tbody>
<tr>
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<td>Buena High School</td>
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<tr>
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<td>Kevin Downey, Joel Levin</td>
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<table>
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<th>Keeping the Music Alive!</th>
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<tbody>
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Nothing warms the heart more than songs from the soul. Even during the darkest times, music can help shed light on a world shrouded in winter - and this is just as imperative for teenagers as it is for adults. While many high school music programs prepare pupils to perform publicly, very few produce anything comparable to our Choir Program’s annual full-length album of professionally recorded student performances. Each autumn, over the course of three marathon months, our school’s Choir Program oversees the rehearsal, recording, and manufacturing of an album’s worth of “winter songs” that can be enjoyed throughout the year. Using available recording technology at our site, our students record their voices and share their work with the school community - and the world at large. This VCOE Impact II grant will give us the funding necessary to continue producing and releasing full-length albums of original student performances, an annual project that empowers our students and enriches our campus.
Keeping the Music Alive

Curriculum:
Nothing warms the heart more than songs from the soul. Even during the darkest times, music can help shed light on a world shrouded in winter - and this is just as imperative for teenagers as it is for adults. While many high school music programs prepare pupils to perform publicly, very few produce anything comparable to our Choir Program’s annual full-length album of professionally recorded student performances. Each autumn, over the course of three marathon months, our school’s Choir Program oversees the rehearsal, recording, and manufacturing of an album’s worth of “winter songs” that can be enjoyed throughout the year. Using available recording technology at our site, our students record their voices and share their work with the school community - and the world at large. This VCOE Impact II grant will give us the funding necessary to continue producing and releasing full-length albums of original student performances, an annual project that empowers our students and enriches our campus.

State Standards:
In addition to the real-world, authentic experience of showcasing original student performances, this recording project will explicitly support the following Music/Performing Arts standards:

- 2.0: Creative Expression (Creating, Performing, and Participating in Music)
- 2.1: Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation—written and memorized, by oneself and in ensembles.
- 2.3: Sing in small ensembles, with one performer for each part.
- 2.7: Compose and arrange music for various combinations of voice and acoustic and digital/electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- 5.0: Connections, Relationships, Applications
- 5.3: Identify and explain the various factors involved in pursuing careers in music.

Lessons or Activities Used:
Recording, producing, and releasing a professional-quality album requires students to fine-tune their performing techniques, develop technological skills, utilize available equipment, and respect copyright laws. After rehearsing songs in Choir class, students learn how to use the school’s “studio” to record their voices and instruments. As they progress through the project, students also learn about copyright, legal compensation of artists for their work, and the responsibility of practicing good digital citizenship. After completing their recordings, students can take home final products (in CD and digital formats) that document the Choir class’s work; student work is also made available for streaming via Spotify, Apple Music, Amazon, and other online platforms.

Under the mentorship of our school’s Choir Director, our Choir Program has helped students hone their singing skills and recording techniques. After receiving basic training on the operation of our school’s recording equipment, students record vocals/instruments individually and in small groups. Once students have completed recording, they engage in a curricular unit that addresses the “business” side of music (including information about copyright laws...
Keeping the Music Alive

and compensation of artists for their work), as well as digital literacy, citizenship, and piracy. For the final component of the project, students design the packaging/artwork of the album and submit it for manufacturing.

Though the Choir Director handles most of the curriculum and training for students in the Choir class, he partners with several other teachers on campus: the site’s Teacher Librarian plays an active role by providing instruction and classroom activities; the Visual Arts and Digital Photography teachers help with the album’s packaging, artwork, and design; and members of the Band and Orchestra Programs contribute instrumental music to the project. The Teacher Librarian, our resident expert on copyright laws and digital citizenship, directly addresses digital literacy in the music industry, including artist compensation and the importance of using proper legal channels for acquiring and selling music. This teacher also assists with the recording of student performances and guides the class through the process of publication (digital distribution and manufacturing of physical CDs). As the class assembles album artwork for the packaging, we enlist the help of our Digital Photography and Visual Arts teachers. The participating students also utilize their peers in the Band/Orchestra program to contribute instrumental music for these recordings. This flexibility allows other students not enrolled in the Choir class to contribute their talents to the project.

Assessment of Success:
Our track record of producing high-quality work and empowering students is our primary metric for measuring the success of this project. During the last four years, our program has released four winter-themed albums with worldwide digital distribution. Our students’ music has been downloaded and streamed over 7,000 times in over 44 countries; additionally, we have sold almost 400 CDs to the local community. Mechanically distributed performance and recording royalties provide monetary income via iTunes, Spotify, and other digital platforms. Since artists in the music industry make next-to-nothing per stream, however, recording projects struggle to turn a profit. While we earn money with sales, we have been kept afloat by grants that fund our project’s mixing and mastering (the process of cleaning up and preparing raw audio recordings for release). By annually examining our sales data and trends, we assess how each album generates income compared to previous years and similar projects from other schools. However, these financial benefits are outweighed by the spiritual and artistic fulfillment that students receive from creating their own recordings.

Student Learning and Achievement:
Now more than ever, students must understand the importance of digital literacy and copyright laws. In the wake of the international coronavirus pandemic, public schools have been forced to shift the paradigm towards online “distance learning.” Subsequently, helping students navigate the complicated channels of digital literacy is imperative for teachers. While this project supports the “Creative Expression” standards listed previously (2.0-2.5), it also serves a more important role: giving students a glimpse of what a career in the recording industry might look like – for performers and audio engineers. The pride that these students feel with the completion of their recordings cannot be measured, quantized, or affixed with a price tag; students undoubtedly benefit artistically and socio-emotionally from their participation in this project. For their sakes, we need to keep the music alive.
Buena High's fourth holiday album offers a little bit for everyone

Alicia Doyle, Special to Ventura County Star
Updated 104 days ago

Photo: CONTRIBUTED PHOTO
Not-so-Silent Night, Vol. 4
by The Buena High School Choir
MP3 Music
$9.49
Or $9.49 to buy MP3

Not-so-Silent Night, Vol. 3
by The Buena High School Choir
MP3 Music
Listen with Music Unlimited
Or $9.49 to buy MP3

Not-so-Silent Night, Vol. 2
by The Buena High School Choir
MP3 Music
Listen with Music Unlimited
Or $9.49 to buy MP3

Not-so-Silent Night, Vol. 1
by The Buena High School Choir
MP3 Music
$0.49
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### Activity by Location

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Buena High holiday album isn’t afraid to get loud

Alicia Doyle
Staff writer
Ventura County Star
USA Today Network

For the fourth consecutive year, the Buena High School Choir has recorded an album for the holiday season and hopes are high that the latest effort receives a boost.

The newest album, “Not-so-Silent Night,” features 14 winter holiday songs. Volumes one through three have been digitally downloaded in 42 countries from the Netherlands to Qatar.

“Our goal is to give students the opportunity to show their musical talents, to express themselves and to share their artistry with the world,” said Kevin Downey, director of the Ventura school’s choir. “We hope many different types of people enjoy the various genres and styles of songs on this album and find something to bring joy to their hearts.”

This album features more winter-themed songs than past albums, Downey said, “but we also have lightly remixed Hanukkah songs, as well as two viral songs.”

Most of the music is choral or folk in nature, “but we do have some small band songs as well as really cool sleigh songs that feature members of our jazz band.”

“Not-so-Silent Night,” Volume 4, is available on iTunes, Amazon or Spotify by searching for the Buena High School Choir.

For this year’s album, student director William wrote the song, “Christmas Day” which he said was inspired by those who don’t have the opportunity to be with loved ones during the holiday season or don’t have the funds to afford the costs associated with Christmas.

“I wanted my song to reflect... making the best of any situation that you have,” the 17-year-old said.

Madison Trahan, 19, performed “Back in December” by Taylor Swift.

“I like that this year’s album is catering to more than just Christmas songs,” said Trahan. Additionally, “it gives people the chance to sing Hanukkah songs and other songs instead of just focusing on Christmas because there’s so many other things about this time of year.”

Students in grades nine through 12 in the 30-member choir, as well as several alumni, recorded this year’s album. Seven student instrumentalists also contributed, and three student art students designed the album cover.

The students recorded the album in the recording studio at Buena High, which was purchased with money generated for the Ventura Unified School District from two benefit concerts performed by band Big Bad Voodoo Daddy.

As a result, “we were able to get two $5,000 grants... specifically to build a recording studio,” said Joel Levin, Buena’s librarian. Because Levin’s musical background includes having his own band and recording albums, he helps the students create their annual holiday albums.

“There are a handful of schools across the country with similar setups, but we’re the only school in Ventura Unified and possibly Ventura County that has something like this,” Levin said, “and especially putting out an album for four consecutive years using awesome equipment compliments of Big Bad Voodoo Daddy.”

The holiday album is “a self-sustaining project,” Levin said. “The only way we can continue year after year is by having people listen to and buy the album and stream it,” he said. “In addition of the direct state of funding with public education, we’re relying on grants and sales of the CD to do this each year.”

The school’s first three albums are also available for purchase on iTunes, Amazon or Google Play Store. They’re also available for streaming on Spotify, YouTube and Apple Music.

“Our students are getting the opportunity to record their music using professional quality equipment and are learning about the challenges of the business side of making music,” Downey added. “Eventually, we hope to get enough exposure to make enough money each year so we can fund the project by ourselves.”

This is the third time student Emmie Johnston has contributed to the holiday album. The senior, who this year performed “Christmas in the Heart” originally by Colleen Callahan, said she enjoys the opportunity “to put all the work out there for everyone to enjoy.”

“This album is filled with such amazing talent,” said Johnston, 18. “There’s a track for anyone to enjoy. There’s a little bit of everything.”
City News

Big Bad Voodoo Daddy band members visited local high school

On Feb. 4, Big Bad Voodoo Daddy band members visited Buena High School to meet choir and music students and to tour the campus recording studio which was funded by the band’s April 2013 local benefit concert presented by Ventura Education Partnership (VEP) and the City of Ventura.

The April 2013 benefit concert, a sold out event, raised nearly $50,000 in grant funding for Ventura Unified School’s arts and music programs. Grant funds allowed Buena High School to build a mini-recording studio, which is used by music students, the choir program and other students who wish to record songs and make music. Several other VUSD schools received grant funds for art and music projects including new musical instruments, a kiln, microphones, drafting tables, and in-classroom artist programs.

On April 2, in downtown Ventura, Big Bad Voodoo Daddy will perform a benefit concert in celebration of the City of Ventura’s 150th anniversary and again as a fundraiser for art and music programs - choir, jazz, theater, marching band, orchestra, visual and performing arts - for Ventura Unified’s 17,000 elementary, middle and high school students.

Big Bad Voodoo Daddy formed in Ventura in 1989. (Band info: www.bbadw.com)

Tickets for the April 2, 2016 benefit concert are now available online at www.venturaeducation-partnership.org/BBVDbenefit.
Buena’s new ‘big, bad’ recording studio

Cameron Ayers | Staff Writer

Buena High School’s library, music, and drama departments have collaborated to create Ventura Unified School District’s first recording studio. Located in a side room of the Buena choir room, the studio has all of the equipment needed to record vocals and instruments.

The studio received a helpful $4,000 grant from Big Bad Voodoo Daddy, a nine-member swing band that originated in Ventura. The band, which performed at the Super Bowl halftime show in 1999, raised $30,000 for Ventura Unified School District’s arts and music programs in a benefit concert in 2013, and recently performed another fundraiser concert on April 2, celebrating Ventura’s 150th birthday downtown.

Buena’s grant was used to purchase a brand new computer, microphones, and recording software to provide the students that make use of the studio with the best equipment possible.

“Because of the recording studio, we can advance the program by recording and performing after long having done work for now, and the future,” said music instructor Breanna Neri, who recorded three Big Bad Voodoo Daddy songs for a “thank you” CD that was given to the band for visiting Buena on February 2.

The CD, entitled “Big Bad Voodoo Mama,” includes the songs “So Long, Farewell Goodbye,” “You and Me and the Bottle Makes Three,” and “Steamboat” sung by Neri and background vocals by the Buena Choir, reinstated after an absence of seven years and spearheaded by director Kevin Downey. This track is available for anybody to check out at the school library.
Band members swing by Buena High

Group plans April concert to aid schools

By Anne Kallas
Special to The Star

When two members of Big Bad Voodoo Daddy heard the Buena High School choir perform their song “Sleep Tight” on Thursday in Ventura, they were overcome.

“It brought tears to my eyes. It was beautiful and emotional,” said Scotty Morris, lead singer and songwriter for the nine-member swing band that formed in Ventura and got so popular it played in a Super Bowl halftime show in 1999. “When my daughter was 2 years old, we got very busy. I was missing her because I was never home, so I wrote that song so she could hear her daddy’s voice.”

Morris and Andy Rowley, who plays baritone saxophone and sings, visited Buena on Thursday to meet some of the students who benefited from the band’s 2013 concert that raised $50,000 for Ventura Unified School District’s arts and music programs.

“We got started in this town,” Rowley said. “The band was hatched here. And we wanted to support the kids in the community and the school district. Some schools used it for instruments and sheet music, and there was a kiln and other things.”

In addition to the musical performance by the newly resuscitated Buena choir, which is back at the Andy Rowley (left), a Big Bad Voodoo Daddy band member, sings a CD for Sam Tuveson on Thursday at Buena High School.

Band from 1B

school after an absence of more than five years and is led by teacher Kevin Downey, the members of Big Bad Voodoo Daddy fielded questions from the students. They also took a peek at the school’s small recording studio, which was built using money from the benefit concert.

Sabrena Rodriguez of the Ventura Education Partnership said the 2013 benefit was the band’s idea.

“We were approached by the band,” she said. “They wanted to do a concert. So we worked together with the band. It’s a great way to raise awareness of what’s going on in our schools and community.”

Big Bad Voodoo Daddy is planning another community concert. This one is set for April 2 in downtown Ventura and will be a celebration of the city’s 150th anniversary. It, too, will benefit schools.

The band also will be part of an instrument donation event from noon to 3:30 p.m. March 19 at Ventura’s Kimball Park. Those who donate musical instruments can get general admission tickets to the April 2 concert and meet the band beforehand.

During Thursday’s question-and-answer session with the students, the band members explained how they got their start.

“We started a swing band when Nirvana was the popular band,” Morris said. “You’ve just got to do what you love.”

Morris said the band stays tied to Ventura because “Ventura is a humble place.”

“Everyone around the world knows Malibu and Santa Barbara, but they’ve never heard of Ventura,” he said.

“We’re like the overlooked middle child. It keeps us humble. And instead of going around the world partying, we like to go to museums and parks — very Ventura types of things.”

When asked whether they still get stage fright, both Morris and Rowley agreed that after almost 23 years of performing together, they rarely do.

Exception when they play for the hometown audience.

“I get nervous when I play here,” Rowley said. “These are my people. I know them, and it gives me anxiety.”

Morris agreed.

“All of our friends and family are here, and we’ve been on the road for a long time,” he said. “We want them to think we’re the greatest ever.”

He added that even after all these years, the band still enjoys playing “because of what the crowd gives us back every night. We play vintage American music, and it’s so amazing.”

Learn more:
For information about the instrument donation event, visit http://www.venturaeducationpartnership.org. For information about tickets to the Big Bad Voodoo Daddy community concert, click on “Events” on the site.
Big Bad Voodoo Daddy Makes A Difference At Local Schools

VENTURA, Calif. - A world famous band is making a difference at Ventura County Schools.

"Ventura is home, and traveling all over the place this is where I love coming home to," said Scotty Morris, leader of Big Bad Voodoo Daddy.

"I'm kind of a kid at heart, I was a high schooler, you know. I've been to my school, but my son's in the school here, so yeah, my roots go pretty far back," said Andy Rowley, of Big Bad Voodoo Daddy.

Morris and Rowley spent the day talking to students at Buena High School.

"I have no idea how I feel when you guys actually make a difference," said Bretton Moniz, a senior at Buena High School.

"I mean, it was great. I have never had the chance to meet an awesome band like this," said Sam Tuckey, a senior at Buena High School.

The students at Buena are just some of the students that are benefiting from a concert put on in April at the VHS by Big Bad Voodoo Daddy in the city of Ventura. The concert raised nearly $300,000 in sales for Ventura Unified School District Arts and Music programs.

"The benefit concerts are because they are basically cutting off the arts programs in schools, and we figure if there is something we can do about it, we are going to do it because we have kids that are coming into the school district and we want them to have the same experience we did and it means a lot to all of us," said Morris.

During the day Morris and Rowley got to check out the school's new mini-recording studio and hear the students perform one of their songs, "Sleep Tight."

"I had to nod back tears because that song is one of the most emotional songs for me because it is about my daughter and they sounded so beautiful and it was so sweet, so it really made my day," said Morris.

On April 7 in downtown Ventura, Big Bad Voodoo Daddy will perform a benefit concert in celebration of the city of Ventura's 150th anniversary and again as a fundraiser for art and music programs — choir, jazz, theater, marching band, orchestra, visual & performing arts -- for Ventura Unified's 17,000 elementary, middle and high school students.

All the proceeds will go to Ventura Unified. Tickets for the April 7 benefit concert are now available online at www.ventureducationpartnership.org/BBVDBenefit.

Big Bad Voodoo Daddy formed in Ventura, California in 1999.

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Cyber security professionals, or information security analysts, have a wide range of responsibilities, but the crux of their job is to protect online data from being compromised. As more of our personal information is stored online, the more important it becomes to step up security. Cyber security careers are complex and many roles can be found with banks, retailers and government organizations. On the job, you can expect to safeguard an organization's files and network, install firewalls, create security plans and monitor activity. If a breach occurs, you'll be responsible for identifying the problem and finding a solution quickly. Because of the frequency of cyber attacks, careers are varied and qualified professionals are in demand. Now that we have the students' attention, how do teachers guide and expand the high/middle school students’ interest to pursue this career? What academic courses should be completed, what extra-curricular activities are available, and how can students prepare for this future? Using the in-school resources and outside activities, how do students achieve their goal to pursue Cybersecurity Technology. The students will receive guidance from the counselors, and career professionals to plan their goals.
Cybersecurity - I Want That Career in Cybersecurity

Cyber security professionals, or information security analysts, have a wide range of responsibilities, but the crux of their job is to protect online data form being compromised. As more of our personal information is stored online, the more important it becomes to step up security. Cyber security careers are complex and many roles can be found with banks, retailers and government organizations. On the job, you can expect to safeguard an organization's files and network, install firewalls, create security plans and monitor activity. If a breach occurs, you'll be responsible for identifying the problem and finding a solution quickly. Because of the frequency of cyber attacks, careers are varied and qualified professionals are in demand. Now that we have the students' attention, how do teachers guide and expand the high/middle school students’ interest to pursue this career? What academic courses should be completed, what extra-curricular activities are available, and how can students prepare for this future? Using the in-school resources and outside activities, how do students achieve their goal to pursue Cybersecurity Technology. The students will receive guidance from the counselors, and career professionals to plan their goals.

What degree or certification will you need:
Should you earn your bachelor's degree or can you get a job with a certificate? Will earning a bachelor's help you climb the career ladder faster?

What interpersonal skills can help you on the job:
Having certain traits and skills before you start your career can actually help you. Learn what you can cultivate personally to help you succeed.

What will your job responsibilities be:
What will you really do on a day-to-day basis?

Salaries and job growth data:
How much can you earn and what job availability is anticipated in your cyber security specialty over the next decade?

Where can you work?
Globally, locally or remotely. Your choice.
What high school courses and extra-curricular activities will get students on the Cybersecurity Technology Pathway? There are resources at the school and beyond to assist the students in achieving their Cybersecurity Careers Pathway. Lesson culminates with the class 'pitching' a campus club for CYBERPATRIOTS.

**Industries / Subjects / Grades:**

Information Technology / Computer Science-Cyber Security / 10-11-12

**Lesson Times:**

Class Period 01 60 Minutes

Class Period 02 60 Minutes

Class Period 03 60 Minutes

Class Period 04 60 Minutes

**Standards and Objectives**

CTE.ICT.KPAS.3.3 Explore how information and communication technologies are used in career planning and decision making.

CTE.ICT.KPAS.3.4 Research the scope of career opportunities available and the requirements for education, training, certification, and licensure.

CTE.ICT.KPAS.3.5 Integrate changing employment trends, societal needs, and economic conditions into career planning.

CTE.ICT.KPAS.3.9 Develop a career plan that reflects career interests, pathways, and postsecondary options.

CTE.ICT.KPAS.8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards.

CTE.ICT.KPAS.8.8 Identify legal and ethical issues that have proliferated with increased technology adoption, including hacking, scamming, and breach of privacy.

**Students Will Be Able To (SWAT):**

- Students will be able to describe what a professional Cybersecurity Engineers career includes.
- Students will be able to tour and discuss various education options to achieve this career goal.
- Students will be able to research and report on future Cybersecurity Technology Careers.
Hold the Coffee - Public Hotspots Hooks / Set

Students will watch the Hotspots Video, and review the attached article. In a Word document students will summarize the Tips for Using Public Wi-Fi Networks. They will save and submit the summary to the teacher, as directed.

Teacher Note- Confirm the website https://www.consumer.ftc.gov/articles/0014-tips-us... is available on your network.

Resources and Materials  https://www.youtube.com/watch?v=yeepZr64XjU&feature=youtu.be

Students will visit fifteen (15) university and college campuses using YouVisit.com/education. Confirm that the website is available on the student network, and that students have headsets for the tour. Distribute the attached worksheet, review the worksheet directions before the students embark on the tours. The goal of the tours is to locate campuses that offer Cybersecurity, Computer Science or related majors. If your lab has VR Headsets, download and install the software located on the YouVisit website. You may want to preview the entire website, YouVisit also showcases travel, hotels, real estate, businesses and restaurants.

Link:  https://www.youvisit.com/the-ultimate-virtual-tour/

Say: "For this activity, you will take a Virtual Reality Tour of US and International school campuses. You will select various school, tour their campuses and research if Cybersecurity, Computer Science and related Majors are available. There is audio in the tours, so be sure your headphones are working. As you complete each tour, write the information requested on the worksheet I have provided. After the tours are complete, compare your visits with a partner. Let's review the worksheet together before you leave on the tour."

Teacher Note: Well before the activity, confirm that YouVisit.com is available on your network, either in the lab, or student devices. At the start of the activity, or the day before, have students provide headsets (earbuds) or provide them to the class.

YouVisit Tour
Students will navigate to the website, click into Essential Career Skills, and review five (5) separate topics. They will create a summary document in a word program and record important ideas presented in the web research. Students will navigate to the posted webinars, and review the information presented. They will create a summary word document and record important ideas presented.

To complete the activity, have the students navigate to the Talent Bridge, and review the information presented. Create an account with CISCO where directed to receive additional resources and updates.

Students will submit their summary documents to the teacher as directed.

Students will navigate to CISCO NetAcad website https://www.netacad.com/careers/pathways/

In the website, click into Pathways page, and review five (5) separate topics. Create a summary document in a word program and record important ideas presented.

Then navigate to IoT and Digital Transformation and review five (5) separate careers. Create a summary document in a word program and record important ideas presented.
Students will work in teams to research the CYBERPATRIOTS Program and demonstrate their knowledge creating a PowerPoint or other presentation program. As a class, decide if the CYBERPATRIOTS Program would be a valuable program for the school. At a separate date, invite the principal to observe a presentation of the Program. The goal of the presentation is to receive support from the principal to begin the CYBERPATRIOTS Program.

Summative Assessment-Demonstration

Introduction

Pitch the CYBERPATRIOTS Program to the Principal, President of the PTA and Member of the School Board. Invite the Principal, President of the PTA and Member of the School Board to participate in the Pitch Meeting. This could be modeled as a business start-up to get investors. Student groups are seeking financial investors to launch their club. Before the 'investors' arrive student groups from the previous activity will research what a Pitch Meeting is designed to accomplish----Get the Money and Commitment. After the research provide time for the class to practice from the previous activity.

Attempt to get a commitment and financial support from the 'investors' or create a dialogue for future commitments. After the 'investors' leave the room, have each student write/ email each investor a 'thank-you note' for their time and interest.

Teacher Note: Have the student groups finalize their pitch in one class period. The pitch presentation should take one class period. Two presentation and 'pitch meeting' rubrics are attached for the teacher to modify depending on the class situation.
Students will navigate the CISCO NetAcad Advantage website--https://www.netacadadvantage.com/

In the website, click into Essential Career Skills, and review five (5) separate topics. Create a summary document in a word program and record important ideas presented.

Then navigate to the posted webinars, and review the information presented. Create a summary document and record important ideas presented.

Then navigate to the Talent Bridge, and review the information presented. Create an account with CISCO where directed to receive additional resources and updates.
Students will navigate to CISCO NetAcad website
https://www.netacad.com/careers/pathways/

In the website, click into Pathways page, and review five (5) separate topics. Create a summary document in a word program and record important ideas presented.

Then navigate to IoT and Digital Transformation and review five (5) separate careers. Create a summary document in a word program and record important ideas presented.

Submit your research to the teacher as directed.
After you watch the Hotspots Video, review the article below.

In a Word document summarize the Tips for Using Public Wi-Fi Networks. Save and submit the summary to your teacher, as directed.
Tips for Using Public Wi-Fi Networks

Wi-Fi hotspots in coffee shops, libraries, airports, hotels, universities, and other public places are convenient, but often they’re not secure. If you connect to a Wi-Fi network, and send information through websites or mobile apps, it might be accessed by someone else.

To protect your information when using wireless hotspots, send information only to sites that are fully encrypted, and avoid using mobile apps that require personal or financial information.

- How Encryption Works
- How to Tell if a Website is Encrypted
- What About Mobile Apps?
- Don't Assume a Wi-Fi Hotspot is Secure
- Protect Your Information When Using a Public Wi-Fi

How Encryption Works
Encryption is the key to keeping your personal information secure online. Encryption scrambles the information you send over the internet into a code so it's not accessible to others. When you’re using wireless networks, it's best to send personal information only if it's encrypted — either by an encrypted website or a secure Wi-Fi network. An encrypted website protects only the information you send to and from that site. A secure wireless network encrypts all the information you send using that network.

How to Tell If a Website is Encrypted
If you send email, share digital photos and videos, use social networks, or bank online, you’re sending personal information over the internet. The information you share is stored on a server — a powerful computer that collects and delivers content. Many websites, like banking sites, use encryption to protect your information as it travels from your computer to their server.

To determine if a website is encrypted, look for https at the start of the web address (the “s” is for secure). Some websites use encryption only on the sign-in page, but if any part of your session isn’t encrypted, your entire account could be vulnerable. Look for https on every page you visit, not just when you sign in.

**What About Mobile Apps?**

Unlike websites, mobile apps don’t have a visible indicator like https. Researchers have found that many mobile apps don’t encrypt information properly, so it’s a bad idea to use certain types of mobile apps on unsecured Wi-Fi. If you plan to use a mobile app to conduct sensitive transactions — like filing your taxes, shopping with a credit card, or accessing your bank account — use a secure wireless network or your phone’s data network (often referred to as 3G or 4G).

If you must use an unsecured wireless network for transactions, use the company’s mobile website — where you can check for the https at the start of the web address — rather than the company’s mobile app.

**Don’t Assume a Wi-Fi Hotspot is Secure**

Most Wi-Fi hotspots don’t encrypt the information you send over the internet and aren’t secure. In fact, if a network doesn’t require a WPA or WPA2 password, it’s probably not secure.

If you use an unsecured network to log in to an unencrypted site — or a site that uses encryption only on the sign-in page — other users on the network can see what you see and what you send. They could hijack your session and log in as you. New hacking tools — available for free online — make this easy, even for users with limited technical know-how. Your personal information, private documents, contacts, family photos, and even your login credentials could be up for grabs.

An imposter could use your account to impersonate you and scam people in your contact lists. In addition, a hacker could test your username and password to try to gain access to other websites – including sites that store your financial information.

**Protect Your Information When Using Public Wi-Fi**

Here’s how you can protect your information when using Wi-Fi:

- When using a hotspot, log in or send personal information only to websites you know are fully encrypted. To be secure, your entire visit to each site should be encrypted – from the time you log in to the site until you log out. If you think you’re logged in to an encrypted site but find yourself on an unencrypted page, log out right away.
• Don’t stay permanently signed in to accounts. When you’ve finished using an account, log out.
• Do not use the same password on different websites. It could give someone who gains access to one of your accounts access to many of your accounts.
• Many web browsers alert users who try to visit fraudulent websites or download malicious programs. Pay attention to these warnings, and keep your browser and security software up-to-date.
• Consider changing the settings on your mobile device so it doesn’t automatically connect to nearby Wi-Fi. That way, you have more control over when and how your device uses public Wi-Fi.
• If you regularly access online accounts through Wi-Fi hotspots, use a virtual private network (VPN). VPNs encrypt traffic between your computer and the internet, even on unsecured networks. You can get a personal VPN account from a VPN service provider. In addition, some organizations create VPNs to provide secure, remote access for their employees. What's more, VPN options are available for mobile devices; they can encrypt information you send through mobile apps.
• Some Wi-Fi networks use encryption: WEP and WPA are common, but they might not protect you against all hacking programs. WPA2 is the strongest.
• Installing browser add-ons or plug-ins can help. For example, Force-TLS and HTTPS-Everywhere are free Firefox add-ons that force the browser to use encryption on popular websites that usually aren't encrypted. They don’t protect you on all websites — look for https in the URL to know a site is secure.
• Take steps to secure your home wireless network.

March 2014
Investor Pitch Scoring Rubric

Team: __________________________________________

Judge: __________________________________________

Funding Recommendation

1. Why You? Does the individual or team have the ability, skills, and passion to implement this business, nonprofit or produce the product or service? If this requires technology or production of a prototype, does someone on the team have the skill to do it?

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<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
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<td>3</td>
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</table>

Team is in place. Team missing the skills needed.

2. Who Cares? Is there a market locally, nationally, or internationally for this product or service? If this is a social/nonprofit venture, is there a significant need being met? Have the students spoken with customers?

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<th>Fair</th>
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<td>5</td>
<td>4</td>
<td>3</td>
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Venture has Customers / clients/users. No customers, no market.

3. So What? Does this team already have a venture in place and already operating? If this is a product or service do they have a prototype or have they already started offering the service?

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<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
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<tbody>
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<td>5</td>
<td>4</td>
<td>3</td>
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</tbody>
</table>

Venture is up and running. Product is built. Venture is not real. No prototype.
4. Did the team present a comprehensive picture of their financials? Does the team have a clear understanding of the financial commitment it will take to grow the company? Does the team project clear and realistic financials 5 years out?

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<th>Excellent</th>
<th>Good</th>
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<th>Fair</th>
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<tr>
<td>5</td>
<td>4</td>
<td>3</td>
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</table>

Absolutely

Numbers were not accurate and/or complete

5. Presentation and Q&A clear, concise and effective overview of the venture, product or service. Ability to succinctly respond to judges’ inquiries and give substantive answers.

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<th>Excellent</th>
<th>Good</th>
<th>Average</th>
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<td>5</td>
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<td>2</td>
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</tr>
</tbody>
</table>

Nailed it! I completely
Understand this product.
service.

Terrible.

Total Points (max of 50): ____________________________

Please provide additional comments. These comments may be shared with the team, but individual judges will not be identified.
Pitch the Club to the Principal, President of the PTA and Member of the School Board.

Pitch the CYBERPATRIOTS Program to the Principal, President of the PTA and Member of the School Board.

Invite the Principal, President of the PTA and Member of the School Board to participate in the Pitch Meeting. This could be modeled as a business start-up to get investors. Student groups are seeking financial investors to launch their club.

Before the 'investors' arrive students will research what a Pitch Meeting is designed to accomplish----Get the Money and Commitment. After the research provide time for the class to practice from the previous activity.

Attempt to get a commitment and financial support from the 'investors' or create a dialogue for future commitments. After the 'investors' leave the room, have each student write/ email each investor a 'thank-you note' for their time and interest.

Teacher Note: Have the students finalize their pitch in one class period. The pitch presentation should take one class period. Two presentation and 'pitch meeting' rubrics are attached for the teacher to modify depending on the class situation.
# Presentation Rubric for PBL

(for grades 9-12; Common Core ELA aligned)

<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
</tr>
</thead>
</table>
| **Explanation of Ideas & Information** | • does not present information, arguments, ideas, or findings clearly, concisely, and logically; argument lacks supporting evidence; audience cannot follow the line of reasoning  
• selects information, develops ideas and uses a style inappropriate to the purpose, task, and audience (may be too much or too little information, or the wrong approach)  
• does not address alternative or opposing perspectives | • presents information, findings, arguments and supporting evidence in a way that is not always clear, concise, and logical; line of reasoning is sometimes hard to follow  
• attempts to select information, develop ideas and use a style appropriate to the purpose, task, and audience but does not fully succeed  
• attempts to address alternative or opposing perspectives, but not clearly or completely | • presents information, findings, arguments and supporting evidence clearly, concisely, and logically; audience can easily follow the line of reasoning (CC 9-12.SL.4)  
• selects information, develops ideas and uses a style appropriate to the purpose, task, and audience (CC 9-12.SL.4)  
• clearly and completely addresses alternative or opposing perspectives (CC 11-12.SL.4) |                                                            |
| **Organization**          | • does not meet requirements for what should be included in the presentation  
• does not have an introduction and/or conclusion  
• uses time poorly; the whole presentation, or a part of it, is too short or too long | • meets most requirements for what should be included in the presentation  
• has an introduction and conclusion, but they are not clear or interesting  
• generally times presentation well, but may spend too much or too little time on a topic, a/v aid, or idea | • meets all requirements for what should be included in the presentation  
• has a clear and interesting introduction and conclusion  
• organizes time well; no part of the presentation is too short or too long |                                                            |
| **Eyes & Body**           | • does not look at audience; reads notes or slides  
• does not use gestures or movements  
• lacks poise and confidence (fidgets, slouches, appears nervous)  
• wears clothing inappropriate for the occasion | • makes infrequent eye contact; reads notes or slides most of the time  
• uses a few gestures or movements but they do not look natural  
• shows some poise and confidence, (only a little fidgeting or nervous movement)  
• makes some attempt to wear clothing appropriate for the occasion | • keeps eye contact with audience most of the time; only glances at notes or slides  
• uses natural gestures and movements  
• looks poised and confident  
• wears clothing appropriate for the occasion |                                                            |
<table>
<thead>
<tr>
<th></th>
<th>Below Standard</th>
<th>Approaching Standard</th>
<th>At Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Voice</strong></td>
<td>• mumbles or speaks too quickly or slowly</td>
<td>• speaks clearly most of the time</td>
<td>• speaks clearly; not too quickly or slowly</td>
</tr>
<tr>
<td></td>
<td>• speaks too softly to be understood</td>
<td>• speaks loudly enough for the audience to hear most of the time, but may</td>
<td>• speaks loudly enough for everyone to hear; changes tone and pace to</td>
</tr>
<tr>
<td></td>
<td>• frequently uses “filler” words (“uh, um, so, and, like, etc.”)</td>
<td>speak in a monotone</td>
<td>maintain interest</td>
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<tr>
<td></td>
<td>• does not adapt speech for the context and task</td>
<td>• occasionally uses filler words</td>
<td>• rarely uses filler words</td>
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<tr>
<td></td>
<td>• does not use audio/visual aids or media</td>
<td>• attempts to adapt speech for the context and task but is unsuccessful or</td>
<td>• adapts speech for the context and task, demonstrating command of formal</td>
</tr>
<tr>
<td></td>
<td>• attempts to use one or a few audio/visual aids or media, but they do not add to</td>
<td>inconsistent</td>
<td>English when appropriate (CC 9-12.SL.6)</td>
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<tr>
<td></td>
<td>or may distract from the presentation</td>
<td></td>
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<tr>
<td><strong>Presentation Aids</strong></td>
<td>• uses audio/visual aids or media, but they may sometimes distract from or not</td>
<td>• uses well-produced audio/visual aids or media to enhance understanding of</td>
<td></td>
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<tr>
<td></td>
<td>add to the presentation</td>
<td>findings, reasoning, and evidence, and to add interest (CC 9-12.SL.5)</td>
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<td></td>
<td>• sometimes has trouble bringing audio/visual aids or media smoothly into the</td>
<td>• smoothly brings audio/visual aids or media into the presentation</td>
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<td>presentation</td>
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<tr>
<td><strong>Response to Audience</strong></td>
<td>• does not address audience questions (goes off topic or misunderstands</td>
<td>• answers audience questions, but not always clearly or completely</td>
<td>• answers audience questions clearly and completely</td>
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<tr>
<td>Questions</td>
<td>without seeking clarification)</td>
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<td>• seeks clarification, admits “I don’t know” or explains how the answer</td>
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<td>might be found when unable to answer a question</td>
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<tr>
<td><strong>Participation in Team</strong></td>
<td>• Not all team members participate; only one or two speak</td>
<td>• All team members participate, but not equally</td>
<td>• All team members participate for about the same length of time</td>
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<td>Presentations</td>
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<td></td>
<td>• All team members are able to answer questions about the topic as a whole,</td>
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<td></td>
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<td>not just their part of it</td>
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Presentation Rubric / Grades 9-12 / Page 2
Virtual Reality Tour

http://www.youvisit.com/education

Cybersecurity

Fasten Your Seatbelt—You will need headphones for this Tour.

You are embarking on a Virtual Reality Tour of various universities and college campuses.

1) Navigate to the website above.

2) Scroll through the entire main page to get a sense of the number of campuses on the Virtual Tour.

3) If you do not see a campus that is of interest, use the Search Feature at the top.

4) Select five (5) school campuses that you have heard about in the past. Take the tours of the five.

5) Select five (5) school campuses that you have NEVER heard of in the past. Take the tours of the five.

6) Using your geography knowledge, select five (5) campuses that are far away from your home.
   Take the tours of the five.
   a. (Consider a school outside of the US)

7) You may need to go to each school’s website to search for Cybersecurity Majors that would be of interest to you.

8) You will have toured fifteen campuses. Enter the information about your tours in the table on the reverse side.

9) Share your tour results with your partner. Submit your work to the teacher as directed.

10) Bon Voyage!!!
<table>
<thead>
<tr>
<th>School #</th>
<th>Name of School</th>
<th>City, State (Country)</th>
<th>Cybersecurity (Or Related)</th>
<th>Major(s) of Interest to Me</th>
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Kids today start using the Internet from an early age. About 80% of children have access to a computer at home. By the time they’re in their teens, many of them have their own smartphones or laptops. If they aren’t careful how they use them, they face significant risks of giving up personal information and access to their online lives, or letting malware onto their devices which can lead to the same problems. When schools teach computer usage, they need to make security a major part of the curriculum. It’s harder than teaching them to open a browser or compose an email message. Legitimate, well-known applications aren’t out to trick them. Learning cybersecurity means learning when not to do as they’re told. Children should start learning about personal online security from an early age. Until the day something much safer replaces the current Internet, the habits they learn will serve them well for years. What happens on the Internet goes against the intuition that personal experience develops. Children wouldn’t naturally think opening a Web page could be harmful. The cues of familiar faces, tone of voice, and body language aren’t available. The idea that strangers who live far away could harm them through their phones and computers seems strange.
Cybersecurity - Whom Do You Trust?

Kids today start using the Internet from an early age. About 80% of children have access to a computer at home. By the time they’re in their teens, many of them have their own smartphones or laptops. If they aren’t careful how they use them, they face significant risks of giving up personal information and access to their online lives, or letting malware onto their devices which can lead to the same problems.

When schools teach computer usage, they need to make security a major part of the curriculum. It’s harder than teaching them to open a browser or compose an email message. Legitimate, well-known applications aren’t out to trick them. Learning cybersecurity means learning when not to do as they’re told. Children should start learning about personal online security from an early age. Until the day something much safer replaces the current Internet, the habits they learn will serve them well for years.

What happens on the Internet goes against the intuition that personal experience develops. Children wouldn’t naturally think opening a Web page could be harmful. The cues of familiar faces, tone of voice, and body language aren’t available. The idea that strangers who live far away could harm them through their phones and computers seems strange.

Protecting information is a learned skill

✓ Children and teenagers are often too free about giving out information. Keeping it safe is a skill they have to learn, with numerous aspects:
✓ Creating passwords that aren’t easy to guess.
✓ Guarding against keeping written copies where someone could find them.
✓ Treating requests for confidential information skeptically.
✓ Being on guard against impersonators.
✓ Resisting peer pressure.
✓ Creating strong passwords and remembering them is difficult for everyone. Just telling how strong a password is takes some skill.

A lot of cybersecurity misconceptions go around in the culture. Many people believe that something like “p4ssw0rd” is safe. There are techniques which make creating strong passwords easier, such as constructing a nonsense series of words and then remembering a story about them. Schools should teach the best ways to create passwords.

This lesson reveals to students what to look for, how to react and how to prevent malicious activity including hacks, scams, phishing and other attacks

Common mistakes lead to serious trouble

The right online habits increase safety, but other common practices are very risky. Unsafe practices lead to dangerous mistakes. Being safe online is largely a matter of replacing the unsafe habits with safe ones. The safe ones need to be well ingrained; a single mistake is all that’s necessary to let malware get a foothold. Caution needs to be automatic.
These are some of the safe habits:

✓ Taking steps to protect all passwords and other confidential data.
✓ Being skeptical about any email that seems odd, even if the “From” name is familiar.
✓ Not touching links sent by untrusted sources.
✓ Not replying to requests for confidential data without being absolutely sure they’re legitimate.
✓ Keeping software updated.

These are some of the habits to break:

✓ Reusing passwords.
✓ Downloading apps just because they sound interesting.
✓ Accepting all friend requests.
✓ Giving out information without careful thought.

What can schools do?
There are two kinds of cybersecurity teaching. One is the intensive kind, for students considering careers in IT. It’s valuable for those whose interests lie that way, but it’s not for everyone. The other is the development of basic awareness and habits for staying safe online. This needs to be an integral part of everyone’s computer education.

Many schools are taking innovative approaches to cybersecurity education. Dry lecturing isn’t enough. Stories in the news help make the issues dramatically real. Competitions get students more involved. Sending students test “phishing” email to see how they respond gives them live practice as well as testing their skills.

National Cybersecurity Awareness Month comes every October. It’s an opportunity to tie in teaching programs. Elementary schools in New Orleans held special training in connection with it in October 2018. Materials with a theme based on the Garfield cartoons helped to engage students in grades 4-8. A key message was that “online friends are not the same as real friends.”

Being safe online has become an issue for everyone who’s old enough to use a computer or smartphone. It’s part of the schools’ job to make sure their pupils know how to stay safe.

Introduction
Students will research, review and report on US and global hacking/scamming issues. Students will demonstrate an understanding of the global reach of Cybersecurity and what steps the Information Technology industry is taking to stop these attacks. The assessment activity asks students to demonstrate their Cybersecurity knowledge through Carnegie-Mellon University's Cyber Academy. Students partner with other students to create a short presentation (PowerPoint/G-Slides) to demonstrate their knowledge. Each team should present their competed activity to the class.

Industries / Subjects / Grades:

Information Technology / Computer Science / 9-10-11-12
Lesson Times:
Class Period 01 60 Minutes
Class Period 02 60 Minutes
Class Period 03 60 Minutes

Standards and Objectives
California 2013 CAREER AND TECHNICAL Standards

CTE.ICT.KPAS.8.3 Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards.

CTE.ICT.KPAS.10.2 Comply with the rules, regulations, and expectations of all aspects of the Information and Communication Technologies sector.

CTE.ICT.A.S.1 Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems.

CTE.ICT.A.S.2 Identify potential attack vectors and security threats.

CTE.ICT.A.S.3 Take preventative measures to reduce security risks (e.g. social engineering ploys, limit account permissions).

Students Will Be Able To (SWAT):
- Students will be able to report and discuss the national and global impact of Cyber security.
- Students will be able to recognize hacking and scamming threats on their computers.
- Students will be able to demonstrate their Cyber security knowledge by mastering the [http://www.carnegiecyberacademy.com/](http://www.carnegiecyberacademy.com/) activities and game.
Activities (Detailed on attached lesson plans)

At the beginning of class, show the attached video (42 seconds).

The class discussion centers around scammers/impostors and the students' previous knowledge about this issue.

Begin a short class discussion, with these questions to the students:

1. Ask if any of the students/families have been victims of scammer/impostors, and what happened.
2. Ask the students if they know the cause of the hack; for example: email phishing, clicked on a link, home network hacked, etc.
3. What could have been done to avoid the hack?
4. What have the students/families learned about hacking?

Then show/have students access the FTC Consumer Website on Tech Support Scams (https://www.consumer.ftc.gov/articles/0346-tech-support-scams) to review information about scammers/impostors. Have students work with a partner to navigate through the FTC Website.

Distribute the Support Scam worksheet. As the students review the FTC site, they should complete the worksheet, and submit the worksheet to the teacher. This activity should take approximately 20 minutes.

Teacher note: Confirm the website can be accessed from the class computers. Distribute the attached SCAM letter as an example of the famous Nigerian email scam. Have the students mark on the letters what clues they find that show it is a scam. For example: Incorrect grammar, requests by the sender, amount of money quoted.

Have you ever received this screen message?

Students will work in teams/groups to research and report on the Microsoft efforts to combat scammers/impostors by visiting the Microsoft Tech Support Scams (https://www.microsoft.com/en-us/wdsi/threats/support-scams)

Student groups can use the attached worksheet to list at least five (5) scams/impostor scenarios and how to repair or prevent them.

Groups share with the class their resources.

Teacher note: Confirm the website can be accessed from the class computers. Download and distribute the attached worksheet, or use as a sample for students to research and report on their work.
As part of the Department of Homeland Security, the United States Computer Emergency Readiness Team (US-CERT) strives to improve the Nation’s cybersecurity posture, share cyber information, and manage cyber risks while protecting the rights of Americans. To learn more about US-CERT, visit the following link to the US Computer Emergency Readiness Team website:

https://www.us-cert.gov/

Students will navigate to the US-CERT website and review five of the resources presented. Students can work with a partner to complete the attached worksheet. Partner groups can then work with another group to share their research. Groups can upload/print their work to the teacher.

Students will demonstrate their Cybersecurity knowledge by mastering the Carnegie Cyber Academy (http://www.carnegiecyberacademy.com) activities and game.

At the start of class, show the attached video, and using the worksheet direct the students to the Carnegie Cadets website. Students will complete the activity and take a screen capture at the end of the activity.

Students can partner with other students to create a short presentation (PowerPoint/G-Slides) to demonstrate their knowledge.

Presentation should contain the completed screen capture and a few information slides about the students' use of the Cyber program. Students will send the presentation to teacher as directed via email or G-Drive for a class-wide review. Each team should present their competed activity. A sample Rubric is attached to share with the class as they develop their presentations.

Teacher note: confirm the website can be accessed from the class computers.

http://www.carnegiecyberacademy.com/
Students will demonstrate their Cybersecurity knowledge by mastering the **Cyber Cadets**

Students will complete the activity and take a screen capture at the end of the activity.

Students partner with other students to create a short presentation (PowerPoint/G-Slides) to demonstrate their knowledge. Presentation should contain the completed screen capture and a few information slides about the students' use of the Cyber program.

Students will send the presentation to the teacher as directed via email or G-Drive for a class-wide review. Each team should present their competed activity.
Current Activity

Friday, March 6, 2020

Zoho Releases Security Update on ManageEngine Desktop Central

Friday, March 6, 2020

Defending Against COVID-19 Cyber Scams

Thursday, March 5, 2020
Cisco Releases Security Updates

Recent Vulnerabilities

3/6
VU#782301

pppd vulnerable to buffer overflow due to a flaw in EAP packet processing

2/26
VU#498544

ZyXEL pre-authentication command injection in weblogin.cgi

2/19
VU#338824

Microsoft Internet Explorer Scripting Engine memory corruption vulnerability

2/13
VU#597809

IBM ServeRAID Manager exposes unauthenticated Java Remote Method Invocation (RMI) service
Cisco Discovery Protocol (CDP) enabled devices are vulnerable to denial-of-service and remote code execution

OpenSMTPD vulnerable to local privilege escalation and remote code execution

Other Resources: National Vulnerability Database

National Cyber Awareness System

Current Activity
Provides up-to-date information about high-impact security activity affecting the community at large.

Alerts
Timely information about current security issues, vulnerabilities, and exploits.
Announcements

North Korean Malicious Cyber Activity

On February 14, 2020, the Cybersecurity and Infrastructure Security Agency (CISA), the Federal Bureau of Investigation (FBI), and the Department of Defense (DoD), released six new Malware Analysis Reports (MARs) and an updated MAR on malware used by the North Korean government. The U.S. Government refers to malicious cyber activity by the North Korean government as HIDDEN COBRA. For more information, visit https://www.us-cert.gov/northkorea.

HIDDEN COBRA – North Korean Malicious Cyber Activity

On October 31, 2019, the Cybersecurity and Infrastructure Security Agency (CISA), the Federal Bureau of Investigation (FBI), and the Department of Defense (DoD) identified a Trojan malware variant—referred to as HOPLIGHT—used by the North Korean government. The U.S. Government refers to the malicious cyber activity by the North Korean government as HIDDEN COBRA. For more information, visit https://www.us-cert.gov/HiddenCobra.
How to Spot, Avoid and Report Tech Support Scams

Tech support scammers want you to believe you have a serious problem with your computer, like a virus. They want you to pay for tech support services you don’t need, to fix a problem that doesn’t exist. They often ask you to pay by wiring money (https://www.consumer.ftc.gov/articles/0090-using-money-transfer-services), putting money on a gift card (https://www.consumer.ftc.gov/articles/paying-scammers-gift-cards), prepaid card or cash reload card (https://www.consumer.ftc.gov/blog/2018/01/how-scammers-make-you-pay), or using a money transfer app (https://www.consumer.ftc.gov/blog/2018/02/tips-using-peer-peer-payment-systems-and-apps) because they know those types of payments can be hard to reverse.

- Spotting and Avoiding Tech Support Scams (#Spotting)
- What to Do If You Think There’s a Problem With Your Computer (#Problem)
- What to Do If You Were Scammed (#Scammed)
- Reporting Tech Support Scams (#Reporting)
Spotting and Avoiding Tech Support Scams

Tech support scammers use many different tactics to trick people. Spotting these tactics will help you avoid falling for the scam.

Phone Calls

Tech support scammers may call and pretend to be a computer technician from a well-known company. They say they’ve found a problem with your computer. They often ask you to give them remote access to your computer and then pretend to run a diagnostic test. Then they try to make you pay to fix a problem that doesn’t exist. Listen to an FTC undercover call with a tech support scammer (https://www.ftc.gov/news-events/audio-video/video/tech-support-scam-undercover-investigation).

If you get a phone call you didn’t expect from someone who says there’s a problem with your computer, hang up.

Pop-up Warnings

Tech support scammers may try to lure you with a pop-up window that appears on your computer screen. It might look like an error message from your operating system or antivirus software, and it might use logos from trusted companies or websites. The message in the window warns of a security issue on your computer and tells you to call a phone number to get help.
If you get this kind of pop-up window on your computer, don’t call the number. Real security warnings and messages will never ask you to call a phone number.

Online Ads and Listings in Search Results Pages
Tech support scammers try to get their websites to show up in online search results for tech support. Or they might run their own ads online. The scammers are hoping you’ll call the phone number to get help.

If you’re looking for tech support, go to a company you know and trust.

2 Things to Know to Avoid a Tech Support Scam
1. Legitimate tech companies won’t contact you by phone, email or text message to tell you there’s a problem with your computer.
2. Security pop-up warnings from real tech companies will never ask you to call a phone number.
What to Do If You Think There’s a Problem With Your Computer

If you think there may be a problem with your computer, update your computer’s security software (https://www.consumer.ftc.gov/articles/0009-computer-security#update) and run a scan.

If you need help fixing a problem, go to someone you know and trust. Many software companies offer support online or by phone. Stores that sell computer equipment also offer technical support in person.

What to Do If You Were Scammed

If you paid a tech support scammer with a credit or debit card, you may be able to stop the transaction. Contact your credit card company or bank right away. Tell them what happened and ask if they can reverse the charges.

If you paid a tech support scammer with a gift card, contact the company that issued the card (https://www.consumer.ftc.gov/articles/paying-scammers-gift-cards#Report) right away. Tell them you paid a scammer with the gift card and ask if they can refund your money.

If you gave a scammer remote access to your computer, update your computer’s security software (https://www.consumer.ftc.gov/articles/0009-computer-security#update). Then run a scan and delete anything it identifies as a problem.

If you gave your user name and password to a tech support scammer, change your password right away. If you use the same password for other accounts or sites, change it there, too. Create a new password that is strong (https://www.consumer.ftc.gov/articles/0009-computer-security#passwords).

Avoid Tech Support Refund Scams

If someone calls to offer you a refund for tech support services you paid for, it’s likely a fake refund scam (https://www.consumer.ftc.gov/articles/0102-refund-and-recovery-scams). How does the scam work? The caller will ask if you were happy with the services you got. If you say, “No,” they’ll offer you a refund. In another variation, the caller says the company is giving out refunds because it’s going out of business. No matter their story, they’re not giving refunds. They’re trying to steal more of your money. Don’t give them your bank account, credit card or other payment information.

Reporting Tech Support Scams

If a tech support scammer contacts you, report it to the Federal Trade Commission (https://www.ftccomplaintassistant.gov/). When you report a scam, the FTC can use the information to build cases against scammers. Are you skeptical that reporting scams will make a difference? Watch this
video to learn how your story could help the FTC stop scammers (https://www.consumer.ftc.gov/media/video-0143-why-report-fraud).

Tech support scams are common. In 2017, the FTC received more than 150,000 reports about these scams (https://public.tableau.com/profile/federal.trade.commission#!/vizhome/ConsumerSentinelNetwork/StatebyState) from people like you. Add your voice. Report tech support scams (https://www.ftccomplaintassistant.gov/) to the FTC.

Now that you know how to recognize a tech support scam, share what you learned with someone you know. You might help them avoid a tech support scam.
Then, you call a toll-free number. The scammer might:

- ask you to give them remote access
- pretend to run a diagnostic test
- tell you they've found a virus or other security issue
- try to sell you repair services or a security subscription

Then, you’re asked to pay a fee.

The scammer provides “services” that range from:

**WORTHLESS**

- things you can get elsewhere for free
- “fixing” a problem that doesn’t exist
- subscriptions that don’t do anything
- installing malware

**MALICIOUS**
WHAT YOU CAN DO:

→ If you get a pop-up, call, spam email or any other urgent message about a virus on your computer, stop.
   Don’t click on any links or call a phone number.
   Don’t send any money or make a wire transfer.
   Don’t pay with a gift card.
   Don’t give anyone your bank account, credit card or other payment information.
   Don’t give anyone control of your computer.
   *Legitimate companies do not display pop-up warnings that ask you to call a toll-free number about viruses or security problems.*

→ Report it at ftc.gov/complaint. Include the phone number that you were told to call.

→ Keep your security software up to date. Some companies like Microsoft offer free antivirus and firewall software that can help keep your computer safe.

→ If you need help, contact a computer technician that you trust. Don’t just rely on an online search.

→ Tell someone about this scam. You might help them spot it and avoid a costly call.

LEARN MORE: ftc.gov/TechSupportScams

February 2019

Related Items
• How to File a Complaint (https://www.consumer.ftc.gov/media/video-0054-how-file-complaint)
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<th>Possible repair or prevention</th>
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Student directions: review at least five (5) web pages from the **US-CERT website** and write a short information summary for each page.

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From: Dr. Goronyo Baba.

Satellite Tel: Note: Do not send emails. You can contact me directly on the tel. number or by sending me a satellite message stating your telephone number and email address contact on this number just given to you using the link online below. http://www.iridium.com/...there, you will see send a satellite message to my sat.tel.number- 881-631-410-574

Attn: President/C.e.o.

Strictly Confidential and Urgent Business Proposal.

Re: Transfer Of Usd $21,500,000{Twenty-One Million, Five Hundred Thousand Us Dollars Only.

I am a member of the Federal Government Of Nigerian National Petroleum Corporation (N.N.P.C). Sometime ago, a contract was awarded to a foreign firm in the Petroleum Trust Fund (P.T.F.) BY MY COMMITTEE.

This contract was over invoiced to the tune of us$ 21.5 Million Dollars. This was done deliberately. The over-invoicing was a deal by my committee to benefit from the project. We not want to transfer this money, which is in a suspense account with the P.T.F. into any oversea account, which we expect you to provide for us.

Share:

60% of the money would be for my partners and I. 30% of the money would be yours, for providing us with logistics, which, would include a safe bank account, where we shall facilitate funds transfer into, as soon as documentations are concluded over here. 10% of the money has been mapped out from the total sum to cover any expenses that might be incurred during the course of the transaction, (both local and international expenses).

If interested in assisting us, please contact me via my secured satellite tel number- 881-631-410-574, specially procured for this project, using the text message..

It may interest you to know that a similar transaction was carried out with one Mr. Patrice Miller, President of Crane International Trading Corp., of 153 East 57th St., 28th floor, N.Y. 10022, Telephone: 212-308-7788 and Telex: 6731689. The deal was concluded and all covering documents, forwarded to Mr. Miller to authenticate the claims. Once the funds were transferred, Mr. Miller presented to his bank, all the legal documents and remitted the whole funds to another bank account, and disappeared completely. My colleagues and I were shattered, since such opportunities are not easy to come by.

Please, if you are interested in assisting us carry out to the fullest capacity, this transaction, we would require the following information from you which would enable us make formal application to the various ministries / parastatals, for the release and onward transfer of the money to your account.

1.Your Full Name, Company’s Name, Address, Telephone and Fax Numbers. 2.Your Bank Name, Address, Telephone and Fax Number. 3.Your Bank Account Number and Beneficiary Name - You must be the signatory.

Please, note that we have strong and reliable connections at the Central Bank Of Nigeria and other Government Parastatals, hence assistance in this regards, would not be a problem. At the conclusion of this transaction, we shall use same contacts to withdraw all documents used in the course of this, to avoid any trace whatsoever that may ever arise, to you or to us, now and in the nearest possible future.

It might also interest you to know that we are mere civil servants who do not want to miss this opportunity, hence, we want this money transferred out, as soon as possible, before the newly democratically elected government ever think of making enquiries as regards the various activities of the past military government.
Kindly contact me as soon as possible, whether or not you are interested in this deal, so that whereby you are not interested, it would give us more room to scout for another partner. But if you are interested, kindly contact me via above email, telephone or fax, so that we can swing into action, as time is not on our part.

I wait in anticipation of your fullest co-operation. Yours Faithfully,

Dr.Goronyo Baba.

Send me your email address and tel.number if interested for re-verification that you actually received this mail.
# Presentation Rubric

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<tr>
<th>CATEGORY</th>
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<tr>
<td><strong>Sequencing of Information</strong></td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.</td>
<td>Most information is organized in a clear, logical way. One slide or item of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional slide or item of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
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<tr>
<td><strong>Content - Accuracy</strong></td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that might be inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly flawed or inaccurate.</td>
<td>Content is typically confusing or contains more than one factual error.</td>
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<tr>
<td><strong>Use of Graphics</strong></td>
<td>All graphics are attractive (size and colors) and support the theme/content of the presentation.</td>
<td>A few graphics are not attractive but all support the theme/content of the presentation.</td>
<td>All graphics are attractive but a few do not seem to support the theme/content of the presentation.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation.</td>
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<tr>
<td><strong>Background</strong></td>
<td>Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.</td>
<td>Background does not detract from text or other graphics. Choice of background is consistent from card to card.</td>
<td>Background does not detract from text or other graphics.</td>
<td>Background makes it difficult to see text or competes with other graphics on the page.</td>
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<td><strong>Spelling and Grammar</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
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<td><strong>Text - Font Choice &amp; Formatting</strong></td>
<td>Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.</td>
<td>Font formats have been carefully planned to enhance readability.</td>
<td>Font formatting has been carefully planned to complement the content. It may be a little hard to read.</td>
<td>Font formatting makes it very difficult to read the material.</td>
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Protect yourself from tech support scams

Applies to: Security, Windows 10, Windows 7, More

Tech support scams are an industry-wide issue where scammers use scare tactics to trick you into paying for unnecessary technical support services that supposedly fix contrived device, platform, or software problems.

How tech support scams work

Scammers may call you directly on your phone and pretend to be representatives of a software company. They might even spoof the caller ID so that it displays a legitimate support phone number from a trusted company. They can then ask you to install applications that give them remote access to your device. Using remote access, these experienced scammers can misrepresent normal system output as signs of problems.

Scammers might also initiate contact by displaying fake error messages on websites you visit, displaying support numbers and enticing you to call. They can also put your browser on full screen and display pop-up messages that won't go away, essentially locking your browser. These fake error messages aim to trick you into calling an indicated technical support hotline.

Important

Microsoft error and warning messages never include phone numbers.

When you engage with the scammers, they can offer fake solutions for your “problems” and ask for payment in the form of a one-time fee or subscription to a purported support service.

Note

Windows 10 comes with Windows Security, a built-in security app that updates automatically to help keep your device safe. For more info, see Stay protected with Windows Security.
What to do if a tech support scammer already has your info

- Uninstall applications that scammers have asked you to install. For more info on how to uninstall applications, see Repair or remove programs in Windows 10.
- If you have given scammers access, consider resetting your device. To learn how, see Recovery options in Windows 10.

Note
Performing serious recovery methods like resetting your device can be a bit time-consuming, but this may be your best option in some situations—for example, if fake error codes and messages pop up continually, all but preventing you from using your device.

- Run a full scan with Windows Security to remove any malware. Learn how
- Apply all security updates as soon as they are available. To see available updates, select the Start button, then select Settings > Update & Security > Windows Update. For more info, see Update Windows 10.
- Change your passwords. Learn how to change your Microsoft account password
- Call your credit card provider to contest the charges if you have already paid.
- Monitor logon activity. Use Windows Defender Firewall to block traffic to services that you would not normally access. For more information, see Firewall and network protection.

Reporting tech support scams

Help Microsoft stop scammers, whether they claim to be from Microsoft or from another tech company, by reporting tech support scams:

www.microsoft.com/reportascam

To report an unsafe website directly to Microsoft, fill out a Report an unsafe site form. You can also report unsafe websites in Microsoft Edge by selecting Settings and More ⋯ > Help and Feedback ? > Send feedback when you encounter something suspicious.

For urgent situations, use one of the following options:
How to protect against tech support scams

First, be sure to follow these tips on how to keep your computer secure.

It is also important to keep the following in mind:

- Microsoft does not send unsolicited email messages or make unsolicited phone calls to request personal or financial information, or to provide technical support to fix your computer.
- Any communication with Microsoft has to be initiated by you.
- If a notification appears with a phone number, don’t call the number. Error and warning messages from Microsoft never include a phone number.
- Download software only from official Microsoft partner websites or the Microsoft Store. Be wary of downloading software from third-party sites, as some of them might have been modified without the author’s knowledge to bundle support scam malware and other threats.
- Use Microsoft Edge when browsing the internet. It blocks known support scam sites using Windows Defender SmartScreen (which is also used by Internet Explorer). Furthermore, Microsoft Edge can stop pop-up dialog loops used by these sites.
- Turn on Windows Security real-time antivirus protection in Windows 10. It detects and removes known support scam malware.
- Microsoft technical support will never ask that you pay for support in the form of Bitcoin or gift cards.

Popular scam types

There are several forms of tech support scams, all of which aim to trick you into believing that your computer needs to be fixed and you need to pay for technical support services.

Show all

- **Phone scams**
- **Web scams**
- **Other forms of support scams**
List of tech support scam phone numbers
List of common web support scams

Last Updated: Jun 3, 2019

Need more help?

Search for help

Join the discussion

Ask the community

Get support

Contact Us
Standards and Objectives

Standards

California's 2013 CTE Standards (5)

**CTE.ICT.KPAS.8.3** Demonstrate ethical and legal practices consistent with Information and Communication Technologies sector workplace standards.

**CTE.ICT.KPAS.10.2** Comply with the rules, regulations, and expectations of all aspects of the Information and Communication Technologies sector.

**CTE.ICT.A.5.1** Follow laws, regulatory guidelines, policies, and procedures to ensure the security and integrity of information systems.

**CTE.ICT.A.5.2** Identify potential attack vectors and security threats.

**CTE.ICT.A.5.3** Take preventative measures to reduce security risks (e.g., strong passwords, avoid social engineering ploys, limit account permissions).

Related Instructional Objectives (SWBAT...)

- Students will be able to report and discuss the national and global impact of Cybersecurity.
- Students will be able to recognize hacking and scamming threats on their computers.
- Students will be able to demonstrate their Cybersecurity knowledge by mastering the http://www.carnegiecyberacademy.com/ activities and game.
Complete this worksheet as you read the information from this website.

https://www.consumer.ftc.gov/articles/0346-tech-support-scams

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>How the Scam Works</td>
<td></td>
</tr>
<tr>
<td>If You Get a Call or Pop-Up</td>
<td></td>
</tr>
<tr>
<td>If You Were Scammed</td>
<td></td>
</tr>
<tr>
<td>Refund Scams</td>
<td></td>
</tr>
</tbody>
</table>
Welcome to the Carnegie Cyber Academy, the most prestigious cyber defense training facility in the world. My name is Commander Omni. I am the school's dean.

At the Academy, we train our cadets in online safety so that they can protect themselves and others from the attacks of malicious Cyber Villains. The Internet is a growing part of our daily lives. It is my hope that future generations will be able to continue exploring Cyberspace in a safe and secure way.
This narrative is regarding an 8-week “Create-A-Planet” course for middle and high school grades. It is an integrated STEAM class that includes lessons on: astronomy, evolutionary biology, geography, zoology, botany, meteorology, engineering, architecture, technology, agriculture, green energy, ecosystems, biomes, environmental sustainability, government, and sociology. A great deal of artwork is involved in each lesson of this course, ranging from drawing to painting, sculpting to computer generated structures. Students are encouraged to use their imaginations and creativity in every aspect of every lesson, while practicing and expanding their public speaking and presentation skills.
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Diversity, innovation, critical thinking, and modeling real-life applications of all of these disciplines are the priorities of this class. Major educational materials used will include web-based research, hands-on manipulatives, videos, direct instruction, problem-solving, invention, images, artwork, self-reflection, and imagination. Create-A-Planet follows the Next Generation Science Standards of California, and the K-12 Science Framework. As it is currently being used in the middle school grades, those are the specific standards listed here:

- MS-PS1-3 Matter and its Interactions
- MS-PS3-3 Energy
- MS-PS4-2 Waves and their Applications in Technologies for Information Transfer
- MS-PS4-3 Waves and their Applications in Technologies for Information Transfer
- MS-LS1-4 From Molecules to Organisms: Structures and Processes
- MS-LS1-5 From Molecules to Organisms: Structures and Processes
- MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics
- MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics
- MS-LS2-3 Ecosystems: Interactions, Energy, and Dynamics
- MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics
- MS-LS4-4 Biological Evolution: Unity and Diversity
- MS-ESS1-1 Earth’s Place in the Universe
- MS-ESS1-3 Earth’s Place in the Universe
- MS-ESS2-5 Earth’s Systems
- MS-ESS3-2 Earth and Human Activity
- MS-ESS3-3 Earth and Human Activity
- MS-ETS1-2 Engineering Design

Specifically, the lessons in this course will follow a logical path:

- Lesson 1: Goldilocks and Kepler Planets. Students will learn what is currently known in astrophysics about other planets in the Milky Way galaxy that are in the appropriate zones around their stars to potentially sustain life. They will compare these Goldilocks planets with Earth in terms of distance from their stars, types of home stars, atmospheres, water sources, masses and gravity, speed and directions of rotation and revolution, tilt of rotational axes, and numbers, sizes, and orbits of any
moons. They will choose one of these Goldilocks planets to “colonize” with humans, and give the planet and its star original and creative names.

- **Lesson 2: Biomes, Animal and Plant Evolution.** Students study the locations and characteristics of the ten major biomes of Earth, using them to design three major biomes on their new planet of choice. Deciding on two land biomes and one water biome, they will then learn the basics of both animal and plant evolution, focusing on the traits that allow organisms to survive and thrive in those biomes. They will design and name three animals (two land and one water) and three plants (two land and one water) to inhabit their chosen biomes.

- **Lesson 3: Atmosphere and Weather.** Students learn about the layers of Earth’s atmosphere and the characteristics of each. From this knowledge, they’ll create and describe the atmosphere of their own planets. Similarly, they will understand how weather systems happen, the difference between weather and climate, and how to design the weather of their own planets.

- **Lesson 4: Engineering, Architecture, and Technology.** Students will use imagination and creativity to decide how they would build the things their human colony will need, the materials to use, and the technology involved. These things can be based on existent Earth structures, or completely invented anew. Artistically, they will create the style and architecture of their buildings and other structures, as well as the basic technology required for the survival of humans.

- **Lesson 5: Irrigation, Agriculture, and Farming.** Water is necessary for all life, so students will design how to provide water to their human colony and use it to cultivate the plants and animals necessary for food, clothes, and other products. They’ll need to understand the processes that water, plants, and animals undergo in order to get into the proper forms for human use.

- **Lesson 6: Government and Sociology.** Students will define and understand the major forms of government that currently exist on Earth, then either implement one of those for their new planet or create entirely new governments for their colony. On a societal level, they will again use their imaginations and creativity to design the basic structure of society (castes or classes, citizenship, laws and law enforcement, emergency systems, etc.). Finally, students can create the sports, games, and other entertainments for their colony.

- **Lessons 7 and 8: Final Planet Presentations.** Each student will use a portion of lesson time to present the planet and human colony they’ve created to the rest of the class, describing all aspects previously covered, in any of several potential formats. They could do this as a posterboard, sculpture exhibit, virtually created computer generated rendition, or any other similarly creative medium.

Success of this curriculum will be assessed in the quality, innovation, effort, imagination, and fact content of this final planet presentation, as well as through leading questions and discussions about each scientific concept along the way. Student learning and achievement is maximized in this course by a high level of engagement and excitement about the creation of each new portion of their colony. Learning the foundational facts of every aspect of human life will allow their imaginations to fly outside of the box for the design of this brand new world, and sharing their creations with their peers will instill pride and a deep sense of accomplishment.
In these uncertain times I find myself asking one question, does my contribution to the world make a difference? I have to believe that the answer is yes. Teaching AP Environmental Science and Environmental Earth Science to over 200 students a year my goal is to reach as many of them as I can to spark that interest in the environmental sciences and to follow the path of making this earth a better place. I absolutely love being able to widen the horizons of my students and open their eyes to the world around them using an environmental perspective and to see beyond the haze of politics. I constantly challenge them to think deeply, critically, and to always question life so they may see all perspectives. As the world grows and changes and opinions, money, and politics muddy the waters of science, the next generation is going to need to be able to think critically and be able to see all sides in order to protect the environment and meet the economic and environmental goals of our future. In order to keep up with the scale and pace of social and environmental change students must be taught the information, skills, and tools they will need to navigate a rapidly changing and evolving world and they must understand that they can make a difference and can be part of the solution. This is the goal of environmental literacy.
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This unit is called Environmental Literacy - Reality, Consequences, & Solutions and is focused on being able to spot fake news and unsupported data as well as learning about the basics of environmental science, reading science literature, and analyzing current event articles. This unit is taught at the beginning of the year and then sporadically throughout the year during various other units as it applies.

The unit starts with a basic introduction into Environmental Science which includes a brief introduction into earth science and why we study it, how scientist study the world around them, a short overview of climate change, human population growth, biodiversity, and technology. Each of these topics gets studied in more detail throughout the year.

After learning some basics, the students take notes on the difference between observations and inferences and the scientific method. Once students have practiced the scientific method, they watch a clip called “Big Idea #1 - Earth Scientists Study Our Planet” and another clip called “Why Earth Science” to tie scientific research to real world application.

We then jump into the hot topic in the media- Fake News. Before we start, I show them a few headlines or graphs that have been used in the media as well as some graphs that have been used just to get a taste of what’s out in the world. Then I give them the worksheet called “Can you spot a Fake? “where they go to an article and write a paragraph using a fake news checklist to decide if what they are reading is real or fiction.

The students then read an article from Science World entitled “Fighting Fake News” and another article entitled “Be a Science Fact-Checker” and fill out a few of the science world worksheets that go with the articles. Once the reading and worksheets are complete, students get into groups and discuss what they read. A lively discussion ensues as we are just starting on this journey together.

At this point students are starting to have an understanding of what Fake News is when it comes to science and evaluating information they see and read. In order to gain some more insight, we watch a few clips including “Endless Curiosity: The Science of Fake News”, “How false news can spread - Noah Taylin”, and “How to spot a misleading graph - Lea Gaslowitz”. Students then get into groups again and discuss what they have learned so far and how it applies to Science.

Moving forward students are asked to find and bring in two current news articles for analysis including one they think is real and one they think is fake. Once everyone has brought in their article’s students gather in groups and decide which they think are real and which they think are fake and why. I then show them the clip called “Helping Students Identify Fake News with the Five C's of Critical Consuming” and then have them re-evaluate their original predictions.
As a class we then discuss the implications of fake news on the economy, society, and specifically on the sciences. We discuss the big one – climate change, and how fake news affects the world when it copes to just this on topic. Throughout the year as we discuss all the different aspects of environmental science I bring in current events and news articles into the learning to bridge the real world to their learning and to remind them to check the validity of the source and not to be swayed by sensational headlines.

Moving forward students are given a year long project called the Current Events Notebook. Students are asked to find valid environmental science related articles and compile them in a notebook along with a summary and reflection of what they learned and how it relates to environmental science. Every quarter the notebooks are collected and graded for validity, completion, and writing.

In the end, one of my goals is that students have a deep understanding of environmental science, because education and knowledge is power and without the ability to understand the world around us we can’t make informed decisions. The other goals are to have students read as many science articles as we can that relate to the topic they are learning and to have the ability to validate news sources so that when they do take a stance on an issue that they have the educational background and ability to back it up and site reputable sources.

Science literacy is crucial for everyone, if not more so for our students. Students with higher scientific literacy skills would be more informed on the world around them and be able to make better judgements and decisions for themselves, society, and the environment.

**Resources:**

Science World Article: Fighting Fake News (3/26/18)

Clip: Big Idea #1 (4:13) https://youtu.be/pEtg209pvdU?list=PLAScCrOf4apIzSsJ05F4l54eZtQ3pRPAP

Notes: Observation vs. Inference

Notes: The Scientific Method

Science World Article: Be a Science Fact-Checker (3/26/18)

Notes: Intro to Earth Science (PPT)


How false news can spread - Noah Tavlin https://youtu.be/cSKGa_7XJkg

Helping Students Identify Fake News with the Five C’s of Critical Consuming https://youtu.be/xf8mjbVRqao

Science World Video: Fake News

How to spot a misleading graph - Lea Gaslowitz https://youtu.be/E91bGT9BjYk
Current Events Notebook

An important part about learning about Environmental Science and Earth Science is seeing what we talk about in class happening in real life and being able to make the connections from the classroom to the world around you.

This project will run from now until the end of the school year. It is critical that you stay current on this assignment since your notebook will be spot checked through random collection, end of quarter grades, and through mini quizzes.

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

Directions:

• Be NEAT, take your time, and do your best. Your work is a reflection of YOU!

• The first page of your notebook should be a Title Page
  o Title: Current Event Notebook
  o Your name
  o Your period
  o Name of the class
  o a picture related to science

• The next 3-4 pages of your notebook are for your running Table of Contents

<table>
<thead>
<tr>
<th>Week</th>
<th>Title of Article</th>
<th>Date of Article</th>
<th>Source</th>
<th>pg. #</th>
</tr>
</thead>
</table>

• Each week (by Friday) you must find a current event article – from a reputable source – and then...
  o Tape the article to the LEFT side of the paper (if it is long, just the 1st page)

  o HAND WRITE your 2 paragraph essay:
    ▪ Summary paragraph - in your own words
    ▪ Reflection paragraph:
      • What did you learn?
      • What is your position (if applicable)?
      • What did you like/dislike?
      • How did this make you feel?
      • Propose a solution to the problem.
      • How does this article/topic relate to this class?

• Number every page in the notebook so that it matches your Table of Contents

Good luck!
FAKE NEWS CHECKLIST

In “Fighting Fake News” (p. 14), you learned that many false news stories spread online. It’s important to think critically about the news you read to determine whether it can be trusted. The checklist below can help you evaluate the accuracy of a source. Use it to complete the separate “Can You Spot a Fake?” skills sheet. If the answers to the questions in the checklist raise a lot of red flags, you should be skeptical of a story.

1. Evaluate the source. Where did the article come from? If you read something on social media, check the URL of the source that originally published the material. Make sure it is a reputable site. Most well-known news organizations are trustworthy. If you don’t know whether a site is reputable, do more research. For example, read the “About” section of the website to find out more about the organization. Check to see if the website is trying to sell products. Do an online search to find out if the company has a history of bias.

Do you recognize the source as a trustworthy and unbiased organization? ✔ YES ✘ NO

2. Find out who wrote the article. Most reputable online newspapers and magazines include a byline naming the person who writes each published piece. Many will include contact information for writers and editors. The email addresses should include the company name.

Is the author of the article clearly disclosed? ✔ YES ✘ NO

3. Be aware of outrageous headlines. The headline of an article is sometimes exaggerated to grab a reader’s attention. Many fake news articles include headlines with many exclamation marks. If the headline makes a claim that shocks you, you should be more skeptical.

Does the headline make a reasonable claim? ✔ YES ✘ NO

4. Check for supporting evidence. Reliable news articles should include evidence that supports all the opinions or claims made in the headline and the main text. Does the author cite expert sources such as scientists to back up his or her statements?

Is there relevant and sufficient supporting evidence in the text? ✔ YES ✘ NO

5. Verify against other sources. Compare information in the article with that from known, reliable sources. If the story makes claims that contradict those from other articles you find, you should be more skeptical. Use fact-checking sites, like Factcheck.org or Snopes.com, to confirm whether stories widely spread online are accurate.

Does the information in the story check out when compared with truthful sources? ✔ YES ✘ NO

IMPORTANT! Help prevent the spread of fake news! If you suspect that a story isn’t true, don’t share it.
APES Current Events

By: Natalie Venable
Pd. 4

HANG IN THERE AND...
DON'T FORGET YOU'RE AWESOME!
Instructions

You can either type in your current events or take photos of your journal and insert them into the correct slides. You can also add the link to the article instead of posting a second photo of the article.

Summary paragraph - in your own words

Reflection paragraph:

- What did you learn?
- What is your position (if applicable)?
- What did you like/dislike?
- How did this make you feel?
- Propose a solution to the problem.
- How does this article/topic relate to this class?
Current Event #1 - 1/24

British cities to get buses that suck pollution from the air

By Sara Spary, CNN
© Updated 11:45 AM ET, Fri January 24, 2020

Go-Ahead Group, a British transportation company, will be releasing 1000 new electric buses. The buses have a filtration system that sucks dust and ultra-fine harmful particles out of the air. The buses will hit roads this summer. The buses are fueled by diesel, but they are Euro 6 compliant. They are also cleaner than buses in Delhi.

I think these buses are a great idea. I believe we should be gradually replacing all buses with these ones. This relates to KPS because we take a lot about air quality. Poor driving in a car produces harmful gases. It is unnecessary for us to just drive around. I also think the government should invest in green energy. News that buses are coming out is very encouraging. We need to be more sustainable.
Current Event #2 - 1/31

Trump’s gutting of environmental rules is pushing us back into dark days of ignorance

On Thursday, the Trump administration put new rules into effect that allows pollution to be dumped into waterways and wetlands. This puts our drinking water at a major risk. This poor management of waterways is the same thing that led to the death zone in the Gulf of Mexico and Chemawsug Bay. The Trump administration is taking steps backwards.

I learned that Trump has no real concern for the environment. Dumping extra wastewater is something we know is absolutely necessary to the environment we once had. My opinion is that it is absolutely clear that our government is getting rid of years of research and protecting our environment. I feel angry and frustrated. This relates to AGES because it’s about now to make it harder to make a change in if the government cooperated.
Model Shows Users How to Make On-Farm Sustainable Energy Projects More Profitable

Converting animal waste into electricity can not only be attractive for farmers, but it cuts greenhouse gas emissions. Often farmers cannot get investors on board so these projects cannot be executed due to lack of funding. Now, there is a model that can predict the profitability of new projects which can help investors boost investments.

Laimed that no matter how many sustainable methods of sourcing energy that scientists come up with, they will never be implemented without adequate funding. Additionally, without adequate motivation for change in energy sourcing, the only catalysts for change will be costly. We need to work to make it easier for more people to rely on sustainable energy.

The related to APES because we are always looking at new solutions manifest in the need world.
Current Event #4 - 2/14

801


Current Event #5 - 2/21

Microplastics: A Macro Problem

At UC San Diego, they are researching levels of plastics in our ocean. Microplastics are tiny pieces of plastic that are found floating in the ocean. They are often called “plastic snowflakes” because they are so small. These tiny pieces of plastic can be harmful to marine life, as they can be ingested by fish and other sea creatures, leading to health problems.

I learned that microplastics, while they are a major issue, are being looked into. I think that the solution is to use plastic alternatives, especially in clothing. However, cotton is bad for the environment in a different way. I believe the solution is a combination of plastic alternatives and cleaning up the first fashion industry. For everyone, we must do our part to keep microplastics out of the ocean because they are harmful to marine life.
Growing Nitrogen Footprint Threatens Our Air, Water and Climate

COLUMBIA UNIVERSITY EARTH INSTITUTE - 06 MARCH 2020

Growing Nitrogen Footprint Threatens Our Air, Water and Climate

A new study from Columbia University shows that nitrogen emissions from agriculture in the tropics could overtake China and Europe. Most of the global nitrogen pollution is from fertilizer in soil, leaching into air and water. Farmers used NPK fertilizer to boost crop yields and obtain livestock. Unexcess nitrogen contributed to climate change.

I learned that our industrialization of agriculture was necessary while it might prove good for the growing global population. It is detrimental to the environment. I believe the solution here is to slowly shift over to Integrated Pest Management, engineer less harmful fertilizers, and most importantly, slow population growth. The easiest way to slow exponential growth is to make family planning a worldwide and accessible.
Palm Oil Must Be Made More Sustainable

While Replacements Are Made Scalable, Bath Engineers Warn

SYNTHETIC PALM OIL replacements are in progress, but they will not hit shelves soon enough. Therefore, WE MUST START FARMING PALM OIL SUSTAINABLY. Palm oil alternatives are not environmentally or economically viable, so sustainable farming is the only option. Research done at the University of Bath presents a strong case for sustainable palm oil farming as opposed to replacing it.

From this culture I learned that “palm oil free” is not as good as we would all love to think. I agree that between now and the use of a synthetic alternative for palm oil we must sustainably farm the rainforests so the land of the Earth. I like that these studies are being done, and I am glad to see that a synthetic palm oil alternative will be soon to come. I believe that we need to spread the information that “sustainably farmed palm oil” is infinitely better than “palm oil free.”
These plastic-chomping caterpillars can help fight pollution

By Katie Hunt, CNN

Updated 8:00 AM ET, Wed March 4, 2020

The caterpillars can live on a diet of plastic bags.

(CNN) — The tiny waxworms went from zero to hero in 2017 when researchers discovered the caterpillar could potentially help solve one of the world's most pressing environmental problems: plastic waste.

The creature can chew through plastic, even polyethylene, a common and non-degradable plastic currently clogging up landfills and seas.

Now scientists have a much better understanding of how the grub is able to do this — and it comes down to its gut bacteria or microbeome. These findings, which were published in the journal Proceedings of the Royal Society B, could guide efforts to find an effective biodegradation system to tackle plastic waste.

“We found that waxworm caterpillars are adorned with gut microbes that are essential in the plastic biodegradation process,” said Christopher LeFebvre, an associate professor and chair of biology at Brandon University in Canada.
Concrete Solutions That Lower Both Emissions and Air Pollution

Air Quality and Climate Change Intertwine in Unexpected Ways: A Concrete Example.

By Kat Kerlin on March 23, 2020 in Environment

Concrete solutions to lower both emissions and air pollution are relatively underappreciated by mainstream media. A UC Davis study recently weighed the options for climate and health benefits. (UC Davis)

Concrete production contributes 8 percent of global greenhouse-gas emissions, and demand continues to rise as populations and incomes grow. Yet some commonly discussed strategies to reduce the sector's global GHG emissions could, under some scenarios, increase local air pollution and related health damages, according to a study from the University of California, Davis.

Concrete production is responsible for 8 percent of global greenhouse gas emissions. However, a recent study from UC Davis says that solutions for greenhouse gas emissions could possibly increase local air pollution. The study also showed that concrete production is responsible for $635 billion in damage in terms of decreased life expectancy and health. From air pollution, damages include cleaner air, fuel, and power, and increased income from cement fumes.

Concrete manufacturing with fuel around the world release local pollution and global greenhouse gas emissions.

I learned that concrete plays a role in climate change. It is interesting that may were able to put a piece on human life cycle. This relates to PBE's because we are always discussing the interconnectedness of human life and the planet. The solutions may seem obvious, and simple, but their repercussions may seem immediate and drastic to those who are most affected.
Current Event #10 - 3/27

Coronavirus: Air pollution and CO2 fall rapidly as virus spreads

Because global activity is down due to rampant quarantining, CO2 levels in New York, as well as other major cities, have also seen drops in nitrogen oxides, a severe pollutant. Levels have not dropped like this since the recession in 2009. However, in order for this to mean any difference in climate change, governments must take the opportunity to not go back to their old ways as a key component in the economy.

I learned here is at least one good component of the pandemic. I am also learning that CO2 emissions are more complex than an issue than just driving less. In order for anything to really change, we must not rebuild our economy on fossil fuels. I agree that climate change is a result of a systemic problem, not just the few greedy oil tycoons. This relates to how people still refuse to accept the reality about the economy after an event.
INTRODUCTION TO EARTH SCIENCE
Everything in the world around us is built upon the Earth, grows on the Earth, or depends on the environment of the Earth in some way.

Much of human history has been influenced directly or indirectly by earth science.

Today as much as ever, major opportunities and problems are tied to Earth and to our understanding of it.
WARM-UP

CLEAR YOUR DESKS

TAKE OUT A SHEET OF PAPER AND PEN/PENCIL

PUT YOUR NAME & TITLE ON YOUR PAPER
WHAT DO YOU SEE?

On your own paper…
1. List ALL the features you can identify.

2. What inferences can you make about the area in this photo?

3. Where do you think this photo was taken?

4. If you were a Earth Scientist, What could you study by using this photo in your work?
HAVASU FALLS, ARIZONA
WHAT DO YOU SEE?

On your own paper…
1. List ALL the features you can identify.

2. What inferences can you make about the area in this photo?

3. Where do you think this photo was taken?

4. If you were a Earth Scientist, What could you study by using this photo in your work?
New York Times Article...

GLACIER NATIONAL PARK. Mont. — What will they call this place once the glaciers are gone?

A century ago, this sweep of mountains on the Canadian border boasted some 150 ice sheets, many of them scores of feet thick, plastered across summits and tucked into rocky fissures high above parabolic valleys. Today, perhaps 25 survive.

In 30 years, there may be none.

A warming climate is melting Glacier’s glaciers, an icy retreat that promises to change not just tourists’ vistas, but also the mountains and everything around them.
WHY EARTH SCIENCE?

NOTES
Don't look at me like that..... It's not my fault....!
WHY STUDY EARTH SCIENCE?

• Earth science studies are critically important to modern society.

• An understanding of the rocks and minerals that make up the solid earth, and how these materials interact with the atmosphere, the world water supply, and living organisms provides the foundation for all natural and environmental sciences.

• All of these factors are critical for understanding how the earth has changed in the past and how it may change in the future.
  • On a daily basis, humans utilize mineral and energy resources and require water for drinking, industrial purposes and crop irrigation.
  • Our lives are disrupted by natural disasters such as earthquakes, volcanic eruptions and landslides.
  • As communities, we grapple with the issues of environmental contamination and global climate change.
  • At a higher level we struggle to understand human origins and the origins of life on our planet, and we wonder about the possibility of life on other planets.
HTTPS://YOUTU.BE/J1CK8UX8W KY?LIST=PLASCCROF4APIZ5SJO5F4L54EZTQ3PRPAP
THE EARTH IS BIG!

• DIAMETER (POLE TO POLE) = 12,714 KM
• DIAMETER (EQUATOR) = 12,756 KM
• CIRCUMFERENCE (POLES) = 40,008 KM
• CIRCUMFERENCE (EQUATOR) = 40,075 KM
• MASS = 5.98 x 10^{27} GRAMS
• DENSITY = 5.52 G/CM$^3$
• DISTANCE TO THE SUN = 149,600,000KM
• RATE OF ROTATION = 23H, 56MIN
• RATE OF REVOLUTION = 365 DAYS, 6HRS, 9MIN
THE SCOPE OF EARTH SCIENCE:
EARTH SCIENCE INCLUDES...

SEC. 1.1

1. **Geology** – the study of the Earth

2. **Oceanography** – the study of the ocean

3. **Meteorology** – the study of the atmosphere and the processes that produce weather

4. **Astronomy** – the study of the Universe

5. **Environmental Science** – the study of the relationships of the natural world and the relationships between organisms and their environments.
SCIENCE IS WHAT SCIENTISTS DO

• SCIENCE IS A PROCESS OF OBSERVING AND STUDYING THINGS IN ORDER TO EXPLAIN OR UNDERSTAND OUR WORLD.

• THE TERM SCIENCE COMES FROM A GREEK WORD MEANING, “KNOWLEDGE GAINED THROUGH STUDY”.

• SCIENCE IS BOTH A PROCESS AND THE KNOWLEDGE THAT RESULTS FROM THAT PROCESS.
SCIENCE AS A PROCESS…

• SCIENCE IS A PROCESS THAT IS DEFINED BY THE SCIENTIFIC METHOD.

• THE SCIENTIFIC METHOD IS A SERIES OF STEPS THAT SCIENTISTS MUST TAKE WHEN ATTEMPTING TO EXPLAIN OR UNDERSTAND PHENOMENA.

• A PHENOMENON IS AN OBSERVABLE EVENT.
EXAMPLE OF A PHENOMENA...

- **AURORA BOREALIS**, also known as the Northern Lights

- **OCCURS WHEN THE SUN GIVES OFF HIGH-ENERGY CHARGED PARTICLES (IONS) THAT TRAVEL OUT INTO SPACE AT SPEEDS OF 300-1200 KM PER SECOND. A CLOUD OF SUCH PARTICLES IS CALLED A PLASMA.


- **WHEN THE PARTICLES COLLIDE WITH THE GASES IN THE IONOSPHERE THEY START TO GLOW, PRODUCING THE SPECTACLE THAT WE KNOW AS THE AURORAS, NORTHERN AND SOUTHERN.**
EXAMPLE OF A PHENOMENA…

• RED TIDES OR ALGAL BLOOM

• IS A NATURAL EVENT IN WHICH ESTUARINE, MARINE, OR FRESH WATER ALGAE ACCUMULATE RAPIDLY IN THE WATER COLUMN AND CAN CONVERT ENTIRE AREAS OF AN OCEAN OR BEACH INTO A BLOOD RED COLOR.

• THIS PHENOMENA IS CAUSED BY HIGH LEVELS OF PHYTOPLANKTON ACCUMULATING TO FORM DENSE, VISIBLE CLOUDS NEAR THE SURFACE OF THE WATER.

• WHILE SOME OF THESE CAN BE RELATIVELY HARMLESS, OTHERS CAN BE HARBINGERS OF DEADLY TOXINS THAT CAUSE THE DEATHS OF FISH, BIRDS AND MARINE MAMMALS. IN SOME CASES, EVEN HUMANS HAVE BEEN HARMED BY RED TIDES THOUGH NO HUMAN EXPOSURE ARE KNOWN TO HAVE BEEN FATAL.
SIR ISAAC NEWTON ONCE SAID...

"IF I HAVE SEEN FURTHER IT IS BY STANDING ON THE SHOULDERS OF GIANTS"

NO, HE DIDN'T MEAN IT LITERALLY!

HE MEANT THAT NEW OBSERVATIONS LEAD TO NEW DISCOVERIES, AND IN THIS WAY THE PROCESS OF SCIENCE CONTINUALLY BUILDS UPON PREVIOUS UNDERSTANDINGS, IMPROVING AND DEVELOPING SCIENTIFIC KNOWLEDGE.
WHAT IS TECHNOLOGY?

Technology is the use of scientific discoveries for practical purposes.

- We humans are not technology… but we depend on technology to survive.
- Almost everything outside of your body that you think of as essential to being human is a result of the application of scientific discoveries.
IS THIS TECHNOLOGY?
WHAT ABOUT THIS?
DOES SOMETHING HAVE TO BE “HIGH TECH” TO BE TECHNOLOGY?

ANYTHING THAT RESULTS FROM THE APPLICATION OF A SCIENTIFIC DISCOVERY IS TECHNOLOGY.

FOR EXAMPLE...

STONE TOOLS
✓ SOMEONE DISCOVERED THAT STRIKING ONE TYPE OF STONE WITH ANOTHER IN A CERTAIN WAY CAN PRODUCE SHARP EDGES TO CUT FOOD

AGRICULTURE
✓ SOMEONE DISCOVERED THAT WHEN THEY PUT SEEDS IN THE GROUND, PLANTS GROW UP OUT OF THE SAME SPOT
WOW, WE KNOW A LOT…
IS THERE REALLY THAT MUCH MORE SCIENCE
THAT NEEDS TO BE DONE?

AMAZINGLY, EACH NEW “ANSWER” POINTS THE WAY TO
NEW QUESTIONS…

AS LONG AS THERE ARE MORE QUESTIONS THAN ANSWERS,
THERE WILL BE WORK FOR SCIENTISTS TO DO.
What does biodiversity look like in our local marine and freshwater habitats, and how can young people help preserve the many animal species that live in and around Lake Casitas? In this three-month service-learning project, first and second graders created a *Kids’ Guide to Lake Casitas* to inform other children and the public about amphibians, birds, fish, mammals, and reptiles that inhabit the lake and its surrounding areas. The published guide was shared with families in our school community and distributed by the Rotary Club of Ojai West to visitors at Lake Casitas.
Kids of Casitas: Preserving Biodiversity at Lake Casitas

What does biodiversity look like in our local marine and freshwater habits, and how can young people help preserve the many animal species that live in and around Lake Casitas? In this three-month service-learning project, first and second graders created a *Kids’ Guide to Lake Casitas* to inform other children and the public about amphibians, birds, fish, mammals, and reptiles that inhabit the lake and its surrounding areas. The published guide was shared with families in our school community and distributed by the Rotary Club of Ojai West to visitors at Lake Casitas.

**DRIVING QUESTION**

This student-centered project was driven by the question, “How can we help preserve Ventura’s marine and freshwater habitats?” To launch the project, small-group “crews” of students from four 1st & 2nd grade classes examined and compared photographic examples of biodiversity from different habitats around the world. This activity piqued student interest and curiosity. Next, the Driving Question was introduced and unpacked in a series of lessons that deepened understanding of preservation, defined Ventura’s geographic location, and illustrated the broadstroke differences between marine and freshwater habitats.

Following these lessons, each of the four classes engaged in a deeper hands-on investigation of a unique water habitat in Ventura. My class elected to help preserve Lake Casitas while the other 3 classes each dedicated their efforts to preserve other local habitats: Ventura River, Ventura’s beaches, and the ocean.

**CREW NORMS**

After conducting pre-assessments about biodiversity at Lake Casitas, students were split into small group “crews” of 5 students to work and learn collaboratively throughout the project. We developed “crew norms” which became an integral part of daily learning to promote a growth mindset and facilitate the shared learning experience.

1. Push yourself to be a learner all day long
2. Ask questions
3. Take care of each other
4. Take risks
5. Be inclusive and collaborative
6. Make time for reflection
7. Express gratitude
8. Persevere through discomfort

Crew norms were consistently reviewed at the start of a lesson, used as a reference throughout the lesson, and reflected upon in crews at the conclusion of each lesson. The use of crew norms helped
promote a collaborative environment in which students could hold each other and themselves accountable for learning and producing high-quality work.

FIELD WORK

Field work experience at Lake Casitas was a critical component of the project. In addition to conducting research in books, periodicals, and online, students consulted local rangers and other professionals to collect information about animals at Lake Casitas. The opportunity to ask and answer questions face-to-face with experts was crucial for deepening the students’ understanding of biodiversity at Lake Casitas.

Each crew of 5 students was responsible for learning about a specific animal classification at Lake Casitas: amphibians, birds, fish, mammals, and reptiles. Before visiting the lake, students crafted specific questions about animals at Lake Casitas and sent letters to the experts who we would later meet at the lake.

We arranged a tour of the lake on a boat called “The Floating Classroom” which is operated by The Rotary Club of Ojai West. We planned a hike around the lake with rangers. During the field work, each child carried a clipboard with a note catcher and other graphic organizers to write, draw, and synthesize information that they collected. While on “The Floating Classroom,” students observed various species of birds, mule deer, and other animals and interviewed our docent, Captain Ed, about biodiversity at the lake. On land, rangers shared more information about local flora and fauna. They guided the class on a walking tour of the lake which concluded with a viewing of a bald eagle nest.

While interviewing a ranger, students discovered that there was no existing literature about biodiversity at Lake Casitas written specifically for young people. In this moment, it became clear that our class would be the ones to produce and publish a Kids’ Guide to Lake Casitas as a means to help preserve the lake.

COLLABORATIVE WRITING

With information collected from in-class research and field work experience at Lake Casitas, students collaboratively wrote and illustrated the Kids’ Guide to Lake Casitas. By observing professionally made guides and brochures, students helped develop a rubric for the writing, illustrations, and layout of our Kids’ Guide to Lake Casitas.

Each crew was responsible for writing two paragraphs and illustrating an animal for the guide. Students supported one another by giving and receiving meaningful feedback of each other’s writing and illustrations until we all felt that each crew had produced high-quality content to contribute to our publication.

A parent with experience in graphic design helped us design an attractive layout and hundreds of copies were printed. All first and second grade families received a copy. The rest were donated to The
Rotary Club of Ojai West to be shared with visitors at Lake Casitas.

ASSESSMENT
Finally, students completed formal assessments about biodiversity by writing and drawing comparisons of the diversity of life in different habitats and the many kinds of things that live in and around Lake Casitas. Teachers assessed letters, paragraphs, and other writing samples to evaluate each student’s command of capitalization, punctuation, and spelling.

Students felt proud in the end because they applied their newly-acquired writing skills and knowledge about animals to publish a professional-quality *Kids’ Guide to Lake Casitas* and help preserve biodiversity at Lake Casitas.

STANDARDS
2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

LS4.D. There are many different kinds of living things in any area, and they exist in different places on land and in water.

CCSS.ELA-LITERACY.L.2.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.W.2.5
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSS.ELA-LITERACY.W.2.6
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
KIDS’ GUIDE TO LAKE CASITAS FINAL PRODUCT

Front and back cover of the tri-folded Kids’ Guide to Lake Casitas

SAMPLE RUBRIC

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
</table>

Rubric for Kid’s Guide to Lake Casitas

Use this rubric to measure the quality of our Kid’s Guide to Lake Casitas.

<table>
<thead>
<tr>
<th>Words</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>![Thumb up]</td>
<td>![Thumb down]</td>
</tr>
</tbody>
</table>

- Information is written in paragraphs
- Information is NOT written in paragraphs
- Each paragraph or section has a title
- Some titles are missing
- All words are spelled correctly
- Some words are spelled incorrectly

Students helped develop a rubric for their writing, illustration, and layout.
Students worked collaboratively in crews. Each crew was responsible for investigating a specific animal classification.

HABITATS

Students studied different aspects of habitats and learned about biodiversity.

PRESERVATION VS. DESTRUCTION

Students sort examples of preservation and examples of destruction
Four different 1st & 2nd Grade classes dedicated their efforts to preserve a different marine or freshwater habitat. Ours was the only class to help preserve Lake Casitas.

CRAFTING QUESTIONS

Students crafted questions to ask experts about animals at Lake Casitas.
LETTER WRITING

Letters to Captain Ed

I can write a letter with my crew using transition words to ask about animals at Lake Casitas.

Directions:
1. Take turns reading your questions aloud to your crew.
2. Plan what each of you will write in your letters.
3. Write your letter and pause every few minutes to ask for help or offer help.

Transition Words:

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle / Addition</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>Also</td>
<td>Finally</td>
</tr>
<tr>
<td>First of all</td>
<td>Next</td>
<td>Lastly</td>
</tr>
<tr>
<td>To start</td>
<td>In addition</td>
<td>Most importantly</td>
</tr>
<tr>
<td></td>
<td>Equally important</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additionally</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moreover</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Furthermore</td>
<td></td>
</tr>
</tbody>
</table>

Students wrote letters to experts before meeting them during field work experiences.
FIELD WORK

Facts About Birds at Lake Casitas

I can write two facts that I learned about birds at Lake Casitas.

<table>
<thead>
<tr>
<th>Name</th>
<th>Animal Classification: Birds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fact:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students record their findings and confer with one another about what they learned

On The Floating Classroom with Captain Ed, and on a hike with a ranger
Students compiled and sorted the information they gathered to help them write paragraphs about animals at Lake Casitas.
GROUP WORK: WRITING PARAGRAPHS

I can write an paragraph that explains why Lake Casitas is important to humans and other animals.

<table>
<thead>
<tr>
<th>Why is Lake Casitas important to humans?</th>
<th>Why is Lake Casitas important to animals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students collaboratively wrote paragraphs for the Kids’ Guide to Lake Casitas. They refined their work by giving and receiving feedback throughout writing multiple drafts.</td>
<td></td>
</tr>
</tbody>
</table>

I can suggest one way to clarify our Kids’ Guide by adding to or changing the words.

<table>
<thead>
<tr>
<th>Crew 1</th>
<th>Crew 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ashley</td>
<td>• Graesyn</td>
</tr>
<tr>
<td>• Keaton</td>
<td>• Owen</td>
</tr>
<tr>
<td>• Emma</td>
<td>• Clemente</td>
</tr>
<tr>
<td>• Rose</td>
<td>• Devin</td>
</tr>
<tr>
<td>• Evan</td>
<td>• Luke</td>
</tr>
</tbody>
</table>

Proofreading Responsibilities
- Baja California Tree Frog
- General Information about Lake Casitas

Proofreading Responsibilities
- Turkey Vulture
- Where is Lake Casitas Located?
Students created illustrations and refined their work by giving and receiving feedback throughout drawing multiple drafts.
Students wrote thank you letters to the experts who helped us with our field work.
General Information about the lake

Lake Casitas is a manmade lake in California. It was built in 1959 and serves a lot of purposes. For example, it is a water source for Ventura. You can do fun things like hiking or camping. A lot of animals live there. There is a water park next to the lake called Casitas Water Adventure. Lake Casitas is a great place!

Where is Lake Casitas?

Lake Casitas is in Southern California. Ventura Charter School is Southeast of Lake Casitas. Lake Casitas is Northwest of Ventura. Ojai is Northeast of Lakes Casitas. Lake Casitas is near the Pacific Ocean.

Why is Lake Casitas so important to plants and animals?

Lake Casitas is important because animals and plants live there. People and animals drink the water at Lake Casitas. If the water level at Lake Casitas were to go down, all of the animals would have a hard time surviving. Most of the water that we use comes from Lake Casitas.
What people can do at the lake
Come visit Lake Casitas. It’s fun! You can go fishing, go on a boat, or go hiking. You can go camping too! You can go bird watching. Do you want to visit?

Baja California Tree Frog
A Baja California Tree Frog is an amphibian that lives around Lake Casitas. Adult Baja California Tree Frogs are 1 to 2 inches long from snout to vent. They are found on land and in water. Look for a Baja California Tree Frog on your next visit to Lake Casitas!

Mule Deer
Did you know that mule deer live at Lake Casitas? Mule deer eat grass. Mule deer fight for territory. Mule deer live by Lake Casitas and can swim in the water. Male mule deer have antlers. Look for Mule deer on your next visit to Lake Casitas.

Diamondback Rattlesnake
A diamondback rattlesnake lives on land at Lake Casitas. A diamondback rattlesnake is a venomous snake at Lake Casitas. A diamondback rattlesnake cannot swim. The diamond rattlesnake is special because its scales form a diamond pattern.

Turkey Vulture
A turkey vulture is a bird that lives at Lake Casitas. Turkey Vultures eat dead animals such as rats and bunnies. Turkey vultures vomit when they get scared. Look for a turkey vulture on your next visit to Lake Casitas.

Catfish
A catfish is a fish that lives in Lake Casitas. They are the biggest fish in Lake Casitas. Catfish have whiskers. Catfish have fins. Catfish eat little fish. Look for a catfish on your next visit to Lake Casitas.
HOW TO HELP PRESERVE LAKE CASITAS

You can save water. Pick up trash. Do not harm the animals. Do not feed the animals. Do not leave your campfire burning at night without being watched. Please do not swim in the lake. There are many more ways to help preserve Lake Casitas.

Every child helped with writing the Kids’ Guide to Lake Casitas and each child’s artwork was featured
Students between all four 1st & 2nd grade classes presented to their peers to share what they learned about biodiversity in different local marine and freshwater habitats. Student learning was evaluated by the quality of their products, their presentations, and assessments.
STANDARDS

2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

LS4.D. There are many different kinds of living things in any area, and they exist in different places on land and in water.

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