



Park Hill School District

Building Successful Futures • Each Student • Every Day

Summer School 8th Grade Mathematics Curriculum

Course Summary: In Grade 8, instructional time will focus on two critical areas: (1) developing understanding of operations with rational numbers; and (2) formulating and reasoning about expressions and equations, and solving linear equations.

Scope and Sequence:

Time Frame	Unit
12 days	Rational Number Operations
11 days	Expressions and Equations

****Note: There are only 23/24 days of Summer School accounted for in this guide. Spend the first day getting to know your students with a team building or getting to know you activity. Here are some suggestions:**

- Pass out folders and let students decorate them. Make sure you have a spot in the classroom for students to keep these
- Have students create an “All About Me in Numbers” and share it with the class (example in folder)
- Two truths and a lie
- Classmate Bingo

****It is suggested you make a Google Classroom as there will be some days posting things will be easier than printing a lot of copies of it. You can also post a read only copy of the games links for students to easily access them.**

Unit 1: Rational Number Operations

Subject: Mathematics Summer School

Grade: 8th

Name of Unit: Rational Number Operations

Length of Unit: 13 days

Overview of Unit: Students extend addition, subtraction, multiplication, and division to rational numbers specifically fractions, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers.

Priority Standards for unit:

- 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers..
 - a. Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
 - b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses).
 - c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
- 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts
 - b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
 - c. Apply properties of operations as strategies to multiply and divide rational numbers.

Supporting Standards for unit:

- 7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
7.NS.1a	Situations in which opposite quantities combine to make 0	Describe	Understand	2
7.NS.1b	$p+q$ as the number located a distance $ q $ distance from p , in the positive or negative direction, depending on whether q is positive or negative	Understand	Understand	1
7.NS.1b	A number and its opposite have a sum of 0 (are additive inverses)	Show	Understand	1
7.NS.1b	Sums of rational numbers by describing real-world concepts	Interpret	Evaluate	3
7.NS.1c	Subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$	Understand	Understand	1
7.NS.1c	The distance between two rational numbers on the number line is the absolute value of their difference	Show	Understand	1
7.NS.1c	The distance between two rational numbers on the number line to real-world concepts	Apply	Apply	2
7.NS.1d	Properties of operations as strategies to add rational numbers	Apply	Apply	2
7.NS.1d	Properties of operations as strategies to subtract rational numbers	Apply	Apply	2
7.NS.2a	Multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the	Understand	Understand	1

	properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$			
7.NS.2a	The rules for multiplying signed numbers	Understand	Understand	1
7.NS.2a	Products of rational numbers by describing real-world contexts	Interpret	Evaluate	3
7.NS.2b	That integers can be divided, provided that the divisor is not zero	Understand	Understand	1
7.NS.2b	Every quotient of integers (with non-zero divisor) is a rational number	Understand	Understand	1
7.NS.2b	If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$	Understand	Understand	1
7.NS.2b	Quotients of rational numbers by describing real-world contexts.	Interpret	Analyze	3
7.NS.2c	Properties of operations as strategies to multiply rational numbers	Apply	Apply	2
7.NS.2c	Properties of operations as strategies to divide rational numbers	Apply	Apply	2

Essential Questions:

1. What kinds of problems can you solve by adding the different types of rational numbers?
2. What kinds of problems can you solve by subtracting the different types of rational numbers?
3. What models and relationships help you make sense of multiplying and dividing positive and negative rational numbers?

Enduring Understanding/Big Ideas:

1. You can solve problems that involve adding and subtracting all kinds of positive and negative fractions, decimals, and integers.
2. Ways you can model multiplication/division is:
 - a. multiplication is repeated addition, can use a number line to model this process

- b. multiplying/dividing with signed numbers is similar to multiplying/dividing with positive numbers, but after you perform the operation, you have to think about the sign of the answer
- c. when you divide by a positive or negative fraction, you can use the inverse relationship between multiplication and division.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Convert	Integer Equivalent Improper fraction Reciprocal Common Denominator Unlike Denominator

Resources for Vocabulary Development: Use quality tools (See Adult Learning Framework handbook for ideas)

Topic 1: Integer Operations

Section	Class Structure	Suggested # of Days	Notes
Adding Integers 7.NS.1d	<ul style="list-style-type: none"> ● Give students integer packet. ● Walk through SMART Notebook as a class (10-15 min.). Students should also have a copy of the notes to refer back to. ● Students can get in partners and play fruit splat on their computers. Students will try each level of difficulty. Provide students with a white board to show work of all problems. The partner with the highest score after three minutes wins. ● If time play adding bingo. 	1 day	Resources: <ul style="list-style-type: none"> ● Computers ● SMART Notebook ● Student Notes ● Dry Erase Markers ● Dry Erase Erasers ● Scissors ● Glue sticks ● Bingo boards (each student) ● https://www.sheppardsoftware.com/mathgames/integers/FS_Integer_addition.htm
Subtracting Integers 7.NS.1d	<ul style="list-style-type: none"> ● Walk through the notes as a class. ● Students will be given a maze WS. ● Spend the last 5 minutes going over the WS answers. 	1 day	Resources: <ul style="list-style-type: none"> ● SMART Notebook ● Student note packet ● Number Line for each student ● Dry erase markers ● Dry erase erasers ● Subtracting/Adding integer WS. ● Answer Key for WS
Multiply Integers 7.NS.2c	<ul style="list-style-type: none"> ● Walk through the notes ● Pass out WS and color pencil 	1 day	Resources: <ul style="list-style-type: none"> ● Computers ● https://www.mathplayground.com/ASB_IntegerWarp.html

	<ul style="list-style-type: none"> ● Once students have completed the WS, go over the answers. ● When finished students should play Integer Warp on Math Playground. 		<ul style="list-style-type: none"> ● SMART Notebook ● Student Notes ● Multiplying Integers WS for students ● Answer key for WS
<p>Divide Integers</p> <p>7.NS.2c</p>	<ul style="list-style-type: none"> ● Walk through the notes ● Divide students into 4 teams (depending on class size) to play Jeopardy. ● Adding, Subtracting, Multiplying, and dividing integers will be covered. ● If time students can complete the color worksheet to review all integer operations. 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Computers ● SMART Notebook ● Student Notes ● White board ● Dry erase marker ● https://jeopardylabs.com/play/integers-jeopardy14 ● Integer operation worksheet (one for each student) ● Color pencils

Topic 2: Fraction Operations

Section	Class Structure	Suggested # of Days	Notes
Improper Fractions and Mixed Numbers	<ul style="list-style-type: none"> ● Lesson (10-15 min) ● Match the Fraction Game (15-20 min) ● Once students are done with the game. ● Spiral Card Game 	1 day	Resources: <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Match the Fraction Game precut (I wouldn't put more than three people in a group; you will need one set of these cards per group) ● May need dry erase materials for work ● Mixed number/improper fraction ● Spiral class activity (pre-cut pieces)
Add and Subtract Like Fractions 7.NS.1d	<ul style="list-style-type: none"> ● Lesson (5-10 min) ● Bump Game - explain the game and have students spend 10-15 minutes playing each board ● Once students finish they should play the Mathman on the sheppard software: https://www.sheppardsoftware.com/mathgames/fractions/mathman_add_subtract_fractions.htm 	1 day	Resources: <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Bump Games (+ & -, 1 packet per pair of students) ● May need dry erase materials for work ● Dice (two per group) ● Counters (each pair of students will need 10 of each color)

<p>Equivalent Fractions and Common Denominators</p>	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Have students play the Fraction game. 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Dry erase materials for work ● https://www.fractions4kids.com/finding-denominators-of-equivalent-fractions-grade-or-no-grade-game/ ● https://quizlet.com/91430056/adding-and-subtracting-fractions-with-common-denominators-flash-cards/
<p>Add and Subtract Unlike Fractions - no mixed #s</p> <p>7.NS.1d</p>	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Have students play game. ● After, pass out the Activity WS and have students work in pairs. ● Spend the last 5 minutes or so going over the WS. 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Computers ● Dry erase materials for work ● Worksheet ● WS answer key ● http://www.math-play.com/adding-and-subtracting-fractions-game.html

<p>Add and Subtract Unlike Fractions - mixed numbers</p> <p>7.NS.1d</p>	<ul style="list-style-type: none"> ● Make sure you have already placed the scavenger hunt questions around the room. ● Lesson (10-15 minutes) ● Scavenger Hunt (have students work with a partner). Letter order: T-D-B-L-E-Y-H-G-Q-I (will start with a different letter depending where they start). ● If time play the Kahoot game: https://play.kahoot.it/#/k/39a7881c-7539-401e-b2a2-27c1d43e889e 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Scavenger Hunt question/answers (precut ahead of time and placed around the room) ● Scavenger Hunt recording sheet for each student ● Computer
<p>Multiply Fractions</p> <p>7.NS.2c</p>	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Multiplying Dice activity (20 minutes) ● After, students can get in partners to play basketball shootout. https://www.math4childrenplus.com/multiplying-fractions-hoop-shoot-games/ 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Dice (2 per partnership, more advanced students can use 12 sided dice) ● Multiplying Fractions Dice Activity sheet ● Computer

<p>Divide Fractions</p> <p>7.NS.2c</p>	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Bingo (individually, the rest of the class, blackout!!) ● If they get done early, they can play Dividing Fractions Moonshoot or the Dividing Fractions Soccer Game on Math-Play. 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Bingo page (one per student) ● May need dry erase materials for work ● Bingo answers ● Students may need computers
<p>Engaging Scenario</p>	<ul style="list-style-type: none"> ● Have students rotate in stations to complete the 5 tasks. They should be working with a partner, so each station may have different numbers of students so that everyone has a partner. ● They should spend about 7 minutes at each station. ● For the last 10 minutes, discuss the responses and solving methods. 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● 3 copies of each task, placed around the room (all of the same task at the same table/group of desks) ● Paper for students to complete tasks on ● You should rearrange the classroom to be in groups of 4-6.

Engaging Scenario

Engaging Scenario: Students will be given 5 tasks that are applicable outside of the classroom. They will use their knowledge of rational number operations to complete these tasks with a partner, creating discussion that goes beyond just the operation, but sometimes determining the proper operation that should be used to solve the problem. See attachment “Rational Number Operations Tasks.”

Rubric for Engaging Scenario:

See answer key for proper responses

Unit 2: Algebraic Expressions and Equations

Subject: Mathematics Summer School

Grade: 8th grade

Name of Unit: Algebraic Expressions and Equations

Length of Unit: 11 days

Overview of Unit: Students will understand the difference between an expression and an equation. Students will translate words to expressions and words to equations. Students will apply these skills to real-world problems.

Priority Standards for unit:

- 7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
- 7.EE.4 Use variables to represent quantities in real-world or mathematical problems, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
 - a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54cm. Its length is 6cm. What is its width?*
- 6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.
 - a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation “Subtract y from 5” as $5 - y$.*

Supporting Standards for unit:

- 7.NS.1 Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
 - d. Apply properties of operations as strategies to add and subtract rational numbers.
- 7.NS.2 Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
 - c. Apply properties of operations as strategies to multiply and divide rational numbers.
- 7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
7.EE.1	properties of operations to add, subtract, factor, and expand linear expressions with rational coefficients	Apply	Apply	2
7.EE.4a	expressions and equations.	Solve	Apply	2
7.EE.4a	an algebraic solution to an arithmetic solution, identifying the sequence of operations used in each approach.	Compare	Understand	3
6.EE.2a	expressions that record operations with numbers and with letters standing for numbers.	Write	Understand	1

Essential Questions:

1. For what are algebraic expressions and equations are used?
2. When is it useful to model a relationship with an equation?
3. How does rewriting an equation help you think about the relationship in a new way?

Enduring Understanding/Big Ideas:

1. To help us solve real-world problems we can use algebraic expressions and equations to represent and describe situations.
2. You can model a relationship with an equation if you have two equivalent expressions.
3. You can write simpler, equivalent equations and eventually you'll solve for the unknown quantity.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
isolate	variable expression equation coefficient Like terms Constants Simplify

Resources for Vocabulary Development: CI Tools

Topic 1: Expressions

Section	Class Structure	Suggested # of Days	Resources
Write Expressions 6.EE.2a	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Language of Algebra (15 minutes). This game can be played like go fish for advanced students but struggling students should just lay all of the cards out and match them up in the groups of 4. ● Students can get in pairs and play the translating algebra expression matching game. ● If time, play a kahoot to review instruction from the class. 	1 day	Resources: <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student notes ● Language of Algebra cards - precut on cardstock ● Matching game-precut as laminated cards.
Distributive Property 7.EE.1	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Dice Activity (20 min) ● Battleship activity 	1 day	Resources: <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Dice (two per partnership) ● 2-sided counters ● Dice Activity - one per partnership ● Dry erase materials or notebook paper to write down work ● Battleship game: https://www.quia.com/ba/15357.html

<p style="text-align: center;">Order of Operations</p> <p style="text-align: center;">7.EE.1</p>	<ul style="list-style-type: none"> ● Lesson (10 minutes tops) ● Order Ops Game (20 minutes) ● Play the CSI Who Dunit Game ● After completing the CSI game students can complete the High Stakes Heist game. 	<p style="text-align: center;">1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Computers ● May need dry erase materials for work ● CSI Who Dunit student sheets ● Post the CSI Who Dunit Clues on GC ● High Stakes Heist Game: http://www.abcya.com/order_of_operations.htm
<p style="text-align: center;">Equivalent Expressions</p> <p style="text-align: center;">Day 1</p> <p style="text-align: center;">7.EE.2</p>	<ul style="list-style-type: none"> ● Lesson (15-20 minutes) ● Equivalent Expressions Card Sort ● If they finish the card sort, they should work on the Equivalent Expressions WS 	<p style="text-align: center;">1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Khan Academy Video ● One set of the equivalent expressions card sort - includes headings, directions, and cards. Make sure when you print the cards, you print front to back flipped on the long side so that the letters print on the proper cards ● Dry erase materials or notebook paper for work ● Answers

			<ul style="list-style-type: none"> • Equivalent Expressions WS
<p>Equivalent Expressions Day 2</p> <p>7.EE.1</p>	<ul style="list-style-type: none"> • Stations: about 15 minutes at each station (Triangle, Mad Lib, Coloring, matching) • You should not need to go over the worksheet other than checking to make sure they get the correct phrase 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Triangle station • Mad Lib station • Coloring Station • Will need copies of each for each student • Colored Pencil • Worksheet from yesterday

Topic 2: Solving Equations

Section	Class Structure	Suggested # of Days	Resources
<p style="text-align: center;">Writing Equations</p> <p style="text-align: center;">7.EE.4a</p>	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Puzzle ● Students can write their own word problem and create the equation to solve the problem. ● Spend the last 5-8 minutes letting students sharing their problems with their peers. 	1 day	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student notes ● Puzzle - a little more than a class set, just in case pieces get lost throughout the day ● Paper Clips ● Scissors for students to cut out puzzle
<p style="text-align: center;">Solving One-Step Equations</p> <p style="text-align: center;">7.EE.4a</p>	<ul style="list-style-type: none"> ● Lesson (10-15 minutes) ● Bingo (play for 20 minutes, students should be writing down their work) - play two normal games, then one or two rounds ● After, Students can complete the maze with a partner by coloring the spaces to show the maze from start to finish. 	1 day	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Counters ● Bingo Boards - only need one set ● Dry erase materials ● Maze worksheet (one for each student).
<p style="text-align: center;">Solving Two-Step Equations - Day 1</p> <p style="text-align: center;">7.EE.4a</p>	<ul style="list-style-type: none"> ● Lesson (15-20 minutes) ● Facing Algebra (rest of class) - they should not color until you check their answers and drawing is correct ● If they get done and it is correct, they can play the basketball or pong 	1 day	<p>Resources:</p> <ul style="list-style-type: none"> ● Smart Notebook Lesson ● Student Notes ● Facing Algebra - clues should be posted on GC, students only need portrait page ● Colored Pencils

			<ul style="list-style-type: none"> Notebook Paper for work
<p>Solving Two-Step Equations Day 2</p>	<ul style="list-style-type: none"> Finish Facing Algebra if not done Students can work on the notes/ maze activity to review one step and two step equations with fractions. If they get done, students can work on the Mystery Drawing game. 	<p>1 day</p>	<ul style="list-style-type: none"> Colored pencils Maze worksheet Maze answers White boards
<p>Solving Multi-Step Equations 7.EE.4a</p>	<ul style="list-style-type: none"> Lesson (10-15 minutes) Rolling Dice Review Game Once done with the game, give them the WS They can play the Algebra Four game if they get done with the WS early (will need two players) Spend the last five minutes going over the WS 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> Smart Notebook Lesson Student Notes Rolling Dice Review Game and Answers Notebook paper for work Dice Counters WS Worksheet Answers
<p>Engaging Scenario</p>	<ul style="list-style-type: none"> Do Sweet Algebra Activity If students get done early, they should go back and figure out how many candies are in each bag. If they get done with ^, have them go back and do any of the expressions/equations games (Days 14-23) Spend the last 10 minutes going over the WS and looking at how many candies are in each bag 	<p>1 day</p>	<p>Resources:</p> <ul style="list-style-type: none"> Sweet Algebra Handout for students Answers for you 11 brown paper bags (with the designated Laffy Taffy in them and the outside of the bag numbered according to the guide - NOT the # of candies)

Engaging Scenario

Engaging Scenario Students will use work cooperatively to write expressions and equations based on teacher-given scenarios. The teacher will use manipulatives to set up situations involving paper bags and candy. The number of candies in each bag is represented by the variable x and students are given clues to determine each bag. See attachment for “Sweet Algebra.”

Rubric for Engaging Scenario:

See attachment-- “Sweet Algebra”

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

Symbols:



This symbol depicts an experience that can be used to assess a student's 21st Century Skills using the rubric provided by the district.



This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.