

DVC Parents and Families,

Presentations of Learning (POLs) will be taking place May 27th through June 4th. All students will present their POL to a panel of their 3 core teachers, and demonstrate their mastery of essential skills from each course. We will be on a modified schedule each of these days (8am to 12pm), as outlined in this packet. The last day school will be June 5th, and we will have a regular Friday schedule that day (10:00am to 3:55pm).

Please come see your students' POL! We passed out final schedules Tuesday May 12, 2015, and we would love to have a family member present to see their final presentation of the semester.

Attached is a POL information packet which includes the following details:

- Daily schedules
- Presentation format and expectations
- Grading policies
- Policies and procedures for re-presentations

As always, please feel free to contact us with questions, and feedback. They are always greatly appreciated.

Thank you,

Allie, Donald, and Noel

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

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	Reading R2: I can describe and analyze complex characters and explain how they advance the plot and themes of the text -characterization -character motivation -character conflicts (man vs. self, man vs. man, man vs. nature, man vs. machine)	<ul style="list-style-type: none"> ● Animal Farm Journal ● Children's Book ● Children's Book Analysis ● Poetry Unit Exam ● Night Journal ● Intertwined Story ● Intertwined Unit Exam
	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.	<ul style="list-style-type: none"> ● Vocabulary Quizzes ● Use of Vocabulary in Intertwined Story
	Writing 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. 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. 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. 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	<ul style="list-style-type: none"> ● Animal Farm Essay ● Speak Up Research Paper ● Intertwined Unit Exam ● Intertwined Story
Speaking and Listening	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. SL2: I can actively listen and communicate my validated opinions in an open discussion or presentation.	<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>
<ul style="list-style-type: none"> • Lines and Angles (<i>Geo2</i>) 	<p><u>LINES AND ANGLES TEST:</u></p> <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
<ul style="list-style-type: none"> • Triangles (<i>Geo3</i>) 	<p><u>ALEKS and/or TRIANGLES TEST:</u></p> <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

[SIGN UP ON DONALD'S DP @ dvcdonald.weebly.com](http://dvcdonald.weebly.com)

GEOMETRY B

ESSENTIAL SKILL

Choose 1

EVIDENCE

Using ALEKS and a piece of evidence from your chosen essential skill, present ALL items listed below it.

***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 all the listed bullet points.*

- Polygons and Circles (*Geo4*)

POLYGONS AND CIRCLES TEST:

- (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.

- Similarities and Transformations (*Geo 5*)

SIMILARITIES AND TRANSFORMATIONS TEST:

- (#5 – 6) I can find side lengths and angle measures of similar triangles.
 - Make sure to use one traditional math problem AND one word problem.
- (#8 – 11) I can translate, reflect, and rotate graphs.
 - Make sure to show:
 - Translation
 - Reflection
 - Rotation

[SIGN UP ON DONALD'S DP @ dvcdonald.weebly.com](http://dvcdonald.weebly.com)

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>
• 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.
• 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.

[SIGN UP ON DONALD'S DP @ dvcdonald.weebly.com](http://dvcdonald.weebly.com)

ALGEBRA 2B

<u>ESSENTIAL SKILL</u> Choose 1	<u>EVIDENCE</u> Using ALEKS and 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 (Alg25) 	<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.

[SIGN UP ON DONALD'S DP @ dvcdonald.weebly.com](http://dvcdonald.weebly.com)

PRECALCULUS

<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 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.

SIGN UP ON DONALD'S DP @ dvcdonald.weebly.com

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

SIGN UP ON DONALD'S DP @ dvcdonald.weebly.com

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

