

Presentation of Learning (“POL”) Details and Policies

Spring 2015



Each student will earn a letter grade for his/her POL based on the total score and the grade scale shown.

This letter grade will be reflected on the student’s transcript. The POL is worth one credit, which is the same amount of credit earned for most seminar courses.

Score	Letter Grade
4.00 +	A+
3.70 – 3.99	A
3.50 – 3.69	A-
3.20 – 3.49	B+
2.90 – 3.19	B
2.60 – 2.89	B-
2.30 – 2.59	C+
2.0 – 2.29	C

Daily Schedule 5/27-6/4

7:50am	Doors open. Students participating in morning session report to panel room if it is their day to present; otherwise they report to their assigned green room.
8:00am	Teachers take attendance in presentation rooms; green room supervisors take attendance in green rooms.
8:00am – 11:55 am	Teachers conduct Presentations of Learning
11:30am	Students in the green room may go to the lunch line. Students in the POL room will be required to stay in the room until presentations have concluded.
12:00pm	Gates open and students are dismissed
12:30pm – 3:55 pm	If student has completed POLs and does not have any Incompletes, he/she must leave campus. If you prefer that your student stays after POLs and requires a place to work, please contact Nathan. **Please note, if your student has an I in any class or is missing a major deliverable he/she will be required to stay on campus during this time working to improve his/her mastery scores.**

POLs will be scheduled between Wednesday 5/27-6/2 in the mornings.

Representation POL’s will be scheduled for the afternoons of: Friday 5/29, Monday 6/1, and Tuesday 6/2.

Representations will also be scheduled for the morning and/or afternoon of Wednesday 6/3 and Thursday 6/4 .

POL Format- 17 minutes total

Introduction/hook	1 minute total-student introduces self, theme and hook for presentation
Student Presentation – Subject One	9 minutes total (3 minutes each for Chemistry/Communications, Math/Computer Science, English/History) You should spend about 1:30 for each subject– Students talk; panel listens
Student Presentation – Subject Two	
Student Presentation – Subject Three	
Habits of Mind / 21 st Century Skills Reflection Growth Goals	1 minute total – Students talk; panel listens
Question and Answer Session	3 minutes maximum – Each teacher asks 1 question & no follow-up questions; questions should provide opportunities for students to demonstrate deeper understanding of content; no leading questions or re-teaching of content during Q & A
Panel Feedback	3 minutes maximum- The panel will give the student warm and cool feedback on the presentation as well as ideas for improvement.

Here are the “Must Haves” for the POLs:

- 1) Every student gives a defense for each of their subjects, presenting to panel.
- 2) Every student creates a digital presentation (most often a PPT) in which work from this year is displayed.
- 3) Defenses are scored by the panels using a Google doc – one Google doc per student where all teachers (both panels) enter their scores and comments (scoring guide is the same for grades 9, 10, and 11).
- 4) Students’ final defense score is an aggregate of their scores in each subject’s defense. A student who earns 2.5 or better overall – even if they do not pass a particular subject – earns credit on their defense and is not required to re-present in front of a full panel.
- 5) Q&A time consists of one clarification/application question per panel member, without leading or “informing” questions or commentary.
- 6) The Defense may be used by students as a final opportunity to demonstrate mastery in one essential skill per course.

Missed presentation Policy:

Students who miss a panel presentation without a valid reason* will receive a zero on the POL until they re-present it to the panel of teachers and at least one other staff member. The student can earn up to a 1 on his/her POL at the re-presentation. If the student presents something that demonstrates mastery in an essential skill that previously was not mastered, that mastery grade may be adjusted accordingly in that individual course.

** Valid reasons include doctor’s appointments with doctor’s note and parent confirmation, hospital visits with appropriate documentation and parent confirmation, and deaths in the family with appropriate documentation and parent confirmation.*

Unprepared Policy (lack of professional dress and/or missing a script):

Students who are not dressed professionally or who demonstrate a lack of preparedness will be permitted to present their defense, but will be awarded accountability scores that reflect his/her preparedness. Even if the student must re-present, the accountability score will remain unchanged for any makeup attempts.

Professional Attire for Males	Professional Attire for Females
<input type="checkbox"/> Opaque, button-down dress shirt (shirt must be tucked in)	<input type="checkbox"/> Opaque, button-down dress shirt or non-revealing blouse (must cover shoulders)
<input type="checkbox"/> Khaki pants or dress pants (no jeans)	<input type="checkbox"/> Dress pants (no jeans)
<input type="checkbox"/> Dress shoes (no sneakers)	<input type="checkbox"/> Skirt/Dress (must cover knees & shoulders)
<input type="checkbox"/> Tie	<input type="checkbox"/> Closed-toe dress shoes (no sneakers or excessively high heels)
<input type="checkbox"/> Belt	<input type="checkbox"/> Hair should not cover face
<input type="checkbox"/> Suit jacket (optional)	
<input type="checkbox"/> Hair should not cover face	

POL Makeup Policy:

Students who are eligible for a makeup defense are those who presented at the date and time originally scheduled but who did not pass the defense on the first attempt. Makeups will be scheduled during the first available slot for the panel. Each student who did not pass on the first attempt is eligible for one makeup presentation per content area. If a student does not pass during his/her second attempt, he/she will receive a failing grade on his/her transcript. There will not be an opportunity for makeups beyond Thursday, June 4th.

Name: _____

Presentations of Learning

Spring 2015

Here is the SEVEN step guide to use in preparing for your Spring 2015 Presentation of Learning (POL). Preparing ahead of time and using your time wisely are two of the most important things you can do to be successful. Please manage your time wisely and practice your presentation!

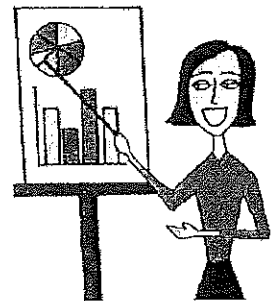
1. • Check your Appointment
2. • Follow Checklist and Due Date
3. • Pick EKS and Evidence
4. • Complete your Outline
5. • Write your Script!
6. • Answer the sample questions
7. • Practice, practice, practice!

First, check your **appointment time**:

Check the official schedule for your appointment time block and date. Students will be given their appointment times on Tuesday May 12, 2015.

Time Block: 8:00 am – 12:00 pm or 12:00 pm-4:00 pm

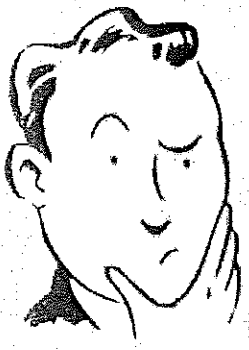
Appointment Date: _____ **Time :** _____.



Second, follow checklist and due dates. Put these due dates in your agenda book RIGHT NOW. And be sure to meet all of these deadlines.

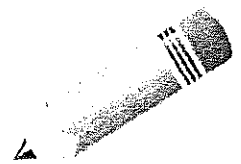
Due Date and Teacher	Teacher Initials	Description
Thursday May 14		Parent Receipt of POL Packet
		Essential Knowledge & Skills <u>and</u> Evidence selected for your panel
Wednesday May 20		Defense Outline
Thursday May 21		Defense Script <i>(A separate document you create, type, and print out. Use your Outline and Reflection to write this.)</i>
Friday May 22		Practice in front of <u>three</u> people. Have them sign page 4 and have each of them provide you with one piece of warm and one piece of cool feedback.
Tuesday May 26		Presentation (PowerPoint or Keynote) <i>(you create)</i>

Third, pick the Essential Knowledge and Skills for all of the classes on your panel as well as the corresponding evidence choices. You will receive a separate essential skill option sheets for each of your classes.



Fourth, complete your defense outline. This is handed out separately and should be completely filled out before trying to write your script.

Fifth, write your outline and script.



Script must be typed in MLA format

Sixth, be prepared to answer all of these questions based on your panel. Also, please read through the “Do’s and Don’ts” List.

Defense Dos and Don'ts

Written BY your teachers based on things we have noticed in actual POL's

Preparation	Actual Defense
<ul style="list-style-type: none"> ➤ You must show the overall conceptual understanding, the skills expertise, and the importance of what it is that you are doing ➤ Evidence will further prove that you still know that material OR that you do know the material now ➤ Preparation/preparation/preparation: We can tell when someone isn't prepared. Show your script/evidence/etc to someone first. <ul style="list-style-type: none"> <input type="checkbox"/> Make sure there are NO SPELLING or GRAMMATICAL ERRORS, no matter what subject you're presenting. <input type="checkbox"/> Each subject presentation should be 3 minutes long. ➤ Practice/practice/practice: We can tell when someone hasn't practiced. Do a practice run with an audience first. ➤ PowerPoints: Use only to present evidence. Slides are not to be used as notecards. Use bullet points for key ideas only. In other words: DO NOT READ from your slides. ➤ You can't defend the knowledge of an entire semester by showing one skill (i.e. factoring one problem); you must go in-depth with the concept as well. Give the big picture. ➤ Suggestion: "This is what I learned and why it is important" ➤ Use real evidence for the Reflection piece, do not tell us only why you think these are your Strengths & Weaknesses 	<ul style="list-style-type: none"> ➤ Be aware of your poracity – your ability to use tone/body language/etc in addition to your words to convey an idea /feeling / understanding ➤ You, in general, must follow the script. You are allowed some leeway, but ad-libbing up there will count against you. It will affect your time and show that you did not prepare enough for your presentation. ➤ In Q&A, just answer the question asked. Do not try to find where the answer is on your PowerPoint/digital portfolio. This is not an assessment of your PowerPoint/digital portfolio. ➤ We will end your presentation at the actual end time (if given 12 min, you will be cut off at 12 min) ➤ You must be in full presentation dress for any and all presentations (including redos).

Seventh, Practice, Practice, Practice!

You should practice delivering your final POL in front of an audience at LEAST three separate times before the "big day." Practice in front of your parents, relatives, friends, classmates. Also, practice having your audience ask you questions (sample questions and questions based on your presentation) to prepare you for the teacher Q&A at the end of your POL.

You need to practice your final timed POL in front of *at least* **THREE** people by Friday May 22, 2015. Have them sign this form and give you at least one piece of warm and one piece of cool feedback.

Signature		Date
Warm Feedback	Cool feedback	

Signature		Date
Warm Feedback	Cool feedback	

Signature		Date
Warm Feedback	Cool feedback	

Parent Receipt of POL Packet

My student, _____, has explained the POL process to me and the requirements that he/she will be required to perform in order to be successful.

He/she has also shown me his/her school planner with all of the important deadlines (including the panel, day, and time that he/she will be doing his/her POL) written down.

Parent/Guardian Name (print): _____

Parent/Guardian Signature: _____

Date: _____

Please sign and return to your student's

Science teacher (Meredith or Allie) on

Thursday May 14, 2015

Habits of Mind & 21 st Century Skills Reflection	
HoM Weakness <u>with evidence</u> :	HoM Strength <u>with evidence</u> :
21 st Cent Weakness <u>with evidence</u> :	21 st Cent Strength <u>with evidence</u> :
Growth goal for next semester	
Clarifying & content questions	
<i>Be prepared to answer a <u>content question</u> for EACH Essential Skill you presented (one question per teacher) – you should study & discuss all notes, tests, quizzes, and project content to be ready for this!</i>	

THANK YOU FOR LISTENING TO MY PRESENTATION. I WILL NOW TAKE YOUR QUESTIONS.

Transfer to Script! SCRIPT IS DUE THURSDAY MAY 21, 2105!!

Directions: Once you have completed this outline, you must have this sheet signed and then write the content of your outline as an exact script for your presentation. This script should be typed in MLA format. Both this outline **AND** your script must be completed and turned in at the time of your Defense Presentation.

My Signature

Teacher Signature

Date

Humanities 10- Spring POL



Choose ONE English Essential Skill and ONE World History Essential Skill. For each Essential Skill, choose ONE piece of evidence to show your mastery.

	Essential Skill	Potential Evidence
English	<p>Reading</p> <p>R2: I can describe and analyze complex characters and explain how they advance the plot and themes of the text</p> <ul style="list-style-type: none"> -characterization -character motivation -character conflicts (man vs. self, man vs. man, man vs. nature, man vs. machine) <p>R3: I can identify and define difficult words using a variety of decoding skills such as word association, Greek and Latin roots, and context clues. I can learn and use specialized vocabulary (jargon) related to a variety of topics in writing and speaking.</p>	<ul style="list-style-type: none"> ● Animal Farm Journal ● Children's Book ● Children's Book Analysis ● Poetry Unit Exam ● <i>Night</i> Journal ● Intertwined Story ● Intertwined Unit Exam <ul style="list-style-type: none"> ● Vocabulary Quizzes ● Use of Vocabulary in Intertwined Story
Writing	<p>W1: Mechanics, Grammar, and Syntax: I can identify and write using proper verb tenses, subject-verb agreements, independent and dependent clauses and avoid run-ons and fragments (e.g. semicolons, colons). I can avoid commonly made mistakes.</p> <p>W2: Thesis Statement and Organization: I can craft a strong thesis that clearly explains my argument in the beginning of my essay and is used as a road map throughout the development of my argument and supporting evidence.</p> <p>W3: Evidence: I can access resources, develop and support an argument using credible evidence and effectively integrate that evidence into my writing; I can determine the differences among quoting, paraphrasing, and summarizing, and when it's appropriate to do so. I can write advanced commentary that uses transition words, contains more than one sentence, links the quote directly to the thesis argument, and often addresses the author's intention as well.</p> <p>W5: Formatting: I can format a paper following the MLA guidelines: header, heading, consistent font size and appropriate style (Times New Roman, Ariel, and Calibri), paragraph spacing (double spaced, no extra space between paragraphs), Works Cited, in-text citations</p>	<ul style="list-style-type: none"> ● Animal Farm Essay ● Speak Up Research Paper ● Intertwined Unit Exam ● Intertwined Story
Speaking and Listening	<p>SL1: I can come to a discussion or presentation prepared having read or researched material; I can draw upon that preparation to defend my opinion.</p> <p>SL2: I can actively listen and communicate my validated opinions in an open discussion or presentation.</p>	<ul style="list-style-type: none"> ● Charlie Hebdo Socratic Seminar ● Nonviolence Socratic Seminar ● Animal Farm Socratic Seminar ● Animal Farm Reader's Theatre ● Discussion Group Leader for Night (Honors Only)

World History	The Holocaust	I can analyze how nations and organizations develop and implement policies in human rights violations and injustices among marginalized groups,	<ul style="list-style-type: none"> ● Holocaust Lessons ● Intertwined Unit Exam ● Explanation of Historical Elements in Intertwined Story
	Revolutions	I can compare and contrast between past and present revolutions as well as compare their impact on political thought and personal freedoms.	<ul style="list-style-type: none"> ● Nonviolence Summary of Learning

You will want to focus on **teaching** me about the essential skill. Imagine I had no idea about the topic and you are being very detailed. Since my class is actually two different classes, you will have to present an essential skill you learned in your respective Math class AND an essential skill you learned in Computer Science. Below is a more detailed list of these essential skills and the evidence you can use. The Computer Science list is after all Math courses. Circle ONE essential skill from your Math class AND ONE from Computer Science. Next, use ALEKS and a piece of evidence listed for your essential skill to cover all the bullet points listed below it.

ALGEBRA B	
<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using ALEKS <u>and</u> a piece of evidence from your chosen essential skill, present ALL items listed below it. <i>**The numbers inside the parentheses correspond to the test problem numbers. You don't need to use all of these problems BUT you need to make sure to cover <u>all</u> the listed bullet points.</i>
<ul style="list-style-type: none"> • Functions and Lines (<i>AlgB5</i>) 	<p><u>FUNCTIONS AND LINES TEST:</u></p> <ul style="list-style-type: none"> • (#6, 12) I can graph a linear equation of the form $ax + by = c$ and find its y-intercept and slope. • (#5, 10, 13) I can graph a linear equation of the form $y = mx + b$ and find its y-intercept and slope. <ul style="list-style-type: none"> ○ Make sure to use one traditional math problem AND one word problem. • (#3 – 4) I can graph vertical & horizontal lines.
<ul style="list-style-type: none"> • Exponents (<i>AlgB7</i>) 	<p><u>EXPONENTS TEST:</u></p> <ul style="list-style-type: none"> • (#1 – 9) I can simplify & manipulate exponents. <ul style="list-style-type: none"> ○ Make sure to include: <ul style="list-style-type: none"> ▪ Exponents of zero ▪ Negative exponents ▪ Product rule ▪ Quotient rule ▪ Power rule
<ul style="list-style-type: none"> • Polynomials and Factoring (<i>AlgB8</i>) 	<p><u>POLYNOMIALS AND FACTORING TEST:</u></p> <ul style="list-style-type: none"> • (#1 – 4) I can multiply/distribute binomials and trinomials • (#9 – 16) I can factor a quadratic equation. <ul style="list-style-type: none"> ○ Make sure to include: <ul style="list-style-type: none"> ▪ Quadratic functions with leading coefficient of 1 ▪ Quadratic functions with leading coefficient greater than 1

GEOMETRY A

<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using ALEKS <u>and</u> a piece of evidence from your chosen essential skill, present ALL items listed below it. <i>**The numbers inside the parentheses correspond to the test problem numbers. You don't need to use all of these problems BUT you need to make sure to cover <u>all</u> the listed bullet points.</i>
• Lines and Angles (<i>Geo2</i>)	<u>LINES AND ANGLES TEST:</u> <ul style="list-style-type: none">• (#12) I can solve equations involving angles and two parallel lines<ul style="list-style-type: none">○ Make sure to explain:<ul style="list-style-type: none">▪ Vertical angles▪ Parallel line properties (e.g., alternate interior angles, corresponding angles)• (#13 – 14): I can solve problems involving angle addition and angle bisectors
• Triangles (<i>Geo3</i>)	<u>ALEKS and/or TRIANGLES TEST:</u> <ul style="list-style-type: none">• (#5): I can find angle measures of an isosceles triangle given angles with variables<ul style="list-style-type: none">○ Make sure to explain the relationship between side lengths and angle measures of triangles• (choose one from #12 – 15): I can prove congruent triangles.<ul style="list-style-type: none">○ Explain how to solve any one of these proofs, making sure to explain in detail any properties/theorems used

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GEOMETRY B

<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using ALEKS <u>and</u> a piece of evidence from your chosen essential skill, present ALL items listed below it. <i>**The numbers inside the parentheses correspond to the test problem numbers. You don't need to use all of these problems BUT you need to make sure to cover <u>all</u> the listed bullet points.</i>
<ul style="list-style-type: none"> • Polygons and Circles (<i>Geo4</i>) 	<p><u>POLYGONS AND CIRCLES TEST:</u></p> <ul style="list-style-type: none"> • (PART 1: #15 – 16) I can find the area of various shapes involving rectangles and/or triangles. • (PART 2: #11) I can find the perimeter/circumference of various shapes. • (PART 2: #12 – 14) I can find the area of various shapes involving circles.
<ul style="list-style-type: none"> • Similarities and Transformations (<i>Geo 5</i>) 	<p><u>SIMILARITIES AND TRANSFORMATIONS TEST:</u></p> <ul style="list-style-type: none"> • (#5 – 6) I can find side lengths and angle measures of similar triangles. <ul style="list-style-type: none"> ○ Make sure to use one traditional math problem AND one word problem. • (#8 – 11) I can translate, reflect, and rotate graphs. <ul style="list-style-type: none"> ○ Make sure to show: <ul style="list-style-type: none"> ▪ Translation ▪ Reflection ▪ Rotation

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ALGEBRA 2A

<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using ALEKS <u>and</u> a piece of evidence from your chosen essential skill, present ALL items listed below it. <i>**The numbers inside the parentheses correspond to the test problem numbers. You don't need to use all of these problems BUT you need to make sure to cover <u>all</u> the listed bullet points.</i>
<ul style="list-style-type: none">• Lines and Functions (Alg22)	<u>LINES AND FUNCTIONS TEST:</u> <ul style="list-style-type: none">• (#11, 14) I can graph a linear function and lines that are parallel and perpendicular to it.<ul style="list-style-type: none">○ Make sure to explain the relationship between the slope of parallel and perpendicular lines.• (#5 – 6) I can graph inequalities.<ul style="list-style-type: none">○ Make sure to explain the importance of test points.
<ul style="list-style-type: none">• Systems of Linear Equations and Matrices (Alg23)	<u>SYSTEMS OF LINEAR EQUATIONS AND MATRICES TEST:</u> <ul style="list-style-type: none">• (#4) I can mathematically solve a system of 3 linear equations in 3 unknowns.• (#7) I can graphically solve a system of linear inequalities.<ul style="list-style-type: none">○ Make sure to explain the importance of test points.• (#10) I can multiply matrices.<ul style="list-style-type: none">○ Make sure to explain when matrix multiplication is possible and when it is undefined.

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ALGEBRA 2B

<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using ALEKS <u>and</u> a piece of evidence from your chosen essential skill, present ALL items listed below it. <i>**The numbers inside the parentheses correspond to the test problem numbers. You don't need to use all of these problems BUT you need to make sure to cover <u>all</u> the listed bullet points.</i>
<ul style="list-style-type: none"> Quadratic and Polynomial Functions (Alg 25) 	<p><u>QUADRATIC AND POLYNOMIAL FUNCTIONS TEST:</u></p> <ul style="list-style-type: none"> (choose two of PART 1: #1 – 5, 9) I can find the roots of quadratic functions. <ul style="list-style-type: none"> Make sure to show: <ul style="list-style-type: none"> Quadratic functions with leading coefficient 1 Quadratic functions with leading coefficient greater than 1 (PART 1: #12) I can graph inequalities. <ul style="list-style-type: none"> Make sure to explain the importance of test points.
<ul style="list-style-type: none"> Radicals and Advanced Functions (Alg 26) 	<p><u>RADICALS AND ADVANCED FUNCTIONS TEST:</u></p> <ul style="list-style-type: none"> (#1 – 8) I can multiply and simplify radicals. (#9 – 10) I can rationalize a denominator with a radical. <ul style="list-style-type: none"> Make sure to show monomial radical and binomial with radical
<ul style="list-style-type: none"> Exponential and Logarithmic Functions (Alg 27) 	<p><u>ALEKS and/or EXPONENTIAL AND LOGARITHMIC FUNCTIONS TEST:</u></p> <ul style="list-style-type: none"> (# TBD) I can rewrite logarithmic expressions using basic properties of logarithms. <ul style="list-style-type: none"> Make sure to show the following properties: <ul style="list-style-type: none"> Logarithm of a product Logarithm of a quotient Logarithm of a power (# TBD) I can solve a multi-step equation involving logarithms.

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PRECALCULUS

<u>ESSENTIAL SKILL</u>	<u>EVIDENCE</u>
Choose 1	<p>Using ALEKS <u>and</u> a piece of evidence from your chosen essential skill, present ALL items listed below it.</p> <p><i>**The numbers inside the parentheses correspond to the test problem numbers. You don't need to use all of these problems BUT you need to make sure to cover <u>all</u> the listed bullet points.</i></p>
<ul style="list-style-type: none"> • Functions and Graphs (<i>PCalc2</i>) 	<p><u>FUNCTIONS AND GRAPHS TEST:</u></p> <ul style="list-style-type: none"> • (#6) I can find the domain of a fractional function involving radicals. <ul style="list-style-type: none"> ○ Make sure you explain interval notation. • (#16 – 17) I can find the sum, difference, product, and composition of two functions. <ul style="list-style-type: none"> ○ Make sure you show each of the following: <ul style="list-style-type: none"> ▪ Sum of two functions ▪ Difference of two functions ▪ Product of two functions ▪ Composition of two functions
<ul style="list-style-type: none"> • Polynomial and Rational Functions (<i>PCalc3</i>) 	<p><u>ALEKS and/or POLYNOMIAL AND RATIONAL FUNCTIONS TEST:</u></p> <ul style="list-style-type: none"> • (# TBD) I can solve a quadratic equation that needs simplification. • (# TBD) I can solve a word problem using a quadratic equation with rational roots. • (#TBD) I can find the asymptotes of a rational function. <ul style="list-style-type: none"> ○ Make sure to explain what an asymptote actually is.

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Everybody needs to also choose ONE essential skill from Computer Science. Again, you will want to focus on teaching me about the essential skill. Imagine I had no idea about the topic and you are being very detailed. You will have to present an essential skill you learned in Computer Science. Below is a list of these essential skills and the evidence you can use. Circle ONE essential skill from Computer Science.

COMPUTER SCIENCE	
<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using a piece of evidence from your chosen essential skill, present ALL items listed below it.
<ul style="list-style-type: none"> • HTML/CSS (CS5) 	<p><u>CODECADEMY OR HONORS WEBSITE</u></p> <ul style="list-style-type: none"> • I can explain and show how to manipulate HTML code to: <ul style="list-style-type: none"> ○ Change font color, font size, and other style options ○ Insert images ○ Create hyperlinks with text and images • I can explain what a stylesheet is and how it is used to help stylize HTML.
<ul style="list-style-type: none"> • Twine (CS6) 	<p><u>TWINE FINAL DELIVERABLE:</u></p> <ul style="list-style-type: none"> • I can explain and show how to do the following in Twine: <ul style="list-style-type: none"> ○ Link passages <ul style="list-style-type: none"> ▪ Linear ▪ Branching ▪ Loopbacks ○ Insert images <ul style="list-style-type: none"> ▪ From your computer ▪ From the web ○ Create hyperlinks to the web <ul style="list-style-type: none"> ▪ Text hyperlinks ▪ Image hyperlinks

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POL Essential Skills and Evidence List

Chemistry and Communications Spring 2015

It's that time of year again when you get to show off what you've learned this year in the form of a POL!

Choose 1 Essential Skill and 1 corresponding piece of evidence for each subject.

Chemistry

Essential Skill	2-7: Balancing Equations	2-3: Critical Reasoning	2-12: Unit Conversions
What I'm looking for	Show how you balance equations AND Do a "live" balancing problem that is fairly challenging.	Explain how you solve problems AND solve a problem "live"	Explain the steps involved in doing unit conversions AND Do a problem "live"
Evidence I want to see in your PowerPoint	Once Upon an Atom OR Flowchart deliverable (if you did it on this topic)	Chemistry Therapy 1	Unit conversions Quiz OR Flowchart deliverable (if you did it on this topic)

Communications

Essential Skill	2-6: Analysis	2-5: Film Techniques
What I'm looking for	Explain your research process and how you came to conclusions about North Korea	Explain 4 film techniques that your documentary used in detail.
Evidence	North Korea Research Paper	Mini documentary OR film techniques sheet

