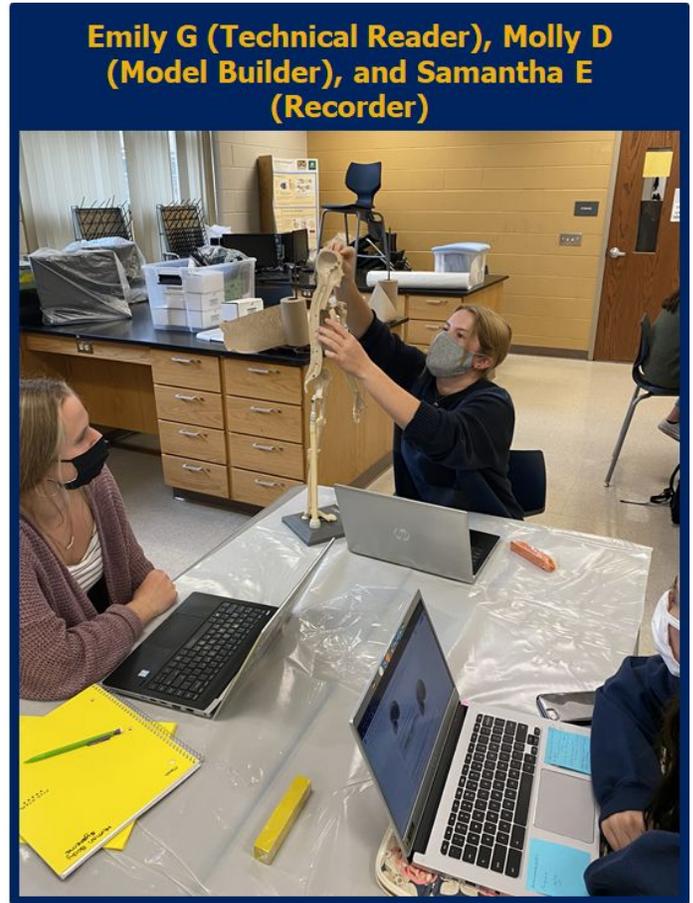


Who would that 3D model be without an identity?

Students from KMHS Legacy Biomedical Project Lead the Way class had fun adding an identity to their 3D model.



Each member of the team had a role; William G (Model Builder), Myla G (Recorder), Anna B (Technical Reader).



Emily G (Technical Reader), Molly D (Model Builder), and Samantha E (Recorder)

Jam'n with Jamboard

Students in Sra. Karls' Spanish 2 classes did an activity with Google Jamboard sticky notes to list the fears they have, reinforcing the use of the vocabulary words in their current unit. After typing on the sticky notes, they formed a graph. The following day, as a bellringer activity, they had to answer questions based on the information given in their graph.

¿De qué tienes miedo? Bloque 2

Sticky notes with student names and fears:

- Bryce - Alturas**: Yo tengo miedo de alturas - Bryce
- arañas-Sra.**
- Yo tengo miedo de la oscuridad - Ben E.**
- tengo miedo de hablar en publico -emma J**
- yo tango miedo el inyecciones - Abby**
- Yo tengo miedo de zombis- Gavi**
- Yo tengo miedo el océano - Grant S**
- yo tengo miedo de alturas zach**
- araña- Katelyn A**
- Yo tengo miedo de La oscuridad - Ava**
- tengo miedo de hablar en publico -- Ben C.**
- tengo miedo de tarea y mi amigos - ana**
- Mi futuro - Olivia**
- tengo miedo de alturas - Tyler**
- to tengo medio de arana- Brock**
- La oscuridad - Addie menzy**
- hablar en publico- Cole H**
- yo tengo miedo de la desconocida- ella**
- yo tengo miedo de muerte -Payten**
- Yo tengo meido de ranas - Kyleigh**
- Jack Bricki - Yo tengo miedo de la oscuridad**
- hablar en mucho publico- Kaiden**
- hablar en publico - max k**
- alturas- Joshua**
- alturas**
- hablar en publico - max o**
- Espacios pequeños - Noel**
- yo tengo miedo de alturas- Taylor F**
- Hablar en publico- Cameron**

Contesta estas preguntas:

1. ¿Hay más estudiantes que tienen miedo de las alturas o de hablar en público?
2. ¿Muchos estudiantes tienen miedo de la oscuridad?

Who knew ENGLISH 101 could be so fun?!?



Ms. Klima has given her students a **music "playlist assignment"** in English 101! It is the first essay they write, but the prewriting activity is creating the playlist and defending their choices....the assignment is shown on the next couple of pages.

Apparently her students and family members "enjoyed" watching her assess their work... while she was "dancing in her seat" :)

What the students don't know... is some of the music on those playlists will soon become our hallway passing music!

"Desert Island Soundtrack": Your Musical Mixtape

Definition Essay Prewriting Activity: *Due Sunday, Sept 6 by 11:59pm*

As a prewrite to essay #1, we will be creating a mixtape, which we will share parts of to the class. This musical exploration will give you specific examples and terms appropriate for your definition essay and will likely help you develop ideas for essay topics to come. It is an audio 'scrapbook' of sorts, marking how you define music and its connection to you personally. You will make a physical list (via spotify, youtube, even links embedded into a slide show) that must include the **actual tracks, crediting the title, artist & year of original release**, for this project. This physical play list must be accompanied with a short justification of your selections, in writing. Both items must be submitted together as a single object to Canvas.

Why A Mixtape instead of plain ole' prewriting?

1. A mixtape helps us to become very clear about what we already know and think about music.
2. A mixtape makes your ideas "listenable" and keeps them in front of your eyes as you write or speak about them.
3. A mixtape reminds you of what you believe and why/how those fit your views of musical terms.
4. A mixtape reminds you of what you are working toward and what our focus is during the term, including some topics you might want to think about for future writing assignments..
5. A mixtape allows you to create a purpose in your thinking and your writing for essay #1.

Instructions:

1. Create a list of "essential songs" that you would like to include if you were stranded on a desert island that reflect your connections to music. You will provide the track/video itself as well as a description of why/how this piece fits your thinking. You must include the following:

1. Emotions: (What is a song that makes you "feel"? Explain what feeling you have and why this song represents that feeling.)
2. Relationships & People: (Choose a song that connects to a specific person or relationship you have and how this song is important to you.)
3. American life/culture: (Beyond the National Anthem and other "typical July 4th songs", choose and explain a song that personally matters to you, BUT also reflects some key aspect of American life, history, culture.)
4. Instrument: (Pick a song that represents an instrument that, to you, is critical to good music...one you play or one that is played well by someone else that is showcased in your choice.)
5. Recreational Activities, Hobbies, & Passions: (Choose a song that connects you to a particular hobby, activity or "love" that you participate in.)
6. Words/Quotes: (Choose a song that matters to you because of the lyrics/words. What about the words, quotes, phrases matters so much to you?)
7. Personal History: What is a song that "takes you back" to a time or a place in your personal past?
8. Stretch choice: Pick a song that represents something in music that you feel you'd like to stretch yourself musically....it could be a genre choice you'd like to explore, an artist you wish you liked or listened to more, a specific song, instrument, or type of music you would explore if you had time.

2. Select a minimum of **10 tracks** that best illustrate your musical choices. Remember you need to have the music AND your justification of it. Submit all to Canvas, but be prepared to present at least SOME of this list in a recorded presentation...more to come on this.

3. Arrange songs in a meaningful order: maybe chronologically, by categories, by impact or degree of importance, etc . Be creative in your organization and have fun with this. There are NO WRONG answers....as long as you can defend why you made the choices you did. You must be prepared to share your images, why you included them, what they represent and why they work in your opinion. ALSO, keep it school appropriate!

"Desert Island Soundtrack": Your Musical Mixtape
 Definition Essay Prewriting Activity: *Due Sunday, Sept 6 by 11:59pm*

Targets (20pts)	Mixtape Contents	Effort	Understanding of Goals	Presentation
5	10+ musical selections related to definitions. School appropriate with specific, thought provoking term meanings & connections Including min. 1 item per bullet	Thoughtful, clever, well-designed, went above and beyond. Thought and effort put into this project. Apparent student took great pride in work.	The presentation proved the student's interest in the theme. Mixtape and written/verbal explanations showed that student took assignment seriously & thought deeply about the meaning of the theme as a springboard to exploring ideas in writing.	Made eye contact and clear creative connections to viewers. Spoke clearly and shared thoughtful explanations of choices. Student can give a detailed, clear, sophisticated explanation of why/how all items were chosen and how they fit theme.
4	9-10 selections related to definition. School appropriate with specific items to show term meanings & connections Including min. 1 item per bullet.	Care and effort put into project. Student met the requirements in an acceptable manner.	The presentation showed student interest in theme. Student took mixtape & written/verbal explanations seriously in project and clear thinking as related to the term and definition essay.	Made eye contact and regular connections to viewers. Spoke clearly and shared connections to choices. Student can give a reasonable & clear explanation why he/she chose the items and how they fit theme.
3	6-8 selections loosely related to definition. School appropriate with items to show basic term meanings or connections Missed a 1+ items per required bullets.	Some effort put into project, though items reflect rushing to finish or failure to get started on the project, impacting its overall impact.	The presentation showed some interest and/or care in project. Student thought, but much of thinking was basic/surface-level, avoiding depth of reasoning. Transfer to writing feels vague/unclear and left audience with questions..	Made minimal or inconsistent eye contact and inconsistent connections to viewers. Did not speak clearly. Student did not give detailed explanation why he/she chose the items included, but rather speaks at surface level.
2	5 or fewer selections but may not be related to definitions very clearly. School appropriateness is questionable with items to show little meaning or connection or thinking. Missed several items per required bullets.	Very little effort put into project, demonstrating haste or procrastination in creating the project. Items may be inappropriate, insensitive, or lack clear understanding of "why"	Project shows limited interest in project. Student thinking was minimal and surface level. Connections to writing are limited or have minimal usefulness.	Did not attempt to make eye contact, connections to viewers, or speak clearly. Student cannot give an explanation why he/she chose the images included other than "they are cool". Limited rationale, mostly a list.
1/0	1-2 items only or did not do	No effort/ Did not do	Project shows not interest/Did not do	Did not present items/did not connect to definition at all.