

































Curriculum Documentation

Getting Everything We Need for the Preliminary Review

Creating the Checklist

Subject	Subject Overview	1st Unit Plan	2nd Unit Plan	Assessment
Arts				
Design				
Individuals & societies				
Language acquisition				
Language and literature				
Mathematics				
Physical and health education				
Sciences				

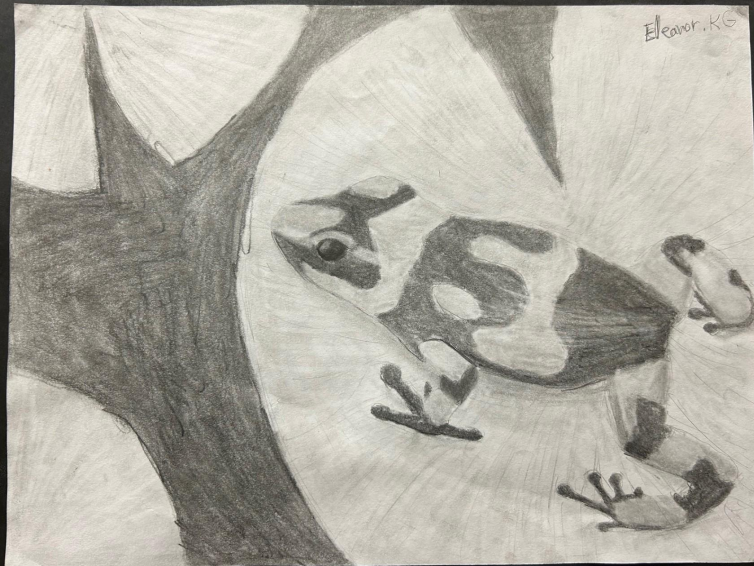
Principles for Preliminary Review

- **Celebrate successes**
- **Build off great work that is happening**
- **Get it done a ahead of time**
- **Review and be ready to review again**

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Arts



Criterion C: Creating/Performing

Achievement level	Level descriptor	Possible Characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. demonstrates limited skills and techniques through the creation of a pencil sketch.	Basic Undeveloped
3-4	The student: i. demonstrates satisfactory use of skills and techniques through the creation of a pencil sketch.	Adequate Reasonable
5-6	The student: i. demonstrates mostly effective use of skills and techniques through the creation of a pencil sketch.	Substantial Assured
7-8	The student: i. demonstrates consistently effective use of skills and techniques through the creation of a pencil sketch. <i>This is an incredibly well detailed drawing. Brilliant work!</i>	Honed Accomplished

Command Term	Definition
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.

Writing an Informative/Explanatory Reflection

Our District Assessment Glows and Grows

During our district assessment on March 9, 2024 I noticed many different things while playing. Some were very obvious and upfront problems that should be worked on and some very positive things that were upfront. Yet there were also some things that were a little less noticeable. I believe that as of our district assessment our band had many glows yet a few more grows that I want to now go over in this essay.

The first thing I want to go over is the structure and overall composure of our band. When listening to our pieces on the after recording during class I noticed that in one piece, that being March of the Freedom Fighters by Carol Britten Chambers, our parts were meant to have a fast pace with keeping together the band. Yet one thing I noticed at first was the speed of different instruments. For example in MTFF the Low Brass more specifically the Tuba and possibly Euphonium began to speed up on their Oom pa parts which caused a few break ups in the piece. Their speed up caused the trumpets to lose pace which was faint but noticeable while listening to the piece. The break of the trumpets then caused disorganization with the rest of the band as everyone was following either the trumpets or tubas. Even though later in the piece this was eventually fixed it was a scary experience as it might've never gotten together causing half the band to be on a different speed then the other and breaking apart to sound into two different halves. I believe that this is a problem that should be fixed as a band split together cannot properly play a piece together.

IBMYP Criterion D: Evaluating - Reflection Rubrics - 2022 Update

Symphonic Band (IB MYP Year 3)		
Achievement Level	Criterion D: EVALUATING	Possible characteristics
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student outlines some elements of their own performance in band. The student identifies some aspects of their development as a musician.	Incomplete Superficial
3-4	The student describes their own performance in band. The student outlines their development as a musician.	Adequate Reasonable
5-6	The student analyzes their own performance in band. The student describes their development as a musician.	Effective Considered
7-8	The student evaluates their own performance in band. The student analyzes their development as a musician. <i>Great reflection on your growth both individually and as part of the band.</i>	Thoughtful Thorough



For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Design

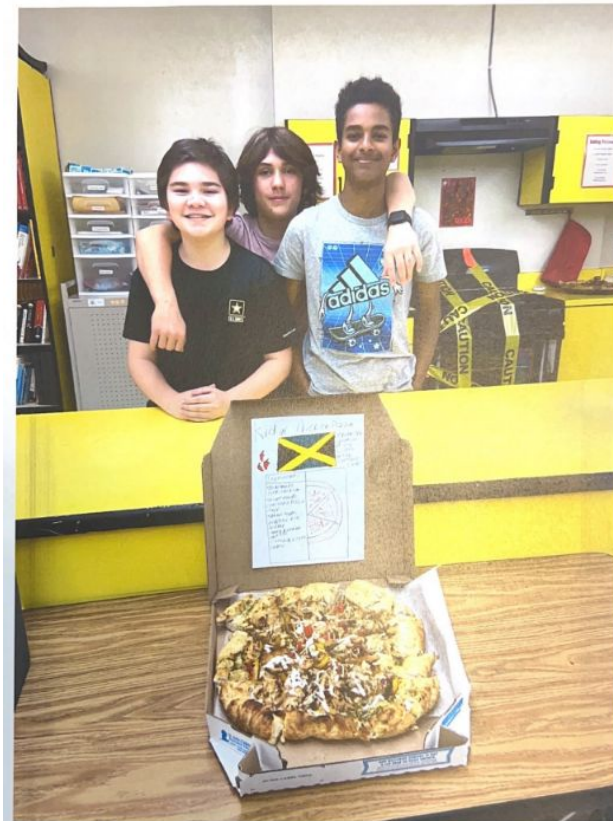
Criterion C: Creating the solution

Achievement level	Level descriptor
1-2	<p>i. demonstrates minimal technical skills when making an international pizza</p> <p>ii. creates an international pizza, which tastes poorly and is presented in an incomplete form.</p>
3-4	<p>i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create an international pizza</p> <p>ii. demonstrates satisfactory technical skills when making an international pizza</p> <p>iii. creates an international pizza which partially functions and is adequately presented</p>
5-6	<p>i. constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create an international pizza</p> <p>ii. demonstrates competent technical skills when making an international pizza</p> <p>iii. creates an international pizza, which functions as intended and is presented appropriately</p>
7-8	<p>i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create an international pizza</p> <p>ii. demonstrates excellent technical skills when making an international pizza</p> <p>iii. follows the plan to create an international pizza, which functions as intended and is presented appropriately</p> <p><i>The pizza had so much flavor and a crisp crust.</i></p>

Command Term	Definition
Create	Evolve from one's own thought or imagination, as a work or an invention.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Explain	Give a detailed account including reasons or causes (see also "Justify").
List	Give a sequence of brief answers with no explanation.
State	Give a specific name, value or other brief answer without explanation or calculation.

5/3/24, 1:52 PM

Mal - Bots, Heather - Outlook



<https://outlook.office.com/mail/rnbox/d5AAQAQGVzUyMjgyLTJhZGUwNDI2LTIxYmUzODRjMDRjODQAO0JyZT769Gh07Z2xvEKqMf3D/s...> 1/1

Assignment

We will create a prototype of an app that lets a user complete a task. We will:

1. Plan it, with a wireframe drawing (Criterion B)
2. Design it, with images, fonts, and color (Criterion B)
3. Program it, on app lab (Criterion C)
4. Evaluate, test, and revise it (Criterion D)

Expect to make revisions and improvements as you work [through](#) this project.

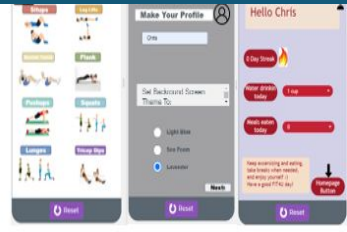
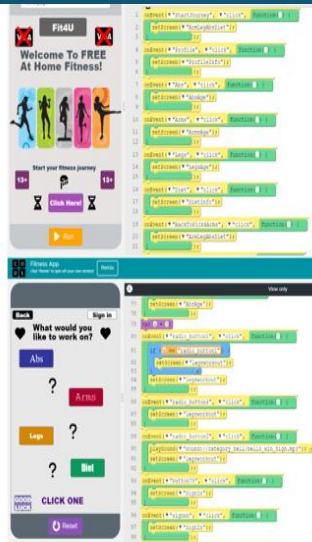
Your custom app must include at least:

- Three screens with different layouts
- Four images or icons
- Four events event.png
- One variable to hold data input by the user (like, a button click, a text input, a drop-down)
- One conditional statement that uses the variable to change the behavior of the app (like, shows different images, screens, or text, or changes colors or layout)
- Two sound effects

The user must be able to navigate through the app to do whatever it is you expect them to do AND navigate back to the starting page.

Sample Submission

<https://github.com/ericpaulby/fitnessApp>



Criterion B: Developing Ideas

- At the end of year 3, students should be able to:
- i. **develop** a design specification which outlines the success criteria for the design of a solution based on the data gathered
 - ii. present a range of feasible design ideas, which can be correctly interpreted by **others**
 - iii. present the chosen design and outline the reasons for its **validity**
 - iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Level descriptor
1-2	<ol style="list-style-type: none"> i. lists a few basic success criteria for the design of an app prototype ii. presents one design idea, which can be interpreted by others iii. creates incomplete planning wireframes
3-4	<ol style="list-style-type: none"> i. constructs a list of the success criteria for the design of a prototype ii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by others iii. outlines the main reasons for choosing the design with reference to the design specification iv. creates planning wireframes or lists requirements for the chosen app prototype

	<ol style="list-style-type: none"> i. develops accurate planning wireframes and lists requirements for the creation of the chosen app prototype. <p>Wireframe illustrates the plan. Explanations were conveyed verbally, but not annotated with the wireframe.</p>
7-8	<ol style="list-style-type: none"> i. develops a design specification which outlines the success criteria for the design of an app prototype based on the data collected ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification iv. develops accurate planning wireframes and outlines requirements for the creation of the chosen app prototype

Command Term	Definition
Develop	Improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Explain	Give a detailed account including reasons or causes (see also "Justify").
List	Give a sequence of brief answers with no explanation.
Outline	Give a brief account or summary.
Present	Offer for display, observation, participate or consideration.
State	Give a specific name, value or other brief answer without explanation or calculation.

Criterion C: Creating the solution

Achievement level	Level descriptor
1-2	<ol style="list-style-type: none"> i. demonstrates minimal technical skills when making the app prototype ii. creates the app prototype, which functions poorly and is presented in an incomplete form.
3-4	<ol style="list-style-type: none"> i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the prototype ii. demonstrates satisfactory technical skills when making the app prototype iii. creates the app prototype, which partially functions and is adequately assembled iv. outlines changes made to the chosen design or plan when making the solution.

5-6	<ol style="list-style-type: none"> i. constructs a wireframe, which considers time and resources, sufficient for peers to be able to follow to create the app prototype ii. demonstrates competent technical skills when making the app prototype iii. creates the app prototype, which functions as intended and is presented appropriately iv. outlines changes made to the chosen design and plan when making the solution.
7-8	<ol style="list-style-type: none"> i. constructs a logical wireframe, considering time and resources, sufficient for peers to be able to follow to create the app prototype ii. demonstrates excellent technical skills when making the app prototype iii. follows the plan to create the app prototype, which functions as intended and is presented appropriately iv. explains changes made to the chosen design and plan when making the solution. <p>Demonstrates mastery of the app development software. Verbally explained revisions made from plan to prototype.</p>

Command Term	Definition
Describe	Evolve from one's own thought or imagination, as a work or an invention.
Construct	Display information in a diagrammatic or logical form.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Explain	Give a detailed account including reasons or causes (see also "Justify").
Outline	Give a brief account or summary.

Criterion D: Evaluating

Achievement level	Level descriptor
1-2	<ol style="list-style-type: none"> i. describes a testing method which is used to measure the success of the app ii. states the intended usefulness of the app
3-4	<ol style="list-style-type: none"> i. describes a relevant testing method which generate data, to measure the success of the solution and inform improvements ii. explains the success of the solution against the design specification based on relevant product testing iii. lists how the app prototype could be improved iv. outlines the usefulness of the app for the client/target audience.

5-6	<ol style="list-style-type: none"> i. describes the success of the prototype against the wireframe on based on relevant product testing ii. outlines how the app prototype could be improved iii. describes the usefulness of the app for the client/target audience, with guidance.
7-8	<ol style="list-style-type: none"> i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution and inform improvements ii. explains the success of the prototype against the wireframe on authentic product testing iii. describes how the app prototype could be improved iv. describes the usefulness of the app for the client/target audience. <p>Thoughtful and reflective throughout the project. Excellent process for testing, reflecting, and revising the app based on user experience and technical limitations. Testing methods were not recorded.</p>

Command Term	Definition
Describe	Give a detailed account or picture of a situation, event, activity or process.
Explain	Give a detailed account including reasons or causes (see also "Justify").
Outline	Give a brief account or summary.
State	Give a specific name, value or other brief answer without explanation or calculation.

Overall Feedback and Scoring

Excellent work! appreciate the enthusiasm, curiosity, and self-direction demonstrated throughout the project.

- Criterion B - 6:** Wireframe illustrates the plan. Explanations were conveyed verbally, but not annotated with the wireframe.
- Criterion C - 8:** Demonstrated mastery of the app development software. Verbally explained revisions made from plan to prototype.
- Criterion D - 7:** Thoughtful and reflective throughout the project. Excellent process for testing, reflecting, and revising the app based on user experience and technical limitations. Testing methods were not recorded.

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Individuals and Societies (Social Studies)

Progressivism: Where Will You Put Your Million Dollars?



Overview: The year is 1900. Two years ago the United States won a "splendid little war" with Spain and is feeling quite good about itself. However, successes outside the country leave nagging problems within. What, for example, should be done about dirty meat packing plants, or young children working in the mines? A reform movement called Progressivism is taking shape to work on these and other problems. You want Progressivism to succeed and have some money to help the cause. This Mini-Q asks you to think about where you will put your money.

The Documents:

- Document A: Deforestation: John Muir (with map)
- Document B: Child Labor: Lewis Hine (with photo)
- Document C: Women's Suffrage: Jane Addams (with photo)
- Document D: Food Safety: Upton Sinclair (with photo)

A Mini Document Based Question (Mini-Q)

Dear Aunt Bessie,

When I visited you on your deathbed I felt saddened by seeing you in your poor condition. I thought of all the good charity work you have done and how it would be a loss for the whole world if you died. However, when you told me that you intend on giving me your remaining money for me to donate to three major problems of my choice I felt great happiness! I thought, "This woman never passes to amaze me, even on her deathbed she still continues her work of philanthropy!" Thank you for giving me a chance to help the world. The moment I got home to work trying to figure out what to donate to. If you remember, in yesterday's paper they mentioned this time era being the Progressive Era. The Progressive Era started around 1900, this era is dedicated to solving our social, political, and economic issues. I've narrowed it down and in order to do the most good for the community I'm donating \$600,000 to Child Labor, \$300,000 to Meat Packaging, and \$100,000 to Deforestation. Change must occur and I can only hope that my donations to these causes will prove to be beneficial.

The Progressive Era issue that I will donate the \$600,000 to is the depressing child labor issue. This issue must be solved, these children are suffering and do not deserve to be forced into these low-quality workplaces. According to Document B, the boys working hard and nonstop some with no choice, the air in their workplace is contaminated, it penetrates their lungs for long periods of time, causing them to nonstop cough. This is only a small piece of information that backs up my opinion of these being low-quality workplaces in need of funding. It is also mentioned in Document B that a 15 year old coal mine worker died from being smothered to death, the saddest part is that this is not an uncommon occurrence in these awful mines. These children deserve to receive an education and they should try and pursue a bright future to help the world. They don't deserve to be condemned to these awful lives working in awful conditions. The money I am donating might be used to go against companies that exploit children or donate to less fortunate families that depend on their child's work, basically give them money for food, shelter, and education. Child labor is an issue that must be solved, thus I'm donating \$600,000 to this help solve cause, and I can only hope this will help prevent children of future generations from suffering from child labor.

Secondly, the Progressive Era issue that I will donate \$300,000 to is the grotesque meat packaging issue. This issue must be solved because the way that the meat packaging facilities are working is disgusting. As seen in Document D, in these meat packaging facilities it would be too dark to properly see while in the storage rooms, and you could drag your hand on one of the meat piles and your hand could sweep off revolting amounts of dust and rat droppings. This tells us what is on the meat that we are given to eat. The hard earned money of people are spent on purchasing these unsanitary food products. It's also said in Document D that the workers would shovel the meat into their carts and not even care if they might've shoveled a dead rat in with the meat. "She cannot even secure untainted meat for her household... unless the meat has been inspected my city officials." (Doc C). A similarity between another issue, woman suffrage, and meat packaging is the importance of being able to vote on someone who will create laws to demand sanitary rules. We cannot let the US citizens live off of these products from these unclean places, we must fund money in order to establish laws against this, and to create more sanitary meat packaging work-places. Hopefully this will help everyone get untainted meat and prevent more deaths from the diseases that come from this gross issue. These meat packaging facilities are unsanitary, and I'm giving \$300,000 to this cause so that laws will be passed in order to prevent these unsettling issues.

Finally, the third Progressive Era issue that I am planning on donating a total of \$100,000 to is the deforestation issue. It would be beneficial to solve this issue because it would help the earth and it would help future generations in quality of life on earth. We depend on trees, every living thing on earth does, without them, everything would go wrong. As seen in Document A, the map shows the huge decrease of trees in the USA, we went from have a substantial amount of trees to having an alarmingly low amount. This map shows a huge issue in the USA. The author of Document A also phrases this situation in a specific way, he says "God

Awesome things I noticed -

- You cited all four documents - not just the three related to the reforms you picked
- You identified and explained connections between the documents.
- All your arguments were well thought out and explained in detail.
- You explained how solving the problem would impact society and what would happen if the problem was not solved.

has cared for these trees, saved them from drought, disease, avalanches, and a thousand straining, le tempests and floods; but He cannot save them from fools- Only Uncle Sam can do that." The meaning message is to tell us that if we give money to the government in order to help with the deforestation is could do some good by passing laws or creating facilities that work to keep these trees alive. The gov can do so much with the money to help deforestation, hopefully future generations will not be troubled. These reasons is why I have decided to give \$100,000 to the deforestation cause.

Once again, Thank you so much Aunt Bessie for bequeathing me this money for me to donate problematic issues in the US that the progressive era is trying to solve. As previously stated, in order to most good I am donating \$600,000 to Child labor, \$300,000 to Meat packaging, and \$100,000 to Defo. All of the issues in the Progressive Era are important to solve, Women suffrage (Doc C), Meat Packag D), Deforestation (Doc A), and Child labor (Doc B). All of these connect through the need of beneficial the community needed to be passed, or facilities needed to be created. Donating to these issues will h future generations, and in the future hopefully the children of later generations will have opportunities, be untainted, and the forests will be plentiful.

Criterion D: Thinking critically

Achievement level	Level descriptor
1-2	<ul style="list-style-type: none"> i. discusses the Progressive Era to a <u>limited extent</u> ii. <u>rarely</u> explains why each progressive reform should receive <u>money</u> iii. <u>Identifies limited</u> ideas from any <u>source</u> iv. <u>Identifies that problems</u> existed
3-4	<ul style="list-style-type: none"> i. identifies <u>some</u> information about the progressive <u>era</u> ii. Uses <u>some</u> detail for why each progressive reform should receive <u>money</u> iii. <u>Identifies one</u> primary or secondary <u>source</u> iv. <u>Identifies some</u> examples of the problems and their <u>implications</u>
5-6	<ul style="list-style-type: none"> i. <u>Identifies the</u> history of the progressive era and the three chosen <u>reforms</u> ii. gives <u>sufficient</u> justification for why each progressive reform should receive <u>money</u> iii. <u>Identifies and uses a range</u> of primary and secondary sources - using three <u>documents</u> iv. <u>Identifies how</u> solving or not solving <u>most</u> of the problems could impact society
7-8	<ul style="list-style-type: none"> i. identifies <u>in detail</u> the history of the progressive era and the three chosen <u>reforms</u> ii. gives <u>detailed</u> justification for why each progressive reform should receive <u>money</u> iii. <u>consistently identifies and analyzes a range</u> of primary and secondary sources - using four <u>documents</u> iv. <u>consistently identifies</u> how solving or not solving these problems could impact society

8/8 Maggie - great job! I can tell you worked really hard through this entire process

Virginia Law Summative
Due: DECEMBER 20, 2023
Criterion B, C, D

Criterion C: Communicating				
8	7	6	5	4
<p>i. Communicates information and ideas in a style that is completely appropriate for the Virginia Law Summative.</p> <p>ii. Structures information and ideas completely for the Virginia Law Summative.</p>	<p>i. Communicates information and ideas in a style that is mostly appropriate for the Virginia Law Summative.</p> <p>ii. Study structures information and ideas for the Virginia Law Summative.</p>	<p>i. Communicates information and ideas in a way that is appropriate for the Virginia Law Summative.</p> <p>ii. Organizes information and ideas in a limited way for the Virginia Law Summative.</p>	<p>i. Communicates information and ideas in a style that is not always clear for the Virginia Law Summative.</p> <p>ii. Organizes information and ideas in a limited way for the Virginia Law Summative.</p>	

Now that you have **guyg** knowledge of the Elections, political parties, and campaign process you will select a project format from below:

RAEL = ROLE AUDIENCE FORMAT TYPE is a framework that gives you **choices** in how you want to demonstrate your understanding of **voting**, and **how selecting a candidate to support shapes our government at the state level**.

How will you do this?

1. Research a bill that is currently being considered by the General Assembly (legislative body in VA) ([List of Bills](#)) ([Virginia General Assembly Data Base](#)). Select the bill that interests you.
2. What questions should citizens be considering about this bill?
3. Complete the **planning document** (THIS IS CRITERION B) ([Explanation of table](#))
4. You selected the **format** that you would like to use to communicate your understanding of the purpose of the **bill**.
5. You will be creating these on your own for individual credit, but you may recruit help for the production of podcasts, news broadcasts, and play to be extra characters if desired.

<p>You are an AUTHOR and you will WRITE a CHILDREN'S BOOK aimed at 5th GRADERS. Explain the PROPOSED BILL. Must read the book to the class, and include pictures.</p>	<p>You are a PLAYWRIGHT and you will CREATE A PLAY that the 5th GRADERS Drama program could perform. EXPLAINING THE PROPOSED BILL. Must be recorded.</p>	<p>You are a NEWS REPORTER/ANCHOR and you will create a NEWS REPORT where you EXPLAIN THE PROPOSED BILL. Must be recorded to play for class. (Could submit to NPR's nationwide competition)</p>	<p>You are a PODCASTER and you will create a PODCAST EXPLAINING THE PROPOSED BILL. Must be recorded to play for class. (Could submit to NPR's nationwide competition)</p>
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You must include the following in your product.

1. Explanation of the proposed bill and what its impact would be.
2. Explanation of both the pro and anti viewpoints of this bill.
3. Discussion of the questions citizens should be asking about this bill.
4. Share if you are for or against this bill with major points.
5. Did you remember to edit your work? Editing means making sure your writing makes sense, your sentences start with capital letters and end with periods. Proper nouns are capitalized. Editing is active! (Criterion C)

February 7, 2024

Senator Barbara Favola,
1000 Bank Street
Room 316
Richmond, VA 23219

Dear, Senator Favola,

I am Elyiyah a 12 year old seventh grade civics and economics student at Thomas Jefferson middle school in Arlington County, VA

Thank you for taking the time to listen to my concern about Bill HB 155 Firearms locking device; required for sale or transfer of firearms. This bill will go towards protecting students of all ages from school shootings by making it harder for people to buy assault weapons and making tough penalties for sellers of firearms. All kids in Virginia go to school and by making this bill happen we can protect every single one of them from these guns made for the battlefield, designed to kill as many people as quickly as possible. We should be more concerned about our next generation that we are hurting by not doing anything about school shootings.

I am concerned about the sale of assault weapons/firearms because Everytown USA states "Researchers estimate that if the federal law prohibiting assault weapons and high-capacity magazines had been in effect from 2005 through 2019, it would have prevented 30 mass shootings that resulted in 1,478 people being shot and killed or wounded." Everytown USA believes that we need "common sense laws" and implement policies that will save lives. Statista.com states that "Since 1982, there has been a known total 65 mass shootings involving rifles, mostly semi-automatic." They also say "semi-automatic rifles were featured in four of the five deadliest mass shootings, being used in the Orlando nightclub massacre, Sandy Hook Elementary massacre and Texas First Baptist Church massacre."

Guns are not the only problem that I want to talk about. Bill HB 2 says the bill prohibits the sale of a large capacity ammunition feeding device, as that term is defined in the bill. Which means that high capacity magazines are prohibited. I support this bill because according to Everytown USA "high capacity magazines led to more than twice as many people killed, and nearly 10 times as many people wounded per incident on average." Congress passed a law generally prohibiting high capacity magazines in 1994 but in 2004 that prohibition expired. As a result a 2021 study found that the federal prohibition on assault weapons and high-capacity magazines was associated with a significant decrease in public mass shootings and related casualties, preventing at least 11 public mass shootings during the 10 years it was in effect. The researchers also estimated that had the law remained in effect from 2005 through 2019, it would have prevented 21 mass shootings that resulted in the death of 339 people and wounded 1,139 more.(Everytown USA). High-capacity magazines can hold as many as 100-rounds which

means the more rounds a shooter can fire without reloading, the more wounds they can inflict, the more lives are at stake.

Thank you for taking the time to read this letter. I hope that you will take this letter into consideration when these bills reach the senate and vote for them. Something needs to be done about guns that are put for the battlefield and to kill as many people as possible. Students, teachers and parents are put in danger every day. We can't allow gun violence to continue to take a physical and mental toll on schools. Help end gun violence.

Again thank you for taking the time to read this letter.

Please address your reply to Civics 7 CLT at Jefferson Middle School, 125 S. Old Glebe Rd., Arlington, VA 22204.

Sincerely, Elyiyah

Rubrics B, C, and D

Criterion B: Investigating	
Achievement level	Level descriptor
1-2	<p>i. Identifies a research question that is clear, focused and relevant by selecting a topic for the Taking Action Letter</p> <p>ii. Formulates a limited action plan or does not follow a plan on the topic for the Taking Action Letter</p> <p>iii. collects and records limited or sometimes irrelevant information by starting the outline for the Taking Action Letter</p> <p>iv. with guidance, reflects on the research process and results in a limited way by completing the Taking Action Reflection</p>
3-4	<p>i. formulates/chooses a research question that is clear and focused and describes its relevance by selecting a topic for the Taking Action Letter</p> <p>ii. Formulates and occasionally follows a partial action plan to investigate a research question by partially completing the Taking Action Outline</p> <p>iii. uses a method(s) to collect and record some relevant information by partially completing the Taking Action Outline</p> <p>iv. with guidance, reflects on the research process and results by completing the Taking Action Reflection</p>
5-6	<p>i. formulates/chooses a clear and focused research question and describes its relevance in detail by selecting a topic for the Taking Action Letter</p> <p>ii. Formulates and mostly follows a thoroughly developed action plan to investigate a research question by mostly completing the Taking Action Outline</p> <p>iii. uses methods to collect and record appropriate relevant information by completing the outline for the Taking Action Letter</p> <p>iv. with guidance, evaluates on the research process and results by completing the Taking Action Reflection</p>
7-8	<p>i. formulates/chooses a clear and focused research question and explains its relevance by selecting a topic for the Taking Action Letter</p> <p>ii. Formulates and effectively follows a consistent action plan to investigate a research question by thoroughly completing the Taking Action Outline</p> <p>iii. uses methods to collect and record appropriate and varied relevant information by thoroughly completing the outline for the Taking Action Letter</p> <p>iv. with guidance, provides a detailed evaluation of the research process and results by completing the Taking Action Reflection</p>

Criterion C: Communicating

Achievement level	Level descriptor
1-2	<p>i. communicates information and ideas in a way that is not always appropriate to the audience and purpose by completing the Taking Action Letter in a limited way</p> <p>ii. organizes information and ideas in a limited way by completing the Taking Action letter in a limited way</p> <p>iii. lists sources of information inconsistently by inconsistently citing resources in the Taking Action Letter</p>
3-4	<p>i. communicates information and ideas in a way that is somewhat appropriate to the audience and purpose by completing the Taking Action Letter in a somewhat appropriate way</p> <p>ii. creates an adequate reference list and sometimes cites sources by sometimes citing information in the Taking Action Letter</p>
5-6	<p>i. communicates information and ideas in a way that is mostly appropriate to the audience and purpose by completing the Taking Action letter in a mostly appropriate way</p> <p>ii. mostly structures information and ideas according to the task instructions by completing the Taking Action Letter in a mostly appropriate way</p> <p>iii. creates an adequate reference list and usually cites sources by usually citing the information in the Taking Action Letter</p>
7-8	<p>i. communicates information and ideas in a way that is completely appropriate to the audience and purpose by completing the Taking Action letter in a completely appropriate way</p> <p>ii. structures information and ideas completely according to the task instructions by completing the Taking Action Letter in a completely appropriate way</p> <p>iii. creates a complete reference list and always cites sources by always citing sources in the Taking Action Letter</p>

Criterion D: Thinking critically

Achievement level	Level descriptor
1-2	<p>i. begins to analyze concepts, issues, models, visual representation and/or theories in a limited way by analyzing issues in a limited way in the Taking Action Letter</p> <p>ii. begins to identify connections between information to make simple arguments by making simple arguments in the Taking Action Letter</p>
	<p>i. completes a simple analysis of concepts, issues, models, visual representation and/or</p>

3-4	<p>theories by analyzing issues in a simple way in the Taking Action Letter</p> <p>ii. summarizes information to make some adequate arguments by making adequate arguments in the Taking Action Letter</p>
5-6	<p>i. completes a cuttable analysis of concepts, issues, models, visual representation and/or theories by analyzing issues in a subtle way in the Taking Action Letter</p> <p>ii. summarizes information to support to make usually valid arguments by making valid arguments in the Taking Action Letter</p>
7-8	<p>i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories by completing a detailed analysis in the Taking Action Letter</p> <p>ii. summarizes information to make adequate arguments by making a consistent argument in the Taking Action Letter</p>

Comments -

Elyiyah - you chose to focus on HB 155 and HB 2 two bills that are attempting to reduce the harms that guns cause to the general public. You are concerned about school children, and you cite Everytown USA to support your thinking. You asked Senator Favola to **sign, support** and vote yes on the bills when they reach the Senate. You highlight the dangers of not having a locking mechanism on guns and why people should not have access to high capacity magazines. Your argument is well constructed and well organized!

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Language Acquisition (World Languages)

Spanish I - Writing Performance Directions

Nuestra Historia | **Unidad 4: Navigando el mundo digital** | **Evaluación de Ciudad 1** | **A escribir**

I escribo

Write a profile in Spanish about yourself that could be used for a digital platform.

Write a profile in Spanish about another person (real or imaginary) that could be used on a digital platform.

Performance Assessment: **IB Writing Criteria D** Nombre: Marta Shalovska Date: 25/4/24 Clase: 4

Hola, Me llamo Marta. Ya tengo diez años y vivo en Arlington, Virginia. Soy de Kyiv, Ucrania. Soy amable, divertida y trabajadora. Soy tímida y soy matrotes y soy alta. Soy atlética, pero a veces soy muy perezosa. Mi deporte favorito es esgrimar. Yo esgrimo a fencing Sports Academy en Fairfax, Virginia. Pero es muy divertido. A veces ya voy a entrenar por mucho tiempo. Yo tengo muchas otras cosas que me gustan. Me gusta cantar, bailar, cocinar, tomar muchas fotografías, leer, dormir y escuchar a mi favorita música. Mis favoritos artistas son Jhorrah y The Crane Blues. Ellos música es muy diferente pero me encanta su (their)

ambos
ejemplos

¡Me encanta como usas una variedad de vocabulario!

¡Fantástico!

Language Acquisition Emergent (Phases 1-2) - Criterion D: Writing	
Achievement level	Level descriptor
1-2	<p>L1 uses a limited range of clothing vocabulary</p> <p>L2 uses a limited range of grammatical structures with many errors which often hinder communication</p> <p>L3 produces some information in a partially-recognizable letter format using some basic cohesive devices</p> <p>L4 communicates limited relevant information with some sense of audience and purpose to suit the context</p>
3-4	<p>L1 uses a basic range of clothing vocabulary, relying on cognates</p> <p>L2 uses a basic range of grammatical structures with some errors which sometimes hinder communication</p> <p>L3 organizes information in a recognizable letter format using a range of basic cohesive devices</p> <p>L4 communicates some relevant information with some sense of audience and purpose to suit the context</p>
5-6	<p>L1 uses a range of clothing vocabulary</p> <p>L2 uses a range of grammatical structures with a few errors which do not hinder communication; letter format using simple and some complex cohesive devices</p> <p>L3 communicates most relevant information with a sense of audience and purpose to suit the context</p>
7-8	<p>L1 uses a wide range of clothing vocabulary</p> <p>L2 uses a wide range of grammatical structures generally accurately</p> <p>L3 organizes information in a clear format, effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices</p> <p>L4 communicates almost all the required information with a clear sense of audience and purpose to suit the context</p>

Modern Performance Assessment
Arabic, Chinese, French, German, Japanese, and Spanish

Proficiency Goal



Standards of Learning	Novice Mid	Novice High	Intermediate Low
	Present information using a variety of practical and familiar words, phrases and simple sentences.	Present information using many single sentences and connectors.	Present information using simple sentences and connectors.
9. Investigate (Investigate Products, Practices and Perspectives)	Identify typical products and practices related to familiar, everyday life in native and other cultures.	Identify similarities and differences among typical products and practices related to everyday life in native and other cultures.	Compare products and practices related to everyday life and personal interests or studies to help understand perspectives of native and other cultures.
10. Communicate (Communicate Appropriately, Engage and Behave)	Present in very familiar, transactional situations using practical or learned language and behaviors.	Present in very familiar situations using appropriate learned behaviors to show basic cultural awareness.	Present in familiar situations using appropriate learned behaviors and involving major social functions, recognizing the significance difference and among cultures.
11. Infer (Infer, Deduce, Explain, or Predict Intention)	Give simple inferences about very familiar topics.	Give simple inferences about familiar topics.	Infer on details and explain familiar and everyday topics.
12. Narrate (Narrate Life, Events or Experiences)	Provide simple details about self, interests and activities.	Provide details about general life, interests and activities.	Narrate about personal life, activities, events and experiences.
13. Support a Position (Express Opinions, Persuade or Argue)	Express likes and dislikes about familiar topics from native and other cultures.	Express preferences on familiar and everyday topics or topics of interest from native and other.	Express preferences and opinions with supporting reasons or evidence on familiar and personal.

	culture	express topics that relate and other cultures.
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Learning Targets

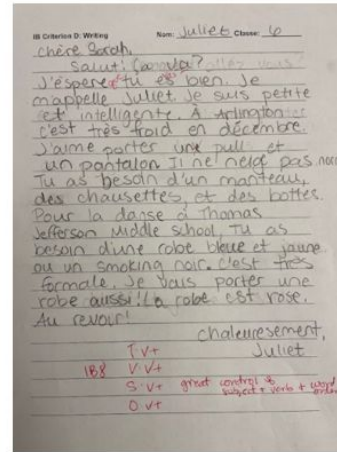
- I can provide details about shopping, prices, and clothes using simple phrases and sentences.
- I can describe colors, sizes, and fit of clothes.
- I can describe weather.
- I can write a message about clothing.
- I can express my preferences about clothing.

Scenario

You are a student hosting an international exchange student next winter vacation, in December, for two weeks. They want to know what clothing to bring. Write an email telling them what the weather is like and what to bring. Keep in mind that you are going to special gatherings and they need to bring some nice clothes. **In your email you might consider including:**

- Description of what the weather's like in Arlington, in December
- What clothes they need to bring (make sure to give enough clothes to last a week)
- A few examples of nicer clothes/outfits to bring to a special occasion

Include as much information as you can in the target language.



Language Acquisition Emergent (Phases 1-2) - Criterion D: Writing

Achievement level	Level descriptor
1-2	<p>L1 uses a limited range of clothing vocabulary.</p> <p>L2 uses a limited range of grammatical structures with many errors which often hinder communication.</p> <p>L3 presents some information in a partially-recognizable letter format using some basic cohesive devices.</p> <p>L4 communicates limited relevant information with some sense of audience and purpose to suit the context.</p>
3-4	<p>L1 uses a basic range of clothing vocabulary, relying on cognates.</p> <p>L2 uses a basic range of grammatical structures with some errors which sometimes hinder communication.</p> <p>L3 organizes information in a recognizable letter format using a range of basic cohesive devices.</p> <p>L4 communicates some relevant information with some sense of audience and purpose to suit the context.</p>
5-6	<p>L1 uses a range of clothing vocabulary.</p> <p>L2 uses a range of grammatical structures with a few errors which do not hinder communication. Letter format using simple and some complex cohesive devices.</p> <p>L3 communicates most relevant information with a sense of audience and purpose to suit the context.</p>
7-8	<p>L1 uses a wide range of clothing vocabulary.</p> <p>L2 uses a wide range of grammatical structures generally accurately.</p> <p>L3 organizes information in a letter format effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices.</p> <p>L4 communicates almost all the required information with a clear sense of audience and purpose to suit the context.</p>

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Language and Literature



One Pager

A one pager is a visual way to share key ideas and information from what you have learned.

When you create a one pager, you are trying to use both visual symbols and important words to clearly and concisely share the most important ideas.

One Pager format:

- Use a double-page spread in your notebook.
- Add your creative and artistic touches that represent your book.
- Be purposeful in the arrangement of your page. For example, think about your color choices and placement of objects.

You must:

- Place the title of your book and the author prominently on the page (they should be very easy to spot).
- Include an illustration that represents an important idea from your book.
- Include an important quote.
- Include 5 important facts from the book.
- Write a summary of the book.

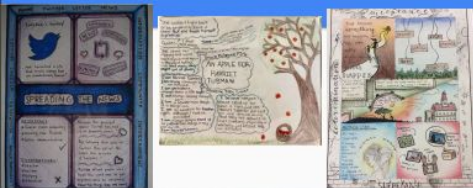
You may: (pick at least 2 of these)

- Make your own text feature for the book.
- Create a cause and effect chain for events in the book.
- Write a review of the book, explaining why you would or wouldn't recommend it. This should be about three sentences in length.
- Describe what future explorations you would like to do based on the book (what else you would like to learn about or connected to this topic).

Examples of other ways to arrange and add color (but these do not have the same requirements as yours):

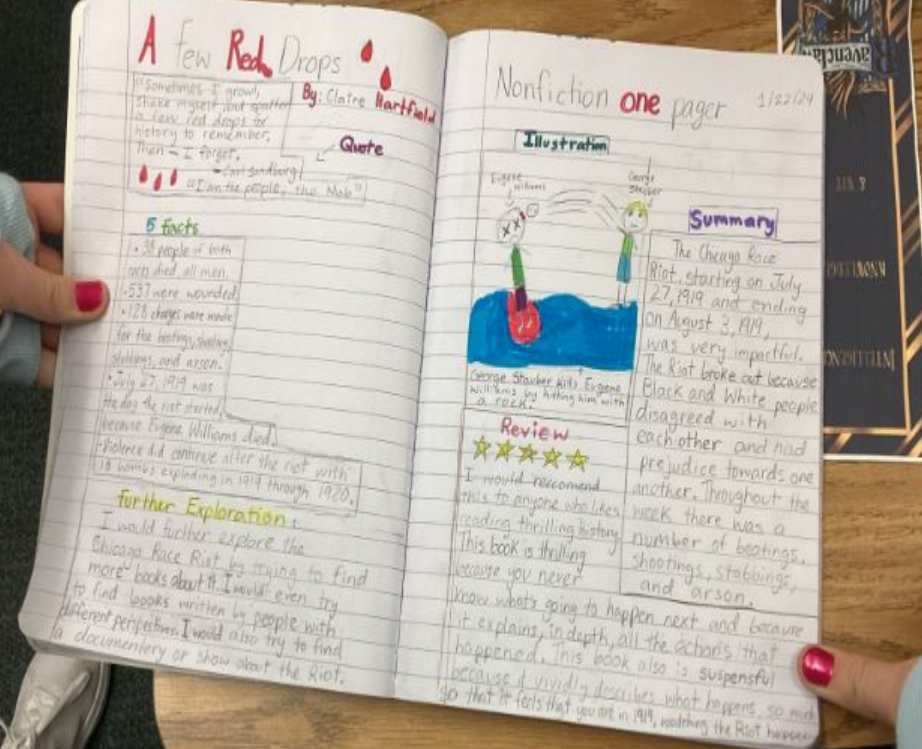


More examples:



Rubric

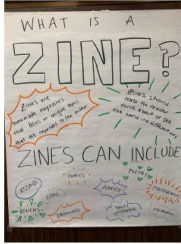
Criterion A: Analyzing (Thinking deeply)	1-2	3-4	5-6	7-8
Your page is incomplete. You could do better by including all required elements.	Your page does not show that you read your book carefully and thought about it. You provided basic information about the book (title, author, quote, etc.), but there was not a clear connection to the main idea. Some facts were random.	Your page shows that you read your book closely and thought deeply about it. You provided thoughtful information about the book with specific details that connect to the main idea.	Your page shows that you read your book and thought about it. You provided adequate information about the book with details that connect to the main idea.	Your page shows that you read your book closely and thought deeply about it. You provided insightful information about the book with specific details that connect to the main idea.
Some evidence of this is: - Specific details from the text. - Thoughtful explanations - Clear connections to the main idea				
Criterion B: Using Language (Grammar and spelling)	1-2	3-4	5-6	7-8
There were numerous errors in spelling and grammar.	You did not consistently write in complete sentences. You used correct capitalization and punctuation most of the time. Any errors did not affect understanding. There were several errors in spelling and grammar.	You wrote in complete sentences. You used correct capitalization and punctuation most of the time. Any errors did not affect understanding. There were very few errors in spelling or grammar.	You wrote in complete sentences. You used correct capitalization and punctuation most of the time. Any errors did not affect understanding. There were a few errors in spelling or grammar.	You wrote in complete and varied sentences. You used capitalization and punctuation with a high degree of accuracy. There are very few errors in spelling or grammar.
There were numerous errors in spelling and grammar.				



Criterion A: Analyzing (Thinking deeply)	1-2	3-4	5-6	7-8
Your page is incomplete. You could do better by including all required elements.	Your page does not show that you read your book carefully and thought about it. You provided basic information about the book (title, author, quote, etc.), but there was not a clear connection to the main idea. Some facts were random.	Your page shows that you read your book and thought about it. You provided adequate information about the book with details that connect to the main idea.	Your page shows that you read your book and thought about it. You provided adequate information about the book with details that connect to the main idea.	Your page shows that you read your book closely and thought deeply about it. You provided insightful information about the book with specific details that connect to the main idea.
Some evidence of this is: - Specific details from the text. - Thoughtful explanations - Clear connections to the main idea				
Criterion D: Using Language (Grammar and spelling)	1-2	3-4	5-6	7-8
There were numerous errors in spelling and grammar.	You did not consistently write in complete sentences. There were errors in capitalization and punctuation. The errors made it difficult to understand your meaning. There were several errors in spelling and grammar.	You wrote in complete sentences. You used correct capitalization and punctuation most of the time. Any errors did not affect understanding. There were a few errors in spelling or grammar.	You wrote in complete sentences. You used correct capitalization and punctuation most of the time. Any errors did not affect understanding. There were a few errors in spelling or grammar.	You wrote in complete and varied sentences. You used capitalization and punctuation with a high degree of accuracy. There are very few errors in spelling or grammar.
There were numerous errors in spelling and grammar.				

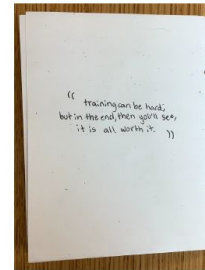
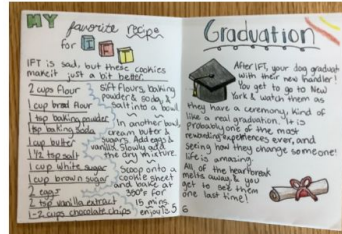
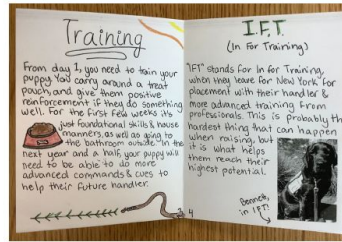
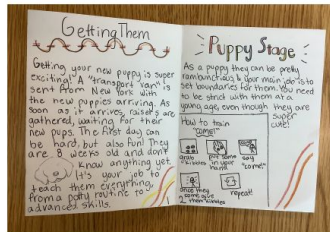
Great job including specific details from the text! Your summary includes the main idea and supporting details. Be sure to edit your work for spelling. Keep up the good work!

Task Directions:



- Your zine **MUST** have:
- Cover must include a title, image, color, and your name
 - An order that makes sense
 - 2+ text features per page
 - 3-7 sections, titled
 - Images, color, and 25+ words on each page
 - Text features emphasize, organize, and clarify ideas
 - No pencil, or inappropriate messages/material
 - Easily legible and proper spelling

Student Work:



Graded Rubric

Criterion B: Organizing

At the end of year 3, students should be able to:

- i. organize opinions and ideas in a coherent and logical manner

Achievement level	Level descriptor
0	The student does not create a zine.
1-2	The student: i. Doesn't organize the majority of the required total (3-6) genre sections. There is a minimal degree of coherence and logic that serves the artist's statement.
3-4	The student: i. Doesn't organize some of the required total (3-6) genre sections. There is some degree of coherence and logic that serves the artist's statement.
5-6	The student: i. Organizes all of the required total (3-6) genre sections in a coherent and logical manner that serves the artist's statement.

7.8	<p>The student:</p> <p>ii. Organizes all of the required total (3-6) genre sections effectively in a coherent, logical and sophisticated manner with ideas building on each other that serves the artist's statement.</p>
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Comments: Your zine is clearly written and organized. Your headings help clarify the sections to your reader. The zine is organized in a logical manner that takes you from the "Getting Them" stage of guide dogs, through the puppy and training stages, and ends with graduation. Excellent planning and execution, Kaya!

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Math

CRITERION B

Name Math 6 Student

Complete the table below. You can use a calculator to complete the table. Look for patterns and write a rule

Power	Expanded Form	Standard Form
10^1	10	10
10^2	10×10	100
10^3	$10 \times 10 \times 10$	1,000
10^4	$10 \times 10 \times 10 \times 10$	10,000
10^5	$10 \times 10 \times 10 \times 10 \times 10$	100,000
10^6	$10 \times 10 \times 10 \times 10 \times 10 \times 10$	1,000,000
10^7	$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	10,000,000
10^8	$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	100,000,000
10^9	$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	1,000,000,000
10^{10}	$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	10,000,000,000
10^{11}	$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	100,000,000,000
10^{12}	$10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10 \times 10$	1,000,000,000,000

What patterns do you notice?

The standard form will get multiplied by 10 each time.

B. Can you write a general rule (a rule that works every time) that relates exponents and a base of 10.

1. 10^8 would have 8 zeros after 1
2. multiply the previous standard form by ten

C. Use the pattern to determine the standard form of 10^{22} . Explain/show how you used your rule.

I added 22 zeros after 1
1000,000,000,000,000,000,000
1,000,000,000,000,000,000,000

D. What do you think 10^3 will equal?

Excellent job!!

Criterion B: Investigating patterns

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>i. apply, with teacher support, mathematical problem-solving techniques to recognize simple patterns about expanded and standard form of exponents with a base of 10</p> <p>ii. state predictions consistent with simple patterns with expanded and standard form of exponents with a base of 10</p>
3-4	<p>i. apply mathematical problem-solving techniques to recognize patterns about expanded and standard form of exponents</p> <p>ii. suggest how these patterns work with expanded and standard form of exponents with a base of 10</p>
5-6	<p>i. apply mathematical problem-solving techniques to recognize patterns about expanded and standard form of exponents with a base of 10</p> <p>ii. suggest relationships or general rules consistent with findings with expanded and standard form of exponents with a base of 10</p> <p>iii. verify whether patterns work for another example with expanded and standard form of exponents with a base of 10</p>
7-8	<p>i. select & apply mathematical problem-solving techniques to recognize correct patterns about expanded and standard form of exponents with a base of 10</p> <p>ii. describe patterns as relationships or general rules consistent with correct findings with expanded and standard form of exponents with a base of 10</p> <p>iii. verify whether patterns work for other examples with expanded and standard form of exponents with a base of 10</p>

Command Term	Definition
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Verify	Provide evidence that validates the result.

Live, Love, Laugh...Budget

Class: Ms. Christine Cio

This comprehensive project will be due on 10/22/24 and you will have an opportunity to ask technical questions. You may want to do some work at home as well. This project is designed to give you some insight on career, budgets, and how math plays a role in real life. This real life project is about the following:

- My overall career choice
- How to have affect money smart?
- Where the end how influence money smart?
- What do I want to do and how do I want to live in the future?

If you do not understand it is optional. I want you to research your plan after your math career.

Background Information

- National Economic Indicator that no more than 20% of your monthly earnings (take home) should be spent on housing.
 - Virginia: 15.2% **Virginia County Tax Rate: 0%**
 - Federal: 0.2% **0**
- Each state and locality has its own tax rates.
- You should allocate at least 10% of your earnings to savings.
- Most of your research can be led through **Internet**; you can use some of the following sites...
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov
 - www.bls.gov

Directions

- You will be asked to research on your career choice. Once you finalize your career, you need to identify the following items.
 - The name of the career? Neurologist
 - The average salary of the career? \$26,100 per year
 - How does your career influence your community? Neurologist help people with brain problems.
 - Are there colleges in VA that offer the education to train for that career? Yes, University of Virginia

2. Now, take the average salary of your career from your research and calculate the following. (Give your answer your budget allocated)

- How much would you make [gross per month] (divide salary by 12) \$2,175.00
- How much would you make [gross per year] (divide salary by 12) \$26,100.00
- How much would you make [gross per month] multiply by 12 \$26,100.00
- How much would you make [gross per year] multiply by 12 \$26,100.00

Cost of Living Section

3. Use the tax rates and proportional reasoning to identify the following. Calculate the following taxes based on your gross income only.

Federal Tax Amount: 0.2% \$5,340.00

Virginia Tax Amount: 6.2% \$1,625.70

Virginia Tax Amount: 6.2% \$1,625.70

Virginia County Tax Rate: 0% 0

Virginia County Tax Rate: 0% 0

Also budget for 5.0% of your gross being deducted to healthcare benefits (for medical, dental, and vision)

After taxes and healthcare benefits are deducted how much of tax you have left? \$1,549.30 **That is what you will have to budget.**

Working Budget

\$1,549.30

Monthly Income \$1,549.30

Monthly Expenses \$1,549.30

Monthly Savings \$1,549.30

Based on that budget, allocation if you can't live in Northern Virginia by researching the following, do not forget that no more than 20% of your budget should be spent on housing. First, figure out how much you can afford to use a percentage.

I feel that a Neurologist is a good career because a neurologist is a well paid job and interesting. I think my greatest asset in pursuing the career or job, some challenges I faced while budgeting was being stuck if my research and planning. Things I like my car and my apartment. My lifestyle could affect my budget because I still need to buy food, clothes and other necessities. My career as a neurologist does sustain my life because I get to be my own boss and my job pays me well. So if my budget is to live a middle class life, I can buy other things I want or need. I don't think this activity was very hard. Considering the fact that I'm free to choose what I want to do, I'm enjoying this and I'll continue to enjoy my money and career. Neurologist

Directions/Notes

Write or type a one-page reflection on what you have researched. Try in that one page to completely answer the following questions... You may email me at

- How do you feel about your career choice?
- Will the finances around your career choice affect your decision to pursue that career?
- What challenges did you face while budgeting?
- How could your lifestyle affect your budget?
- Does your career choice sustain your life style?
- Was this a worthwhile activity? Do you think you are too young to think about this ideal?

Handwritten Budget Summary

Monthly Income: \$1,549.30

Monthly Expenses: \$1,549.30

Monthly Savings: \$1,549.30

Annual Income: \$18,591.60

Annual Expenses: \$18,591.60

Annual Savings: \$18,591.60

4. With all the major items out of the way, let us begin to live. Each month you need to budget for the following basic expenses: rent, utilities, food, and transportation. You need to research and complete work on expenses page, notify to your calculator, subtract from previous budget before calculating on money spent.

Student loans: <u>\$10,000.00</u>	Current Budget: <u>\$10,000.00</u>
Utilities: <u>\$200.00</u>	Current Budget: <u>\$200.00</u>
Transportation/Bus: <u>\$100.00</u>	Current Budget: <u>\$100.00</u>
Gas for vehicle: <u>\$100.00</u>	Current Budget: <u>\$100.00</u>
Cell Phone/Bus: <u>\$100.00</u>	Current Budget: <u>\$100.00</u>
Car Insurance: <u>\$100.00</u>	Current Budget: <u>\$100.00</u>
Total Budget: <u>\$10,800.00</u>	

After all the math

1. What would you do with the remaining budget? How would you better yourself in your career?

I would put some money into savings and do whatever I can to get out of school as soon as possible.

Use Zillow.com or apartments.com to find a place to live in either the 2504, 22405, 22101, or a city of your choice. Once you have located a place, list the address and the cost of the rent per month. Your current working budget based upon you subtracting the monthly cost for rent.

Place: 775 Rowley St, Loud 770 \$2,400 Working Budget: \$1,149.30

You have a job, you have a place to live, now let's get some wheels. Using the working budget, you need to shop and purchase a car. The car you get has to be used and you can get your monthly car payment.

Options	Option A	Option B	Option C
Cost of vehicle	<u>7,200</u>	<u>52,150</u>	<u>26,400</u>
5.75% fee	<u>\$412.80</u>	<u>\$2,978.25</u>	<u>1,511.40</u>
Used Car, Cost + fee	<u>7,612.80</u>	<u>55,128.25</u>	<u>27,911.40</u>
Monthly payment on vehicle for 4 years (PMT Cost/Month)	<u>181.94</u>	<u>1,362.85</u>	<u>695.45</u>

Monthly Payment

\$181.94

\$1,362.85

\$695.45

Highlight in the table which you selected and then subtract from budget above to find current budget

Current Working Budget: \$9,700.00

Criterion C/D Live, Love, Laugh Budget Project

Assessment Level	Level Description
0	The student does not reach a standard described by any of the descriptors below.
1-2	<ul style="list-style-type: none"> Identify some relevant elements of authentic real-life situations about budgeting for life-related expenses. Apply mathematical strategies to find a solution to the authentic real-life situation, with limited success in calculating a budget and expenses. Is solution does not make sense in the context of creating a budget and accounting for expenses using proportional reasoning.
3-4	<ul style="list-style-type: none"> Identify the relevant elements of the authentic real-life situation about budgeting for life-related expenses. Select, with some success, adequate mathematical strategies to model the authentic real-life situation by calculating a budget and expenses using proportional reasoning. Is solution whether the solution makes sense in the context of creating a budget and accounting for expenses using proportional reasoning.
5-6	<ul style="list-style-type: none"> Identify the relevant elements of the authentic real-life situation about budgeting for life-related expenses. Select adequate mathematical strategies to model the authentic real-life situation by calculating a budget and expenses using proportional reasoning. Is describe whether the solution makes sense in the context of creating a budget and accounting for expenses using proportional reasoning. Identify the relevant elements of the authentic real-life situation about budgeting for life-related expenses. Select appropriate mathematical strategies to model the authentic real-life situation by calculating a budget and expenses using proportional reasoning. Is explain the degree of accuracy of the solution in the context creating a budget and accounting for expenses using proportional reasoning.

Thoughtful and detailed

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Physical and Health Education

Criterion A: Creating a Healthy Food Plate

Statement of Inquiry: Making appropriate choices and exercising positive communication and interactions promotes healthy relationships.

Your Task: You will use health information and vocabulary to create a healthy meal using the Food Plate and Go, Slow, Whoa strategies. Your goal is for your meal to be a healthy example for others to consider eating.

Strand 1: Describe health education factual, procedural, and conceptual knowledge.

1. Identify a healthy meal by naming a food that fits into each of the categories below. You should choose mostly GO foods with no more than 1 SLOW food and 0 WHOA foods.

- Protein: Chicken _____
- Grain: Toast _____
- Fruit: Apple _____
- Vegetable: Broccoli _____
- Dairy: Milk _____

2. Describe (give details about) what makes GO foods a healthier choice than SLOW or WHOA foods.

A GO food is healthier than a WHOA or SLOW food because they contain more nutrients, proteins and vitamins than most WHOA and SLOW Foods.

Strand 2: Apply health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations.

3. Your friend hates ALL vegetables. Describe (with details) a strategy s/he could use to still eat vegetables so s/he can eat a balanced meal.

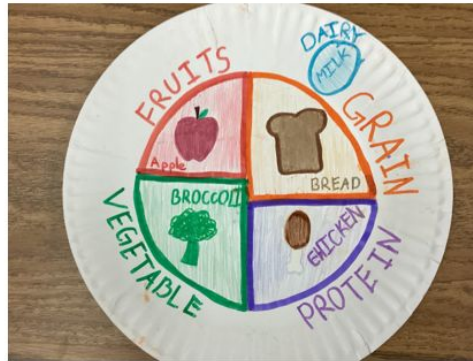
Maybe she could cook the vegetables to make them taste better or maybe add some spices.

Strand 3: Apply health terminology effectively to communicate understanding.

4. Use your answers from question 1 to create your Healthy Food Plate. Your plate should include:

- Divided sections for each food group (that match the Healthy Food Plate poster)
- Each section should be labeled and colored with the appropriate food group color. (see poster or link in the module my plate picture)
- Each section should include the name of the food item you chose and a drawing of the food.

Post a picture of your plate here



A: Knowing and Understanding				
0	1-2	3-4	5-6	7-8
The student does not reach a standard described.	i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge	i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge	i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health	i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to

to outline issues and suggest solutions to problems set in familiar situations ii. applies physical and health terminology to communicate understanding with limited success.	to describe issues and to solve problems set in familiar situations. ii. applies physical and health terminology to communicate understanding.	education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations ii. applies physical and health terminology consistently and effectively to communicate understanding.	explain issues and solve problems set in familiar and unfamiliar situations ii. applies physical and health terminology consistently and effectively to communicate understanding.
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i. describe physical and health education factual, procedural and conceptual knowledge

ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology effectively to communicate understanding.

Command Terms:

recalls - remember or recognize from prior learning experience

identifies provide an answer from a number of possibilities

outline give a brief account or summary

suggests propose a solution, hypothesis, or other possible answer

applies - uses knowledge and understanding in response to a given situation.

states- give a specific name or answer without explanation

describes- give a detailed account or picture of a situation, event, or process.

explains- give a detailed account including reasons or causes

solves- obtain the answer using appropriate methods.

****Teacher comment:** score: 8; Nice job making your food plate match the correct portion size and color based on the MyFood Plate. Your meal looks well rounded and yummy.

Names Vanjola, Alison, Elizabeth, Olivia, Sumi
(No more than 4 people to a group)

Period 5

7th grade Criterion C Applying & Performing 8/8

Phase	Challenge Description	Completed (sign your initials)
Phase 1	10 forearm passes (bumps) off of losses from a partner With proper technique. Ready position, knees bent, locked forearms	<u>new</u> O.E.M.S
Phase 2	10 sets off losses from a partner With proper technique. Ready position, wide fingers, elbows wide	<u>new</u> O.E. Sumi
Phase 3	7 continuous forearm passes (bumps) with a partner/group Ready position, knees bent	<u>new</u> Elizabeth
Phase 4	7 continuous sets with a partner/group With proper technique. Ready position, wide fingers, elbows wide	<u>new</u> Elizabeth
Phase 5	7 continuous forearm passes (bump) & sets mixed with one partner With proper technique. Ready position, wide fingers, elbows wide	<u>new</u> Elizabeth O.E. Sumi
Phase 6	7 continuous bumps & sets mixed with partners (in a mini triangle/square) With proper technique. Ready position, wide fingers, elbows wide	<u>new</u> Elizabeth O.E. Sumi
Phase 7	Underhand Serve to partner (Must complete 7 out of 10 before moving to phase 8) 10 from mid-court: <u>7</u> out of 10 10 from mid-court: <u>7</u> out of 10 10 from mid-court: <u>7</u> out of 10 10 from mid-court: <u>7</u> out of 10 Opposite foot forward, swing arm straight. Arm to target	<u>new</u> , O, E Sumi
Phase 8	Serves from back line to partner (Must complete 7 out of 10 servers correctly) 10 from back line: <u>7</u> out of 10 10 from back line: <u>7</u> out of 10 10 from back line: <u>7</u> out of 10 10 from back line: <u>7</u> out of 10 Opposite foot forward, swing arm straight. Arm to target	<u>new</u> , O, E Sumi

Well done ladies. Keep up the good work!

Criterion C: Applying and performing

Achievement level	Level descriptor
1-2	i. recalls and applies skills and techniques with limited success by completing only phase 1 or 2 on the assessment above ii. recalls and applies strategies and movement concepts with limited success by completing only phase 1 or 2 on the assessment above
3-4	i. demonstrates and applies skills and techniques with limited success by completing phases 1-3 or 4 phases on the assessment above ii. demonstrates and applies strategies and movement concepts with limited success by completing 1- 3 or 4 phases on the assessment above
5-6	i. demonstrates and applies skills and techniques with limited success by completing phases 1-5 or 6 on the assessment above ii. demonstrates and applies strategies and movement concepts by 1-5 or 6 on the assessment above
7-8	i. demonstrates and applies a range of skills and techniques by completing phases 1-7 or 8 on the above assessment ii. demonstrates and applies a range of strategies and movement concepts by completing phases 1-7 or 8

Command Term	Definition
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Identify	Recognize and state briefly a distinguishing fact or feature.
Outline	Give a brief account or summary.
State	Give a specific name, value or other brief answer without explanation or calculation.

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Sciences



Case Number: 06101267
 Researcher: Fiyameta Fentahun
 First Name Last Name

Diagnosis: The organelle that malfunctioned
 cell membrane organelle vacuole
 Golgi apparatus lysosome ribosome
 Mitochondrion endoplasmic reticulum

Diagnosis: What is the name of the disorder?
Mitochondrial Disease
 The disorder is Environmental
 The disorder is inherited

Diagnosis Summary: Explaination of why this organelle is the suspected organelle. What evidence do you have to support your diagnosis?

I believe that the organelle responsible for growth, development, the production of chemical energy for food, and heat generation is the mitochondria. Without this organelle, essential bodily functions would cease. This is why the individual experiences heat and cold intolerance, stunted height and weight growth, and the need for food every four hours. Issues with the Mitochondria can lead to heat and cold intolerance, stunted growth, and a frequent need for food. Mitochondrial dysfunction affects digestion and survival, often resulting in low height and weight percentiles. It's crucial for heat production, and its failure can cause hypothermia, explaining temperature fluctuations. The primary role of mitochondria is converting food oxygen into ATP for bodily functions. Our bodies depend on this type of energy and without we can experience severe damage as shown in the boy's record. Other organelles have distinct functions: Cell membrane for shape and control, Cytoplasm for organization, ER for protein and lipid processing, Golgi body for protein distribution, Lysosomes for waste breakdown, Vacuoles for storage, and Ribosomes for protein synthesis. All these organelles have one or two functions to take responsibility for, which differs from a Mitochondrion which has one main role that impacts other functions to sustain a proper human body.

Treatment Plan: What treatment plans are currently available or what can be done to alleviate the symptoms?

Mitochondrial disease is a group of genetic disorders that affect energy production by Mitochondria in cells. Mitochondrial disorders have no known cure, however, children specifically are more likely to do well when their symptoms are identified and treated promptly. To this date, the majority of treatments for mitochondrial disorders consist of vitamins and supplements. Generally, symptoms can be reduced by maintaining good overall health, such as paying close attention to nutrition, avoiding infections and dehydration, and exercising regularly. Exercise is one of the most effective ways to improve mitochondrial function, and can help to maintain strength and wellness in a child. Mitochondrial disease symptoms can appear at birth, but can also appear at any age. The symptoms of the same disease may differ from person to person and even from family member to family member, which means it can be hereditary. Mitochondrial disease treatment includes medications to reduce symptoms, such as medications to prevent seizures, vitamins or supplements, exercise or physical therapy (occupational or speech therapy), and/or helping with hearing aids.

Criterion A: Knowing and understanding

Achievement level	Level descriptor
1-2	<ul style="list-style-type: none"> 1. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations by justifying why the particular organelle's malfunction caused the symptoms and not another organelle 2. apply information to make judgments by relating the parts of a cell to the life functions they perform within the cell.
3-4	<ul style="list-style-type: none"> 1. apply scientific knowledge and understanding to solve problems set in familiar situations by justifying why the particular organelle's malfunction caused the symptoms and not another organelle. 2. apply information to make scientifically supported judgments by relating the parts of a cell to the life functions they perform within the cell.
5-6	<ul style="list-style-type: none"> 1. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations by justifying why the particular organelle's malfunction caused the symptoms and not another organelle. 2. interpret information to make scientifically supported judgments by relating the parts of a cell to the life functions they perform within the cell.
7-8	<ul style="list-style-type: none"> 1. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations by justifying why the CORRECT organelle's malfunction caused the symptoms and not another organelle. 2. analyze information to make scientifically supported judgments by relating the parts of a cell to the life functions they perform within the cell.

Command Term	Definition
Analyze	Break down in order to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
Apply	Use knowledge and understanding to respond to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also 'Use'.)
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Outline	Give a brief account or summary.
Recall	Remember or recognize from prior learning experiences.
Solve	Give a specific name, value or other brief answer without explanation or calculation.

Criterion D: Reflecting on the impacts of science

Achievement level	Level descriptor
1-2	<p>The student is able to, with limited success:</p> <ul style="list-style-type: none"> 1. state the ways in which science is used to address a specific problem or issue by 2. state the implications of using science to solve a specific problem or issue, identifying with a factor by reasonably stating the function of the correct malfunctioning organelle. 3. apply scientific language to communicate understanding by 4. document sources by citing a source
3-4	<ul style="list-style-type: none"> 1. state the ways in which science is used to address a specific problem or issue by 2. state the implications of using science to solve a specific problem or issue, identifying with a factor by 3. sometimes apply scientific language to communicate understanding by partially accurately stating the function of the correct malfunctioning organelle. 4. sometimes document sources correctly by citing at least 1 source in APA format.
5-6	<ul style="list-style-type: none"> 1. outline the ways in which science is used to address a specific problem or issue by 2. outline the implications of using science to solve a specific problem or issue, identifying with a factor by explaining how some of the parts of a cell work as a system to carry out the processes in the cell and the organelle 3. usually apply scientific language to communicate understanding clearly and precisely by accurately stating the function of the malfunctioning organelle. 4. usually document sources correctly by citing at least 2 sources in APA format.
7-8	<ul style="list-style-type: none"> 1. summarize the ways in which science is applied and used to address a specific problem or issue by stating at least two correct treatment plans 2. describe and summarize the implications of using science and its application to solve a specific problem or issue, identifying with a factor by explaining how the parts of a cell work as a system to carry out the processes in the cell and the organelle 3. consistently apply scientific language to communicate understanding clearly and precisely by accurately stating the function of the correct malfunctioning organelle. 4. document sources completely by citing at least 3 peer-reviewed sources in APA format.

Command Term	Definition
Apply	Use knowledge and understanding to respond to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also 'Use'.)
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Outline	Give a brief account or summary.
Solve	Give a specific name, value or other brief answer without explanation or calculation.

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**

Interdisciplinary

TJMS

Independent Project

MEGA PACKET OF SCIENCE



Name: Lana Tsulakize
 Grade: 8
 Period: 6

Step 1: Define the Problem

What do you want to learn in your experiment?

What is the density of these plastic pollution ends up in the ocean?

IN OTHER WORDS...

I want to study the effect of pollution on oceans

Step 2: Research

Write three research questions:

- Does it affect the animals in the ocean, but why?
- Will does plastic react with water?
- Will plastic sink or float?

*For EACH research question you must fill out a research worksheet

Independent Project Research Organizer #1

Research Question: Does it affect the animals in the ocean but why?

APA Citation:
www.org

What I Learned:

Marine Wildlife such as seals, fish, whales, fish and turtles mistake plastic waste for prey; most time due to starvation as their stomachs become filled with plastic. They also suffer from lacerations, infections, reduced ability to swim, and

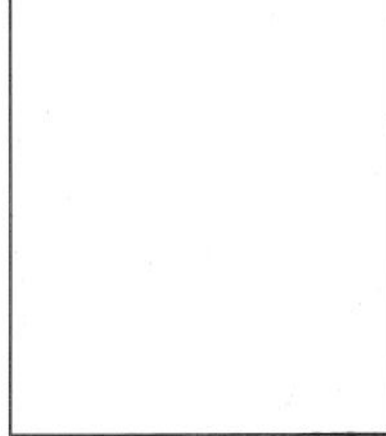
Independent Project Research Organizer #2

Research Question: Will does plastic react with water?

APA Citation:
quora.com

What I Learned:

Plastic in general is not soluble - it doesn't "mix" into water. Some plastics can release small quantities of substances like phthalates and bisphenol A (BPA) which are plasticizing agents, and classified as "endocrine disruptors." This is the way conserving food in plastic is bad idea.



Step 6: Draw a conclusion!

Was your hypothesis proved or disproved? How do you know?

It disproved because most of the plastic ends up in the shore not in the twilight zone

What would you do differently if you did the experiment again? Why?

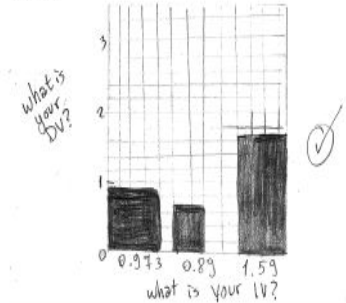
I would try different types of plastic

Using evidence from your data table and the answers from the above questions, write a conclusion paragraph of at least 3 sentences.

every typed plastic had different density and all kind of plastic damaging ocean so all of them goes to the sunlight zone but some of them close to the shore. but now I know that it ends up in the sunlight zone and close to the shore.

Wedge	0.316	1.69	0.455	0.89
Wedge	0.657	1.097	0.781	0.893

Graph:



What is your DV?

what is your IV?

Timeline				
Monday 12/18 (A day) Introduction day	Tuesday 12/19 (B day) Same as A day	Wednesday 12/20 (Anchor) Research day	WINTER BREAK No school 12/21-31	WINTER BREAK No school 12/21-31
Introduction to Independent Project (Student learn and choose topic Step 1 & 2)		- Finish Step 1-2 - Check in with teacher		
NEW YEARS DAY No School 1/1	Tuesday 1/2 (A day) Hypothesis / Experimental Design Day	Wednesday 1/3 (B day) Same as A	Thursday 1/4 (A day) Experiment Day	Friday 1/5 (B day) Same as A
	Step 3 and 4		- Step 5 and 6 - You will be conducting your experiment this day!	- Same as A - COMPLETED IPS - WORKBOOK DUE WED. JAN 10TH

Independent Project packet - Student Name: Lana T.

Criterion B: Inquiring and Designing	Criterion C: Processing and Evaluating
0 Steps 1-4 in the independent project packet are missing or more than 50% incomplete	0 Steps 1-6 in the independent project packet are missing or more than 50% incomplete
1-2 Steps 1-4 are at least 25% complete and student effort is apparent, despite a lack of scientific language and accuracy	1-2 Steps 3-6 are at least 50% complete and student effort is apparent, despite a lack of mean, graph, and/or detailed conclusion
3-4 Steps 1-4 are at least 75% complete and accurate. Student has described their experimental design with minimal scientific reasoning and language	3-4 Steps 3-6 are at least 90% complete and accurate. Student has recorded data, calculated mean, created a graph, and reflected on their experiment
5-6 Steps 1-4 are at least 95% complete and accurate. Student has described their experimental design using scientific reasoning and language. Constants, materials, and procedures are written in enough detail that a student unfamiliar with the design could conduct the experiment	5-6 Steps 1-6 are at least 95% complete and accurate. Student has recorded at least 3 trials of data and calculated the mean correctly. This data is recorded clearly and is transferred to a well-made graph. Student's conclusion uses data and shows an outside understanding of their results, including experimental error.

SOLAR ENERGY

By: Anar T

Shine Bright, Go Solar!

Eun Ead:
Solar energy
is the cheapest
energy.

BENEFITS OF SOLAR ENERGY:

- environmentally friendly
- renewable/inexhaustible
- lowers electricity bill
- low maintenance
- sunlight is everywhere
- efficient
- good investment

Clean Energy, Green Future ✓

Southwest and Central Asia Summative

Oil is highly valued in South Asia. It is a key resource for the region's economy. Oil is also used for power generation, transportation, and industry. Additionally, many countries in South Asia rely heavily on oil imports to meet their energy demands, making oil a critical component of their economies. However, South Asia's oil reserves are limited, and the region is increasingly turning to renewable energy sources.

Solar energy is a viable alternative to oil in South Asia. The region's abundant sunshine and high temperatures make it ideal for solar power. Investing in solar energy can reduce dependence on oil, lower electricity costs, and create jobs. Additionally, solar energy is a clean and sustainable source of power, contributing to a greener future.

Green Energy, Green Future

Name: Anar T Period: 7th Date: 4/29

Southwest and Central Asia Summative

Directions: After researching "black gold" and renewable energy sources you will create a poster about which renewable energy source this region should shift toward.

Your poster should:

1. **On the front**-Create a pitch for the type of renewable energy source that SWACA should shift towards.
2. **On the Back**-Write a two paragraph summary that explains how black gold has impacted the region and why your selected renewable energy source would be the best fit for the region.

Criterion D: Thinking critically

Achievement level	Level descriptor	How do I improve my grade?
1-2	i. begins to analyze the use of energy sources in SWACA ii. begins to identify connections between geographic features to make simple arguments about the use of energy sources in SWACA	<input type="checkbox"/> Complete your poster <input type="checkbox"/> Include a summary paragraph that responds to the required questions
3-4	i. completes a simple analysis of the use of energy sources in SWACA ii. summarizes geographic features to make some adequate arguments about the use of energy sources in SWACA	<input type="checkbox"/> Poster should include more detail related to the renewable resource selected. <input type="checkbox"/> Use of space on the poster needs to be strategically planned out <input type="checkbox"/> Summary paragraph should include more detail and evidence from the regional maps
5-6	i. completes a suitable analysis of the use of energy sources in SWACA ii. summarizes geographic features in order to make usually valid arguments about the use of energy sources in SWACA	<input type="checkbox"/> Poster needs to make a valid argument/include a campaign pitch that helps the viewer understand why the selected renewable energy resource is the best for the region. <input type="checkbox"/> Summary paragraph should include more detail and evidence from the regional maps
7-8	i. completes a detailed analysis of the use of energy sources in SWACA ii. summarizes geographic features to make consistent arguments about the use of energy sources in SWACA	<input type="checkbox"/> Overall great work! <input type="checkbox"/> Summary paragraph should address counterclaims

Excellent work!

Civics and Science Earth Day PSA Directions

You will use [Canva](#) and the information that you have collected about your campaign to create a PSA Public Service Announcement educating the public about the environmental concern you researched.

This color represents how you are being graded in Civics class

Your infographic must include:

1. The name of the campaign you researched-
2. Topic Description – Explain the environmental issues discussed in the video.
3. 4 - 5 Images, or video clips (CAN NOT use the ones on Canvas) about your campaign.

4. Policies and legislation: What solutions have been made to address this problem if any? If there are no solutions out yet, what do you propose? Use this website: [Congress.gov](#)

Change the drop-down carted from "current congress" to "legislation"
Make sure you include the policy number, name and brief description of the legislation!

5. Personal Thoughts: What are your thoughts and opinions on this topic? You must take a stance and explain your opinion. Why do you feel the way you do about the topic? Describe how people/citizens can impact and effect change (help solve the problem) in their community.

6. Key Vocabulary (4): List any new, significant vocabulary words that a friend of your poster will need in order to understand the issue on which you chose to do research.

The Problem

The climate emergency is getting worse. The Canopy Project works with global partners to reforest areas in dire need of rehabilitation, including areas with some of the world's communities most at risk from climate change and environmental degradation, including vital tree planting in the wake of environmental disasters. Besides creating oxygen, the trees also remove pollutant toxins from the air through a process called carbon sequestration.

Legislation

S. 958

This bill directs the President to declare a national emergency relating to climate change. Further, the President must ensure that the federal government invests in projects to mitigate the emergency like The Canopy Project and reduce greenhouse gas emissions. At least 40% of such investments must be for historically disadvantaged communities. In addition, the President must ensure that the federal government reinvests in existing public sector institutions to strategically mobilize such investments at the scale and pace required by the emergency.

My thoughts

I think the Canopy Project has immense benefits to our environment because trees strongly aid our water filtration, habitat restoration, carbon sequestration, etc.

How WE Can Help

The canopy project allows anybody to volunteer and includes community engagement and education to guarantee the trees planted last a multiple human lifetimes and can be a pillar of good that will last generations, which is important because a tree must live for at least 10-20 years to have a meaningful effect on the environment.

Earth Day Interdisciplinary Reflection

What did you learn from studying environmental problems in Science and Civics together?

The respondent's email (1019574@apsva.us) was recorded on submission of this form.

First Name *
Maeva

Last Name *
Gomes

Civics Teacher *
Dr Bruyn

Science Teacher *
Holland-Shufford

Criterion A: Evaluating *

How well did you:

- **Analyze** by explaining environmental problems
 - **Evaluate** by explaining the strengths of Science and Civics working together.
- 1-2 - Attempt to identify/state
- 3-4 - Partially by outlining
- 5-6 - By describing
- 7-8 - Fully by explaining

Criterion B: Synthesizing *

How well did you:

- **Create** a poster that communicates purposefully about a environmental problems and solutions.
 - **Justify** (explain) how your poster communicates environmental problems and solutions.
- 1-2 - Attempts to select/state
- 3-4 - Partially by applies/outlines
- 5-6 - Describes/develops
- 7-8 - Synthesizes (combine ideas) effectively and justifies

Criterion C: Reflecting *

How well did you:

- **Discuss** the development of how Science and Civics work together to show environmental problems.
 - **Discuss** how understanding Science and Civics together can lead to solutions.
- 1-2 - States (names)
- 3-4 - Outlines (short summary)
- 5-6 - Describes (detailed summary)
- 7-8 - Discusses (a wide ranging summary)

What went well this poster?

I had a lot of information that was given. My poster had a very good way of showing real life photos. I also explained and justified my ideas with evidence and reasoning.

What could you have to next time to make your poster better or easier?

Get more photos and images, get more vocabulary, and more references.

Sciences Rubric

Criterion D: Reflecting on the impacts of science

Achievement level	Level descriptor
1-2	<ul style="list-style-type: none"> i. state the ways in which science is used to help the environment ii. state the implications of using science to reduce pollution or littering iii. apply scientific language to communicate environmental problem and solutions
3-4	<ul style="list-style-type: none"> i. state the ways in which science is used to help the environment ii. state the implications of using science to reduce pollution or littering iii. sometimes apply scientific language to communicate environmental problem and solutions
5-6	<ul style="list-style-type: none"> i. outline the ways in which science is used to help the environment ii. outline the implications of using science to reduce pollution or littering iii. usually apply scientific language to communicate environmental problem and solutions
7-8	<ul style="list-style-type: none"> i. summarize the ways in which science is applied and used to help the environment ii. describe and summarize the implications of using science and its application to reduce pollution or littering iii. consistently apply scientific language to communicate environmental problems and solutions <p>Typical work summarizing the ways in which we can help protect the tree canopy!</p>

Command Terms:

Command Term	Definition
Apply	Use knowledge and understanding in response to a given situation or real circumstances. (Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Describe	Give a detailed account or picture of a situation, event, process or process.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or perspectives. Conclusions or conclusions should be presented clearly and supported by appropriate evidence.
Summarize	Abstract a general theme or major point(s).

Individuals and Societies - Civics Rubric

Criterion D: Thinking critically

Achievement level	Level descriptor
1-2	<ul style="list-style-type: none"> i. begins to analyze how individuals can take action to improve the environment ii. makes simple arguments about how citizens can improve the environment
3-4	<ul style="list-style-type: none"> i. completes a simple analysis how individuals can take action to improve the environment ii. summarizes information to make some adequate arguments about how citizens can improve the environment
5-6	<ul style="list-style-type: none"> i. completes a suitable analysis how individuals can take action to improve the environment ii. summarizes information to make usually valid arguments about how citizens can improve the environment
7-8	<ul style="list-style-type: none"> i. completes a detailed analysis of how individuals can take action to improve the environment "Great info on how individuals can help protect and make a positive impact on the environment, such as planting trees and educating society." ii. summarizes information to make valid arguments about how citizens can improve the environment "Meaningful connection to a congressional bill that illustrates how the general public can improve the environment."

Command Term

Command Term	Definition
Analyze	Break down information to bring out the essential elements or structure. (To identify parts and relationships, and to interpret information to reach conclusions.)
Describe	Give a detailed account or picture of a situation, event, process or process.
Explain	Give a detailed account including reasons or causes (see also "Justify").
Identify	Provide an answer from a range of possibilities. Recognize and state briefly a distinguishing fact or feature.
Summarize	Abstract a general theme or major point(s).

For each subject area, let's share at least:

- **2 Examples of Assessed Student Work**
- **2 Opportunities for Assessed Student Work**