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For use with: "Will the Climate Kids Save the Planet?" on p. 6 of the magazine

QUIZ

Test Your Knowledge

Choose the best answer for each of the following questions about "Will the Climate Kids Save the Planet?"
For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

1. What caused Jayden Foytlin to join the plaintiffs in *Juliana v. United States*?

- a She was personally affected by extreme flooding.
- b She was inspired by a speech given by Xiuhtezcatl Martinez.
- c She felt frustrated after reading newspaper articles about the delays with the case.
- d She became friends with Juliana Kelsey in college and wanted to support her fight.

2. What is the public trust doctrine?

- a the process for filing a lawsuit in federal court
- b the network of organizations that advocate for environmental causes
- c the commonalities among several historic Supreme Court rulings
- d the idea that the government is obligated to protect natural resources for public use

3. What do the plaintiffs hope the courts will force the federal government to do?

- a allow more plaintiffs to join their lawsuit
- b work with other countries to protect rainforests
- c write a plan that drastically reduces carbon emissions
- d encourage the use of fossil fuels over renewable energy

4. According to the article, what are the courts generally reluctant to embrace?

- a creative legal theories
- b lawsuits initiated by young people
- c multiple lawsuits about the same issue
- d requests for stays by the federal government

ANALYZE THE TEXT

5. "This lawsuit is an unconstitutional attempt to use a single Oregon court to control the entire nation's energy and climate policy," says Jeffrey H. Wood. The word that best allows you to infer that he is against the lawsuit is _____.

- a unconstitutional
- b single
- c control
- d entire

6. Which claim does the author support by referring to *Brown v. Board of Education*?

- a The courts are the wrong place to deal with climate change issues.
- b The courts are sometimes responsive to creative legal theories.
- c The climate kids' case could be a game changer for the judicial branch.
- d The climate kids are confident that their work is making a difference.

7. In the section "A Novel Legal Strategy," the word *partisan* most nearly means _____.

- a relating to current events
- b causing great interest in a situation
- c resulting from environmental concerns
- d involving biased reactions due to political beliefs

8. Which detail from the article best supports the answer to question 7?

- a "climate change"
- b "long ago"
- c "now more than ever"
- d "we need conservative and progressive people"

Please use the other side of this paper for your responses.

9. Based on the article, which side do you think makes the more effective argument—the plaintiffs in *Juliana v. United States* or the federal government in its requests for stays and delays? Explain.

10. Why do you think the author included the section "A Novel Legal Strategy"?



WILL THE CLIMATE KIDS SAVE THE EARTH?

A determined group of young people is suing the federal government

One night in the summer of 2016, Jayden Foytlin awoke to the sound of her older sister, Grace, banging on her bedroom door, yelling that the house was flooding.

"I thought she was messing with me," says Jayden, now 15. "It wasn't until I stepped out of bed and into ankle-deep water that I realized it was for real."

It was the start of a historic flood that ravaged much of Louisiana, including Rayne, the town Jayden's family lives

in. An unprecedented amount of rainfall led to heavy flooding: 13 people died, more than 30,000 others had to be rescued, and more than 109,000 homes—including Jayden's—suffered damage. Officials deemed it a 500-year flood, meaning there is a 1 in 500 chance of a flood of this magnitude occurring in any given year.

"I felt shocked and a little numb," Jayden says.

And that was only the beginning. Less than a year later, Rayne flooded

again. This flood wasn't as disastrous, but it strengthened Jayden's resolve to do something about what she believes is the cause of the storms devastating her town: climate change.

Today Jayden is one of 21 young Americans, ages 11 to 22, who are suing the federal government to demand that it take action to stop global warming. The plaintiffs claim that the government's actions—and inaction—in the face of climate change violate their "fundamental constitutional rights

Jayden Foytlin

AGE: 15

HOMETOWN: Rayne, Louisiana

When Jayden first joined the case against the United States, she faced criticism from her neighbors, many of whom work in the oil industry. "I lost my best friend," she says. It was painful, but she remained certain that she was doing the right thing. "I don't want my town to be destroyed. I want to be able to show my kids where their mother grew up and where her Cajun side comes from."

Xiuhtezcatl Martinez

AGE: 18

HOMETOWN: Boulder, Colorado

At age 6, Martinez began attending meetings of Earth Guardians, an environmental group started by his mother. Raised in the Aztec tradition, he feels deeply connected to the mountains and rivers of his home state and has chanted that bond as he travels around the world speaking about climate change. He also writes and performs fiction songs to get his message across. "Music sparks something within people that none of the rest of the work that I do does," he says.



PLANET?

to force it into taking action against global warming

BY CHRISANNE GRISÉ

to freedom from deprivation of life, liberty, and property."

Their age is central to their argument. For older people, the potentially catastrophic effects of climate change are a problem, but ultimately an abstract one since they may not be around to experience them. Today's children, however, will be dealing with environmental disaster within their lifetimes; the youngest of the plaintiffs, Levi Draheim, will be just 35 in 2040, the year by which a

United Nations scientific panel expects some of the biggest climate-related crises to begin, including widespread coastal flooding and food shortages.

But it's still unclear if and when the plaintiffs will get their day in court. The Trump administration has repeatedly requested stays of proceedings—which halt the legal process—and no one can be sure how long the delays will last or what the outcome will be.

If the case, *Juliana v. United States*, does move forward, it could be a game

changer, determining whether the judicial branch should play a role in dealing with global warming, and whether U.S. citizens have a constitutional right to a safe, stable climate.

The Obama Administration

Juliana v. United States began in 2015, when environmental attorney Julia Olson and her nonprofit, Our Children's Trust, filed a federal suit in Eugene, Oregon, against the Obama administration. They'd found the

21 plaintiffs through human rights and environmental organizations.

The lawsuit they filed called for faster action from a president who was generally considered to be friendly to environmental interests. Olson had previously filed climate-related lawsuits with youth plaintiffs in all 50 states, some of which are still pending. Their argument was based on a legal principle known as the public trust doctrine, which can be used to compel the government to preserve natural resources for public use. The initial complaint declared that the government had "willfully ignored" the dangers of fossil fuels.

The Obama administration sought to have the case dismissed on the grounds that the courts are ill-suited to oversee an issue that spans the globe.

"Climate change is a very serious problem. We do not question the science," Sean Duffy, a lawyer for the Justice Department, told a federal court in September 2016. "Our position is that Congress and the executive branch should address climate change in the first instance and should do so by coordinating with other nations."

However, the plaintiffs—often referred to as the climate kids—are bringing the judicial system will force the government to write a recovery plan that drastically reduces carbon emissions and stabilizes our climate system.



"We need pressing, urgent, aggressive action," says Kelsey Juliana, 22, the plaintiff named first in the case. "We're going to go big, because we're talking about the survival of humanity."

Stays & Delays

The election of President Trump has added to the plaintiffs' concerns, as his administration is reversing Obama-era climate policies and encouraging the use of fossil fuels, which scientists say greatly contribute to warming.

"In the view of the plaintiffs, Obama was moving too slowly, and now Trump is moving backward," says Michael Gerrard, director of the Sabin Center for Climate Change Law at Columbia Law School.

As with the previous White House, however, the Trump administration's lawyers are not arguing that climate change is a hoax. Instead, they contend that the young people don't have standing to sue (a legal formula requiring plaintiffs to show that they have suffered real harm because of the actions of the defendant) and that the courts are the wrong place to deal with the issue.

"This lawsuit is an unconstitutional attempt to use a single Oregon court to control the entire nation's energy and climate policy," Jeffrey H. Wood, the Justice Department attorney in charge of the division representing the government, said in a statement.

But Judge Ann Aiken, who is scheduled to preside over the trial, has been receptive to the plaintiffs' theory.

"I have no doubt that the right to a climate system capable of sustaining

New more than ever, we need people on both sides working together.

Kelsey Juliana

AGE: 22

HOMETOWN: Eugene, Oregon

Juliana first sued the state of Oregon to demand an emissions reduction plan during her junior year of college. Three years later she moved to Washington, D.C., to urge world leaders to take climate action. In college, she played basketball but also organized her school's climate club and helped start a climate group in her home town. She is now a law student at the University of Oregon.



The climate kids
join environmental
marches to draw
awareness to their cause.

TEENS SEEKING JUSTICE

Three more groups of young people who are turning to the judicial system for help

BETTER SCHOOLS

Seven students in Detroit sued the state of Michigan in the fall of 2016 (*Gary B. v. Snyder*), saying their inferior education deprived them of basic literacy skills.

PROTECTED STATUS

14-year-old Crista Ramos from California is the lead plaintiff in a March 2016 suit (*Ramos v. Nielsen*) challenging the federal government's plan to end "protected status" for 3.6 million immigrants.

MORE CIVICS

In November 2015, teens sued Rhode Island's public schools (*Cook v. Raimondo*) over a lack of civics lessons, claiming their classes don't prepare students for life in a democracy.

human life is fundamental to a free and ordered society," she said in a November 2016 decision allowing the case to go forward.

A court date was originally set for February 2018—and then again for October—but the Trump administration has continued to file petitions to have the case thrown out and applications for stays all the way up to the Supreme Court. At the moment, both parties are waiting for the U.S. Circuit Court of Appeals in San Francisco to decide whether the case will go to trial.

While the delays have been frustrating for the climate kids, they remain committed to the task at hand.

"The work we're doing is so much larger than this case," Juliana says. "Of course it's frustrating, it's

heartbreaking, it's disappointing to not be in court. But it just builds our collective urgency and call to action."

Jayden agrees: "Y'all can stall as much as y'all want," she says, "but I still have faith that this trial is going to happen."

A Novel Legal Strategy

Experts aren't sure what kind of outcome to expect for this case. "The claims are compelling and the legal theory is creative," says David M. Uhlmann, a law professor at the University of Michigan and a former top Justice Department official on environmental crimes.

The courts are generally reluctant to embrace creative legal theories—although occasionally they use them to make new laws, like in *Brown v. Board of Education* (which desegregated the nation's public

schools) and *Obergefell v. Hodges* (which legalized same-sex marriage).

Similar lawsuits have started popping up in other countries too. In 2015, a Dutch court ordered the government to reduce carbon emissions by 25 percent within five years. Last year, Colombia's Supreme Court sided with 25 young people—ages 7 to 26—and declared that the government has a duty to protect the rainforest. And several other nations—including India, the Philippines, and Uganda—have pending environmental cases involving youth plaintiffs.

No matter what the court eventually decides in *Juliana v. United States*, the climate kids are confident that their work is making a difference.

"We're showing the world that young people are not going to be left out of this conversation," says Xiuhtezcatl (shu-TEZ-kah-tl) Martinez, 18, another of the plaintiffs. "Our generation is plugging in right here, right now."

He notes that although climate change has become a partisan issue, it wasn't that long ago that politicians from both parties were willing to make changes in support of the environment.

"Now more than ever, we need people on both sides working together," Martinez says. "We need conservative and progressive people hand in hand, fighting climate change."

With reporting by John Schwartz of The Times.

For use with "Winning the War Against Ebola" on p. 8 of the magazine

QUIZ

Test Your Knowledge

Choose the best answer for each of the following questions about "Winning the War Against Ebola." For the analysis section, refer to the article as needed.

CHECK COMPREHENSION

- 1. When was the Ebola virus first discovered?**
 - a 1798
 - b 1802
 - c 1976
 - d 2014

- 2. Without treatment, about what percentage of people infected with Ebola die?**
 - a 10 percent
 - b 20 percent
 - c 40 percent
 - d 60 percent

- 3. Until recently, what was the only way to stop an Ebola outbreak?**
 - a with bed rest
 - b with medicine
 - c with quarantine
 - d with vitamin injections

- 4. The bodies of those who have died from Ebola need to be handled with extreme caution because they are _____.**
 - a easily damaged
 - b highly contagious
 - c used in medical studies
 - d none of the above

ANALYZE THE TEXT

- 5. What two feelings about Ebola does the author set up in the first section of the article?**
 - a fear and hope
 - b anger and distrust
 - c frustration and sadness
 - d surprise and disappointment

- 6. Ashish Jha says, "This totally changes the face of the disease." His tone can best be described as _____.**
 - a jaded
 - b excited
 - c doubtful
 - d indignant

- 7. The author says that health-care services were limited where the first cases of the current Ebola outbreak were diagnosed. She includes this detail to explain _____.**
 - a how scientists discovered a vaccine
 - b the process for stopping an epidemic
 - c one of the setbacks in responding to the epidemic
 - d why local people don't trust health-care workers

- 8. In the section "Global Health Emergency," the word *confined* most nearly means _____.**
 - a lied to by authorities
 - b traveled to a remote area
 - c kept within a certain space
 - d treated with a new medicine

IN-DEPTH QUESTIONS: Please use the other side of this paper for your responses.

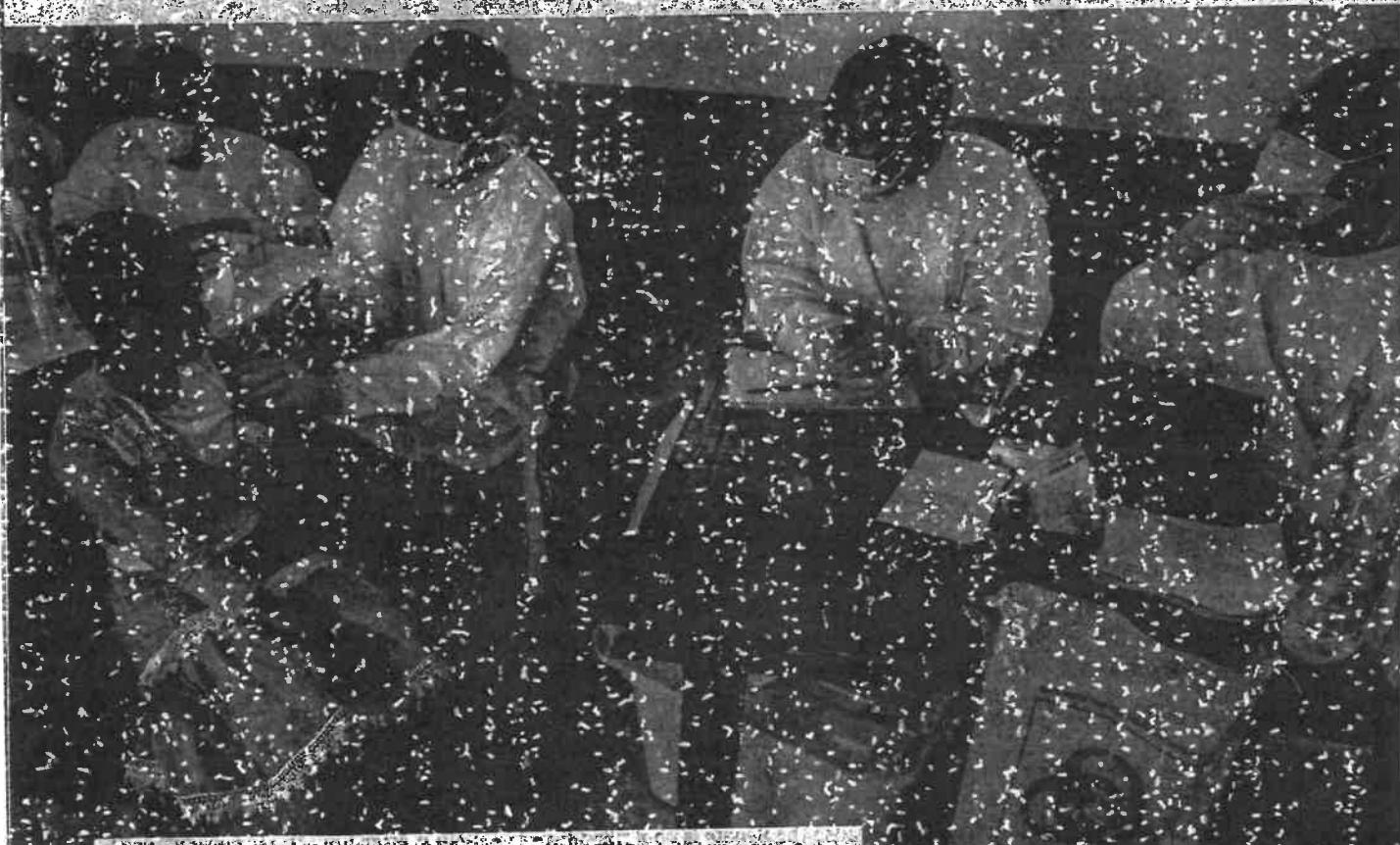
- 9. The author says that the story of how Ebola spread to Goma illustrates the challenge officials have been up against. What is the challenge? How does the story help convey that challenge?**

- 10. What information in the article would you expand on with a photo, graph, or diagram? Why?**

Winning the War Against EBOLA

An outbreak of this deadly disease has raged in Africa for more than a year. But an experimental treatment and a vaccine offer the hope of wiping it out.

BY PATRICIA SMITH



An 8-year-old gets the new Ebola vaccine in Katwa, Democratic Republic of the Congo.

For a long time, the mere mention of the word *Ebola* has been enough to evoke terror. That's because Ebola is a deadly, contagious disease that has killed—in a particularly gruesome fashion—many of those it's infected. But now scientists could be on the cusp of beating Ebola, which has caused more than 12,000 deaths since

its discovery in 1976 near the Ebola River in what is now the Democratic Republic of the Congo (DRC).

In August, scientists announced that a new experimental treatment seems to work so well—curing 90 percent of those treated—that it will be offered to all Ebola patients in the DRC (see map, p. 21), where an outbreak has been spreading for more than a year. At the

same time, a new vaccine to prevent people from becoming infected—which appears to work 98 percent of the time—is holding out the hope of preventing future Ebola epidemics altogether.

"This totally changes the face of the disease," says Ashish Jha, who heads the Harvard Global Health Institute. "It's a reminder that when the world focuses in a certain area, like Ebola, and puts a lot



Burial workers wearing full protective gear carry the body of an Ebola victim in Beni, DRC, in July.

of science and effort into it, we can make amazing progress in very short order.

Global Health Emergency

The current outbreak, which began more than a year ago and was declared a global health emergency in July, is now the second biggest in history. More than 3,100 cases have been diagnosed, and more than 2,100 people have died. The only larger Ebola epidemic was the one that raged in West Africa from 2014 to 2016, infecting more than 28,000 people and killing more than 11,000.

Ebola victims first show signs of a fever, but before long, they have terrible stomach pains and start vomiting. They begin bleeding internally, as the virus attacks vital organs. The skin erupts in bruises and large blisters. In some cases, blood pours from the nose and eyes. Without treatment, about 60 percent of victims die, usually within a week.

Because the bodies of those who die are highly contagious, they need to be handled as little as possible and

burials need to be conducted only by trained people wearing protective gear.

Until now, the only way to stop an outbreak has been to isolate infected patients, trace everyone they've been in contact with, quarantine every person on that list who gets sick, and then keep repeating the process until, finally, there are no more cases. But now, officials hope that by giving the new vaccine to as many people as possible in the areas surrounding the outbreak, they can stop the disease from spreading.

News of these successes has been particularly welcome since there have been so many setbacks in tackling this latest epidemic.

Initially, health workers were hampered by the fact that the first cases were diagnosed in a remote region where health-care services are limited, and there's a history of ethnic violence that dates back to the aftermath of the 1994 genocide in neighboring Rwanda.

WATCH A VIDEO about Ebola at TIMEFRONTMAGAZINE.COM

That turbulent history has made people suspicious of the aid groups that came to fight the disease. Afraid of being confined in isolation units, people have avoided getting tested or treated. People also don't want authorities to interfere in their local rituals related to death and burial.

All this hostility led to the murder of health workers and the burning of Ebola treatment centers last February. The attacks forced aid groups to suspend their work and gave the virus time to spread.

The story of how Ebola spread to Goma, a city of nearly 2 million people, illustrates the challenge officials have been up against: A visiting pastor had preached in seven different churches in the epidemic zone, laying hands on the sick. He became ill and was treated by a nurse but got on a bus to Goma anyway. The bus stopped at three checkpoints meant to halt the spread of the disease by screening passengers for symptoms, but his illness was not detected. He gave a different name at each checkpoint, apparently hoping to avoid being detained, local health authorities said. Sick and feverish by the time he arrived in Goma, he went to a clinic there, where the disease was diagnosed.

This
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'We Have the Tools'

Public health experts are heartened by the effective new treatments and by the vaccine, but many people in the infected areas still don't trust health-care workers, and that's stopping some people from getting treated.

"The vaccine is extremely effective," says Trish Newport, who has directed the Ebola response for Doctors Without Borders. "But if people don't trust you, they won't get vaccinated."

"What's frustrating," she adds, "is that we have the tools" to treat and stop Ebola. "But it goes to show that without the trust of the population, having effective treatments doesn't matter."

Ebola at a Glance

WHAT IS EBOLA?

It's a rare and often fatal disease caused by a virus that can spread through direct contact with the bodily fluids of an infected person.

WHERE DID IT COME FROM? Scientists believe Ebola is carried by bats and transmitted to other

SCIENTIFIC NAME:

Marburg and Ebola viruses. The virus was discovered in 1976.

HOW DOES IT SPREAD? Through direct contact with the bodily fluids of an infected person or someone who has died.

SYMPTOMS:

Fevers, chills, and sweating. The disease will begin attacking the bodily fluids of an infected person.

COMPLICATIONS: WITH THE VACCINE, THE DEATH RATE FOR EBOLA IS 90% TO 100%. WITH NO VACCINE, IT'S 50%.

With reporting by Donald G. McNeil Jr. and Denise Grady of The New York Times

CLOSE READING

For use with "My Mother Is an Addict" on p. 8 of the magazine

Up Close

My Mother Is an Addict

Read the article closely, then answer each question below. Write three to five sentences for each response, using evidence from the text to support your answers. Use a separate sheet of paper if you need more space.

1. What does the title suggest the author will present in the article? What does the subtitle indicate the author will discuss more broadly?

2. At the end of the first section, the author writes "Layla's mother, Nikki Horr, is gone again." Based on details in that section, why did Layla's mother leave?

3. The author says "everyone [in Portsmouth] seems to know someone who's struggled with drug addiction." How does the author support this claim? Which central idea in the article does this claim help convey?

4. What is the author's purpose in the section "Dabbling in Pills"?

5. What does the information in the "Tackling the Crisis" sidebar on page 11 add to the main article?

6. What does Richard Blondell mean when he says "there's no magic bullet"? Based on his statement, what can you infer he believes is an important part of solving the opioid crisis?

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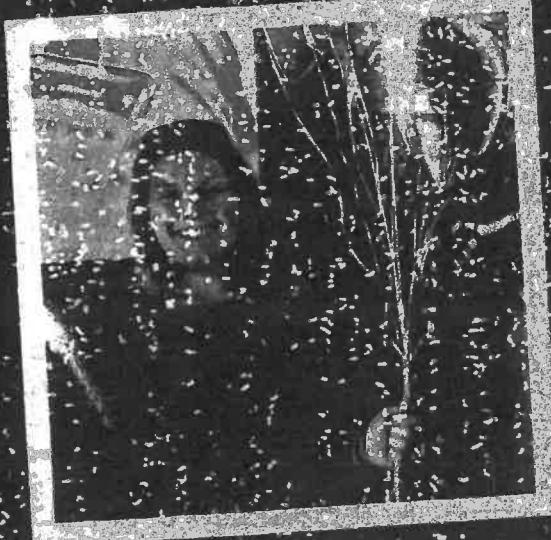
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COVER STORY

MY MOTHER'S SANE ADDICT

The opioid epidemic is ravaging the lives of young people like Layla Kegg who are trying to cope with their parents' addictions.

BY DAN LEVIN



Layla Kegg, 17, has struggled for years to deal with the addiction consuming her mom, Nikki Horr (inset).

WATCH A VIDEO
about the opioid crisis at
UPFRONTMAGAZINE.COM

Layla Kegg's mother, back home after three weeks who knows where, says she's done with heroin, ready for rehab, and wants to be part of her daughter's life. But Layla has heard all of this before and doesn't believe a single word.

Layla's trust was broken long ago, after years of watching her mother cycle in and out of addiction and rehab. And now this latest discovery: "I found a needle in your purse the other day," says Layla, her arms crossed.

A pause, and then a tumble of excuses from her mom: She doesn't know why the needles were there; they were only syringes, actually, and not needles; she was keeping them for a friend.

Layla, 17, rolls her eyes and sighs.

"It's almost like you want me to be using," her mother pleads tearfully, in a voice children more often use with their parents. "Everything I do is never going to be good enough, so what's the point?"

Five days later, Layla's mother, Nikki Horr, is gone again.

Generation O

More than 20 years after the introduction of the prescription painkiller OxyContin, which authorities say has played a big role in spurring a nationwide opioid epidemic that has killed nearly 400,000 people, a generation is growing up amid the fallout. Call them Generation O: the children whose families are trapped in a relentless grip of addiction, rehab, and prison.

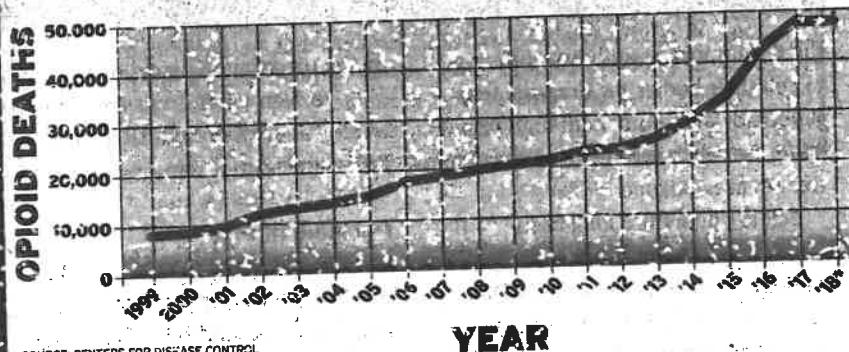
In Portsmouth, Ohio, where Layla now lives with her grandmother, everyone seems to know someone who's struggled with drug addiction. In Scioto County, where Portsmouth is located, 51 people died of an overdose in 2017. At one school, administrators say, four kindergartners lost parents to drugs and a fifth to a drug-related homicide.

Young people here describe chaotic home lives full of neglect and abuse. They recount begging their parents

Opioid addicts often shift to illegal drugs like heroin if they no longer have access to pills.

A Rising Death Toll

In the past 20 years, the number of opioid overdose deaths in the U.S. has soared



SOURCE: CENTERS FOR DISEASE CONTROL
*2018 DATA IS PROVISIONAL

Parents spend money on the next fix instead of on food for their kids.

who more often spend money on the next fix than on food—to stop using drugs. And they describe finding relatives

unconscious or frothing at the mouth after overdosing.

School is a refuge for many students—a place where they not only attend classes but also have access to hot meals, hot showers, and donated clean clothes.

On Fridays, students can take home backpacks full of food so they won't go hungry over the weekend.

Portsmouth High School offers students not just breakfast and lunch but also laundry facilities. Many students frequently come to school wearing the same, unwashed clothes day in a row, so shelves are stocked with clean garments, along with shampoo, bars of soap, and deodorant.

Yet some of the teenagers change

back into their own clothes after the final bell rings and the last class ends "because parents will take new clothes and sell them for drug money," says Drew Applegate, an assistant principal.

"We don't live in a third world country, but some of these kids are living in third world conditions," he adds. "Kids out there are raising themselves to the best of their abilities."

Ground Zero for Opioids

Like many American towns ravaged by opioids, Portsmouth, which hugs the Ohio River and borders Kentucky, was once an economic powerhouse. Nearly a century ago, it was home to thriving shoe and steel industries and a professional football team. But today, much of Portsmouth is forlorn and frayed. Vacant brick buildings, their windows boarded up, dot downtown. Addicts wander along

up with filthy dishes, dog feces, and strangers who came over to shoot up.

"I'd be crying, begging her to stop," Layla says, "but she was too out of it to care." The addiction got so bad that Layla became too embarrassed to invite friends over.

For a while, the family survived on money sent by Layla's stepfather, who worked out of state for months at a time. In his absence, her mother began a relationship with another drug user, and more and more of the money went to buy drugs.

In the summer of 2017, the family moved to a shabbier house. The girls spent many nights at home alone, sustaining themselves on cans of ravioli and frozen dinners. "Sometimes I'd have to go without eating," Layla says, "so my sister could eat."

'At a Breaking Point'

In the summer of 2018, Layla's mother overdosed on painkillers in a Walmart parking lot. She spent 45 days in rehab before abruptly leaving and resuming her drug use. Layla's stepfather left for good, and her half-sister went to live with her paternal grandparents in another town. With her own father long out of the picture, Layla moved in with her grandmother.

Through it all, Layla has managed to maintain a 3.8 grade point average—

Tackling the Crisis

Will more money and more treatment make a difference?

Last April, President Trump addressed a meeting of addiction specialists and made this promise about the nation's opioid crisis: "It's time to end this terrible man-

The federal government has recently ramped up efforts to cut off the supply of opioids and given some \$1 billion in grants to states and local communities to combat overdoses. Buy Naloxone, a drug that can reverse the effects of an overdose. Officials have also tried to focus less on punishing drug users and more on treating them. Meanwhile, a \$572 million court ruling against Johnson & Johnson, one of the manufacturers of prescription opioids, along with a \$3 billion proposed legal settlement with another, Purdue Pharma, seemed to indicate that additional litigation against drug companies might succeed.

In 2018, the number of overdose deaths from prescription opioids declined for the first time in decades. But the number of deaths from heroin and fentanyl overdoses continued to rise, so experts say it's too early to say it's a turning point.

"We need to recognize that there's no magic bullet that's going to fix this," says Richard Blondell, an addiction specialist at the University at Buffalo. "That said, if there's one thing we can do, it's prevention. As long as we're creating people addicted to prescription opioids faster than we can treat them, we'll have an epidemic." —Patricia Smith



while playing center on the basketball team and right field on the softball team, where she's also one of the team's top hitters.

"School's my happy place," she says.

More than half the members of the softball team have a close family member who uses drugs, and many live with their grandparents or a neighbor, says Kristen Bradshaw, the coach.

For years, Layla's love for her mother,

plus her stepfather's support, helped contain the anxiety wrought by the disorder of her home life, and Bradshaw marveled at the girl's inner strength and her ability to focus on the field. But these days, with Layla's family absent, Bradshaw says the stress has taken a toll.

"She's at a breaking point," Bradshaw says. "Her emotions are just out of whack."

It's hard for Layla to hide her constant dread and disappointment.

"There are times I still see the mom I used to know," Layla says. "Other times I'm like, where did she go, and when will she come back? It's heartbreaking. She was my best friend."

Nearly a week after she disappeared, Horr texts Layla during math class. Layla begs her to come home and to enter inpatient rehab. Her mother refuses, saying that she's sober but is going away for a while.

"I want to be nonexistent," her mom texts.

"You're ill, you can't admit it," Layla replies. "Get help and become my mom again."



Layla and her mother, Nikki Horr, during one of her mom's infrequent appearances.

Dan Levin covers youth issues for The Times.



Medics respond to an overdose on the streets of a Boston suburb in 2017.

the train tracks at all hours, offering to sell their bodies for drug money. Billboards along the main highway advertise rehab services and the opioid treatment Suboxone.

Scioto County has long been considered ground zero in Ohio's opioid epidemic. In 2010, nearly 9.7 million pills were prescribed there—more than in any other part of the state and enough to give 123 pills to each county resident, according to official statistics. Over the years, as opioid prescriptions have fallen, many drug users have moved on to heroin and fentanyl, a potent synthetic opioid that frequently causes overdose deaths.

As the epidemic has spiraled out of control, the addicts' children have become collateral damage. Harrowing stories of living amid addiction spill out during therapy sessions at school or in halting conversations with a sympathetic basketball coach.

Christian Robinson, 18, who plans to join the Marines after he graduates from high school, says his mom went to rehab when he was 11, but she relapsed last year on meth and heroin.

"Mom has said that even us kids are not a good enough reason to stay clean," Robinson says. One of his sisters was born dependent on crack cocaine, he says, and a brother was born dependent

on the prescription opioid oxycodone.

"I've seen what drugs can do to a family, and it's not worth it to me," Robinson says.

Dabbling in Pill

Layla used to live in a middle-class neighborhood with her half-sister, her stepfather, and her mom. They sat down most evenings for dinners cooked by her mother, who worked then as a hospice nurse.

"We always had everything we wanted, and they made sure of that," says Layla, an avid athlete who loves country music and dreams of

becoming a nurse practitioner.

But her mother was secretly stealing bags of morphine and other painkillers from hospice patients who had died. Nikki Horr, 38, says her plan was to sell the stockpiled pills around town. That changed one day when, feeling overwhelmed at work, she began "dabbling in pills."

In 2013, after hospice officials discovered she was overprescribing narcotics, she was given a drug test. She failed and was promptly fired. She entered outpatient rehab and stayed clean for a while.

But after losing an appeal to regain her nursing license during Layla's freshman year of high school, Horr lost her resolve. Distraught, she tracked down one of her sisters, who introduced her to heroin.

"I went straight to the needle," Horr says.

At first, Horr left no trace of her drug use. But soon stray pills were tucked into sofa cushions, and syringes were rattling at the back of drawers. Then one day, Layla, who had grown suspicious, peeked through a porch window and watched with horror as her mother wrapped her arm with a rubber strap and pierced her skin with a needle.

As her mother surrendered to the drugs, Layla says their home filled

Harmful Hot Places

Opioid overdose deaths per 100,000 people

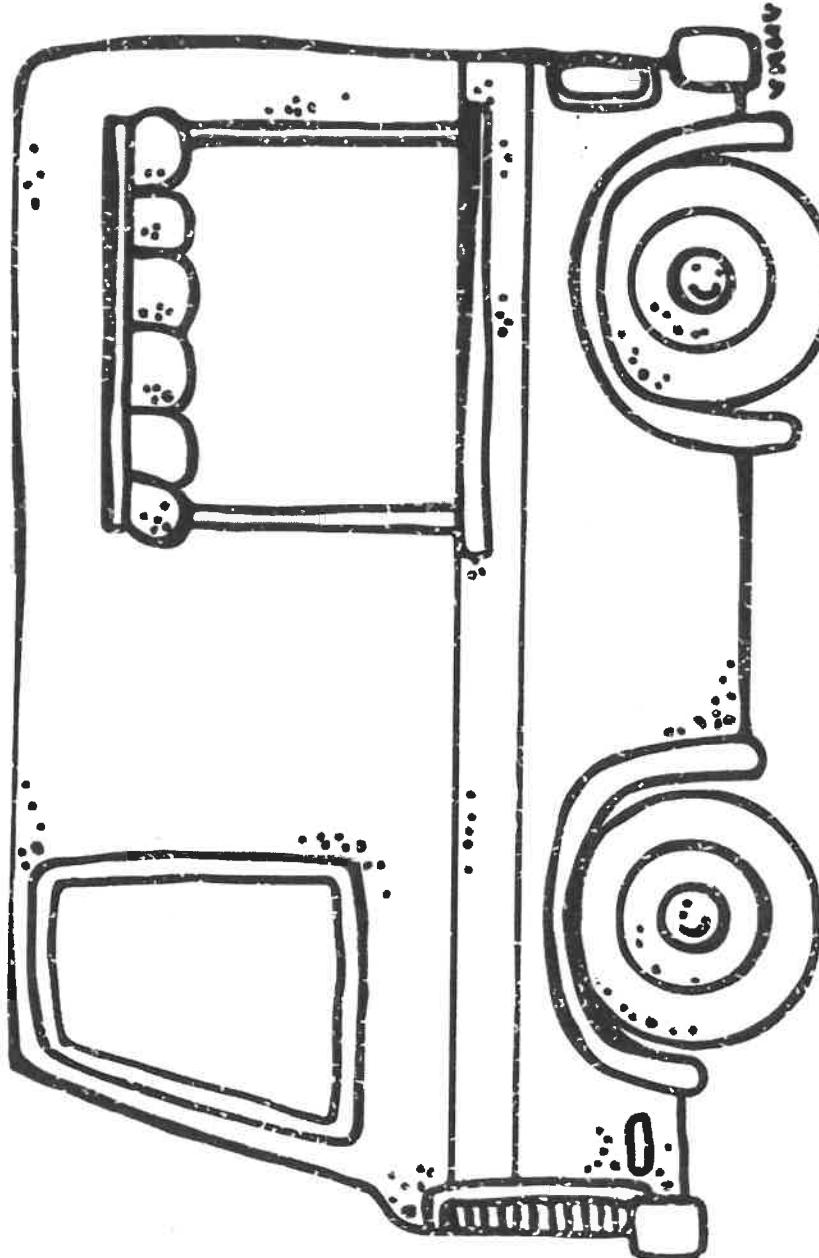
1. West Virginia	45.6
2. Ohio	39.2
3. District of Columbia	24.7
4. New Hampshire	24.0
5. Maryland	22.7
6. Maine	22.3
7. Massachusetts	21.2
8. Kentucky	21.9
9. Delaware	21.3
10. Connecticut	21.1

SOURCE: KASPER FAMILY FOUNDATION, CDP & SSA

A combo platter of decimals, area, perimeter, and guacamole.

Quinton
X

RUN A TACO TRUCK



name

RUN A TACO TRUCK

Welcome to the food business! Well, actually the food truck business. Well, to be more accurate...the taco truck business. That's right, you will be running a taco truck.

More and more food trucks are becoming high priorities in the eating world. Whether it's a lunch crowd or a spot by a concert, food trucks are in high demand. Plus, the food isn't just good...it's great.

For this project you will begin as a business start-up, move to creating the menu, and then create your very own taco truck. It's a combo platter of real-world math applications of decimals, money, area, perimeter, and more.

This project is divided in to THREE sections.

START-UP

This is where your business begins! You'll create a name, logo, and even do a little design work.

You'll also be asked to think about some obstacles you might face when running a business.

MENU

Nothing is more important than a quality meal. Now, you get to make all the decisions for the tacos.

Then you'll be taking orders from your classmates. Get ready to become a master taco truck chef.

FOOD TRUCK

For the final portion, you get to create your own taco truck.

That's right! You will completely design and create a three-dimensional truck. Make it the way you like it, then make some tacos.

taco truck **START-UP**

List three ideas for a business name and then pick your favorite.

MY BUSINESS IS NAMED:

CREATE A LOGO

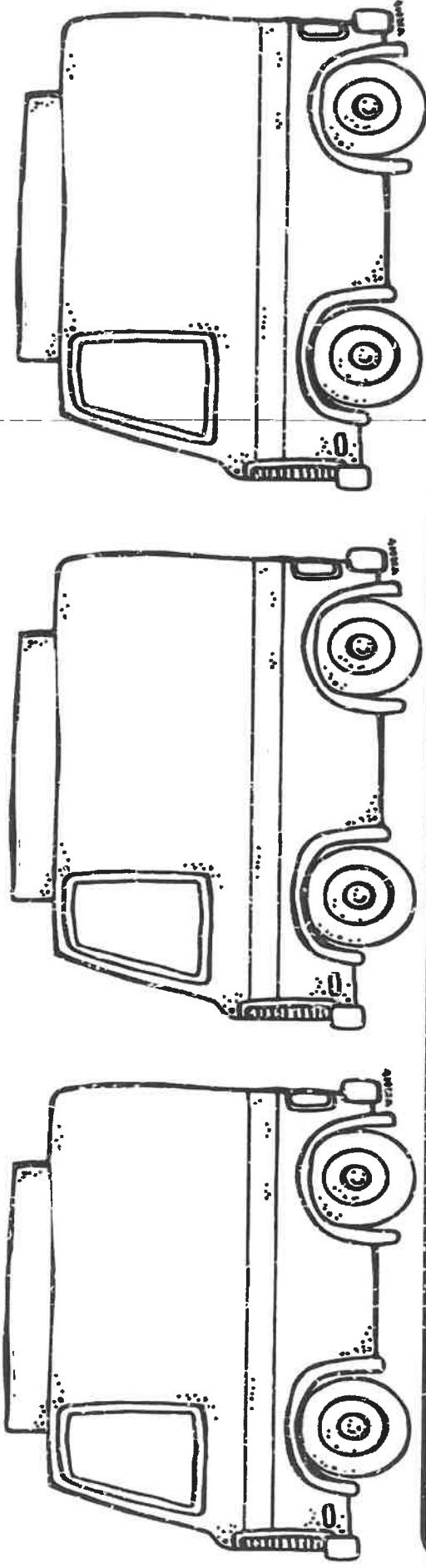
Brainstorm three logos for your business and draw them below. Pick the one you like the best.

REMEMBER: This is all about tacos, so think about a design that could include them in some way.

taco truck **START-UP**

Using your business name and logo, create three different versions of how you might like your truck to look.

When you design the trucks, think about using different colors or a color scheme that is eye-catching.



Which version did you like the best? Why?

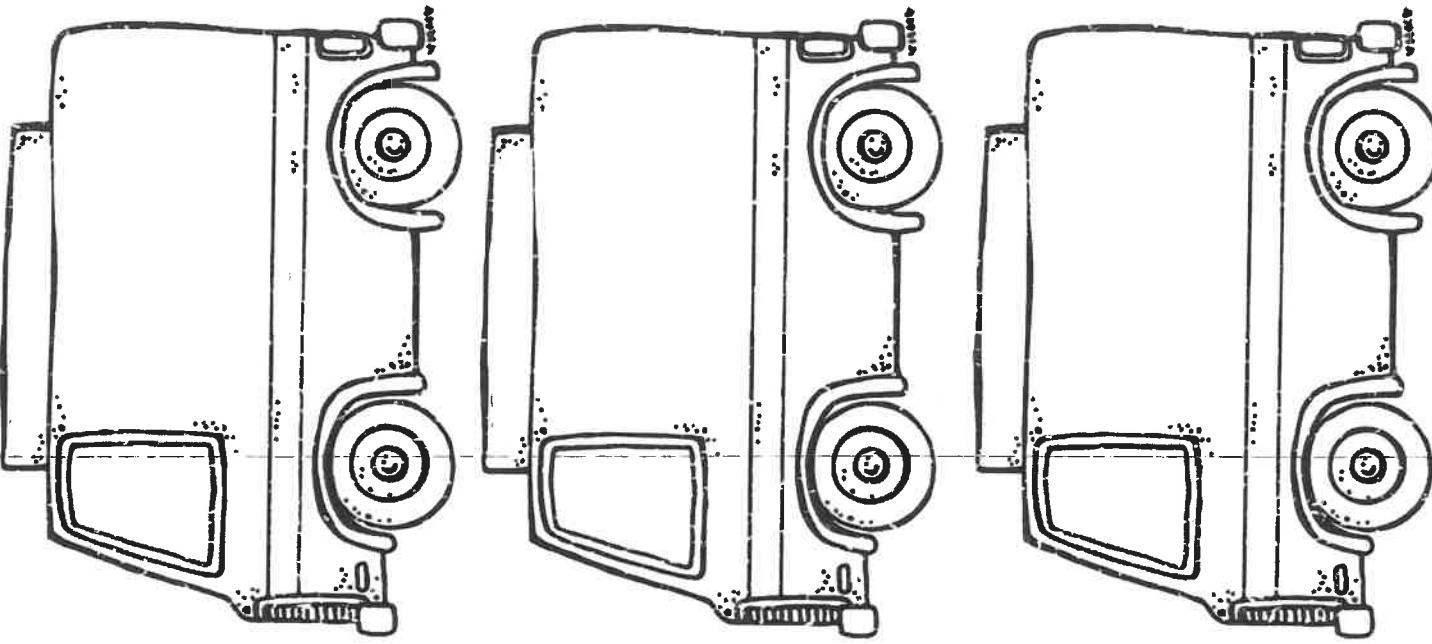
Why are great designs and logos so important to businesses?

taco truck **START-UP**

Using your business name and logo, create three different versions of how you might like your taco truck to look.

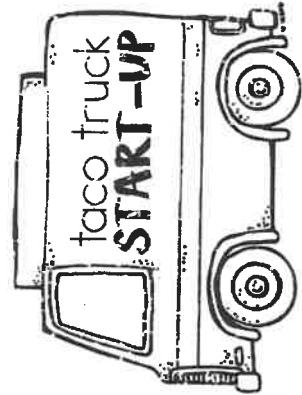
When you design the trucks, think about using different colors or a color scheme that is eye-catching.

Which version did you like the best? Why?



Why are great designs and logos so important to businesses?

Think a little deeper about YOUR taco truck business, then answer the questions below.



Business Hours of Operation

Weekdays:

Weekends:

How will you advertise your business?

What will your slogan be?

How will your business be unique from other taco trucks?
Why should customers come order from you?

What problems could you run in to?

MAKING THE MENU

Packet 2

You will be creating the entire taco menu. It will be broken up into FOUR (4) sections:
SHELLS, MEATS, TOPPINGS, and CONDIMENTS

Each item on your menu will have a specific price, which you will set.

All items MUST BE LESS THAN ONE DOLLAR and you will use decimal points to show value.

Examples could include: 0.25 or .25

For money it would look like this \$0.25 or 25¢

SHELLS

- There must be at least four types/styles to choose from.
- There are many options you might not even realize.

MAIN & MEATS

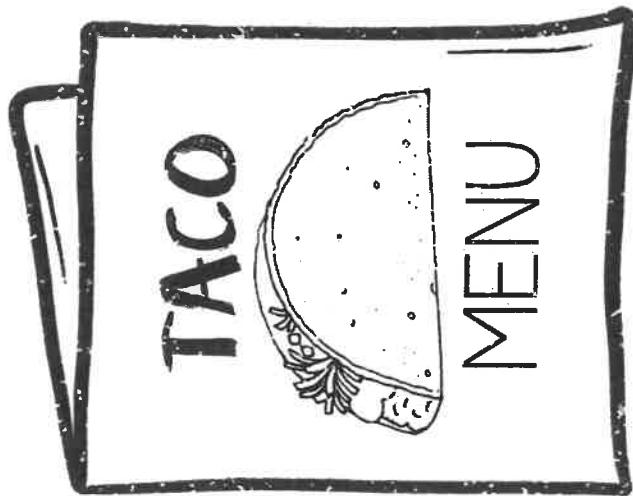
- Must include at least 6 options.
- You DO NOT have to have meat, there are many other options.

TOPPINGS

- There must be at least 15 different choices for toppings.
- Veggies, cheeses, beans...just be specific.

CONDIMENTS

- There must be at least 5 different condiments.



MAKING THE MENU

Follow this To-Do List for Making the Menu.

FIRST:	DIRECTIONS	Read ALL the directions! Not just for the first page, but for EVERY page.
SECOND:	BRAINSTORM	List food options that could be on your menu. Work with classmates, do research, and find some unique foods to add.
THIRD:	PICK THE MENU	Make your final food decisions and begin creating your menu with the four key areas. Include prices for every single item.
FOURTH:	BUILDING TACOS	You will be making three different tacos, each with more ingredients added to each one. Then you will find the total cost of each.
FIFTH:	DESIGNER TACOS	Create two DESIGNER Tacos. These tacos will each have at least EIGHT ingredients. Give them a name and find their total price.
SIXTH:	TAKING ORDERS	Classmates will stop by your taco truck menu and order. You will need to find the total price for the tacos they ordered.
SEVENTH:	DESIGN THE MENU	OPTIONAL: Design a menu with EVERY SINGLE ITEM on it— with prices. You may use the provided papers or create your own version.



BRAINSTORM THE MENU

List different options for each category. Work with classmates to create a comprehensive list.

SHELLS

MAIN & MEATS

TOPPINGS

CONDIMENTS

PICK THE MENU

SHELLS

PRICE

MAIN & MEATS

PRICE

CONDIMENTS

PRICE

All items MUST BE LESS THAN ONE DOLLAR
and you will use decimal points to show value.

PICK THE MENU

TOPPINGS

PRICE

TOPPINGS

PRICE

All items MUST BE LESS THAN ONE DOLLAR. Use decimal points to show value.

BUILDING TACOS

Make three tacos using the amount of ingredients listed.

Find the total price of each one.

4 INGREDIENT TACO

FIND THE TOTAL PRICE

5 INGREDIENT TACO

FIND THE TOTAL PRICE

FIND THE TOTAL PRICE

6 INGREDIENT TACO

DESIGNER TACOS

Create two unique tacos with EIGHT ingredients each. Find the total price of each one.

TACO NAME:

INGREDIENT	PRICE

FIND THE TOTAL PRICE

TACO NAME:

INGREDIENT	PRICE

FIND THE TOTAL PRICE

TAKING ORDERS

Your classmates will be ordering tacos from the menu you have created.

You will find the total cost of each one.

MILD

Give a classmate your menu and let them pick four items. They will write the ingredients and the price. The page has four order forms to fill.

You can take all the orders and then find the total cost for each.

Complete each order one at a time.

This is the order form (below).

MEDIUM

If you would like a challenge, find a classmate that wants a mega-taco! They add 7 ingredients (or more) and you'll find the total price.

There are two mega-tacos per page, plus work space.

CUSTOMER NAME:

HOT HOT HOT

If you would like a challenge...this is it.
You will complete the secret menu.
This means you can add drinks,
desserts, and platters (burritos,
enchiladas, etc.)

Then YOU will create your own perfect meal and find the total price.

Then see if your classmates can do the same thing!

representative	for our	work groups				

PEN holder	price	work space

TAKING ORDERS

CUSTOMER NAME:

ingredient	price	work space

CUSTOMER NAME:

ingredient	price	work space

CUSTOMER NAME:

ingredient	price	work space

CUSTOMER NAME:

ingredient	price	work space

CUSTOMER NAME:

ingredient	price	work space

ingredient	price	work space

TAKING ORDERS

CUSTOMER NAME:

CUSTOMER NAME:

ingredient	price	work space

ingredient				
price				
work space				

CUSTOMER NAME:

CUSTOMER NAME:

work space				
price				
ingredient				

ingredient	price	work space

TAKING ORDERS

CUSTOMER NAME:

CUSTOMER NAME:

Ingredient: _____
price: _____
work space: _____

If the customer decides that they would like to pay for both of these tacos, what is the total cost?

The same customer now wants you to add a drink (\$0.87) to the order. What is the total cost now?

TAKING ORDERS

CUSTOMER NAME:

CUSTOMER NAME:

ingredient	price	work space

ingredient	price	work space

If the customer decides that they would like to pay for both of these tacos, what is the total cost?

The same customer also wants you to add a drink (\$0.87) to the order. What is the total cost now?

TAKING ORDERS: SECRET MENU

All drinks and desserts
MUST BE LESS THAN ONE DOLLAR.

All platters must be cost
least \$3.5| on the menu.

DRINKS

PRICE

PLATTERS

PRICE

DESSERTS

PRICE

TAKING ORDERS: SECRET MENU MEAL

Create the perfect meal. Make one taco with 6 ingredients, add a drink, a dessert, and platter. Find the total price.

TACO

Ingredient price work space

price

TACO

DRINK:

PLATTER:

DESSERT:

TOTAL COST:

TACO

Ingredient price work space

price

TACO

DRINK:

PLATTER:

DESSERT:

TOTAL COST:

DESIGN THE MENU

Packet #3

Your next assignment: create a menu for your taco business. Menus are interesting because there are so many different ways that you can create one. Your job is to create a menu that captures the food and flavor of YOUR taco truck business.

You've created a business name, designed logos, and even created designer tacos. Bring it all together with a menu that shows it! How you design and create it is up to you. Below are the only FOUR requirements that must be included, but the rest is up to you.

BUSINESS NAME	LISTING OF ALL ITEMS OF FOOD AND PRICES
LOGO	DESIGNER TACOS AND PRICES

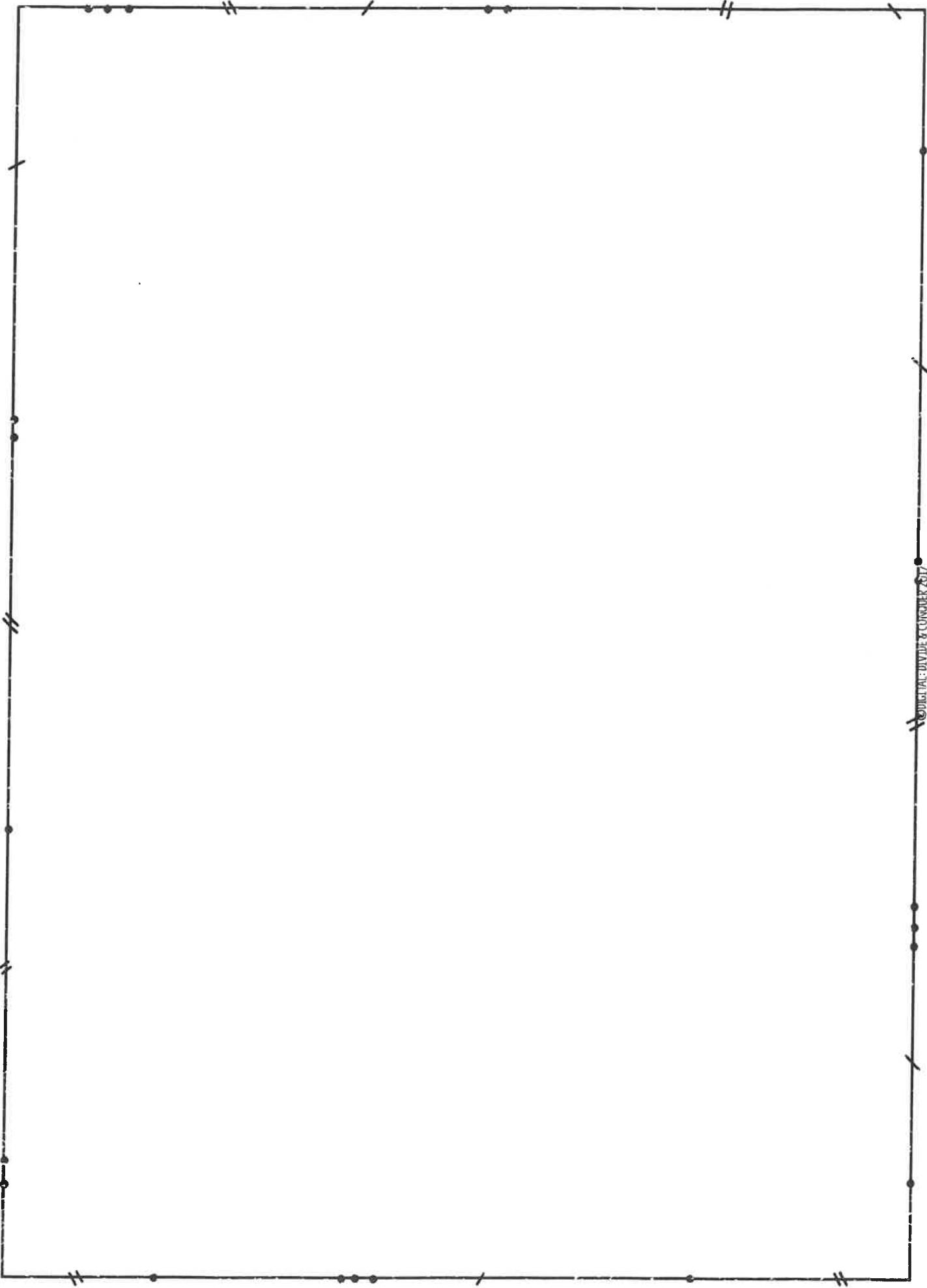
There are blank menu templates included or you may create your own. Pick which would work best for you. If possible, you might even be able to incorporate some ideas into the 3D version of the taco truck (at the end of this project).

Before you begin, take some time and look at different types of menus. These could be paper or online versions from various restaurants. Make sure to focus on the design and layout because it is important the customers can understand it.



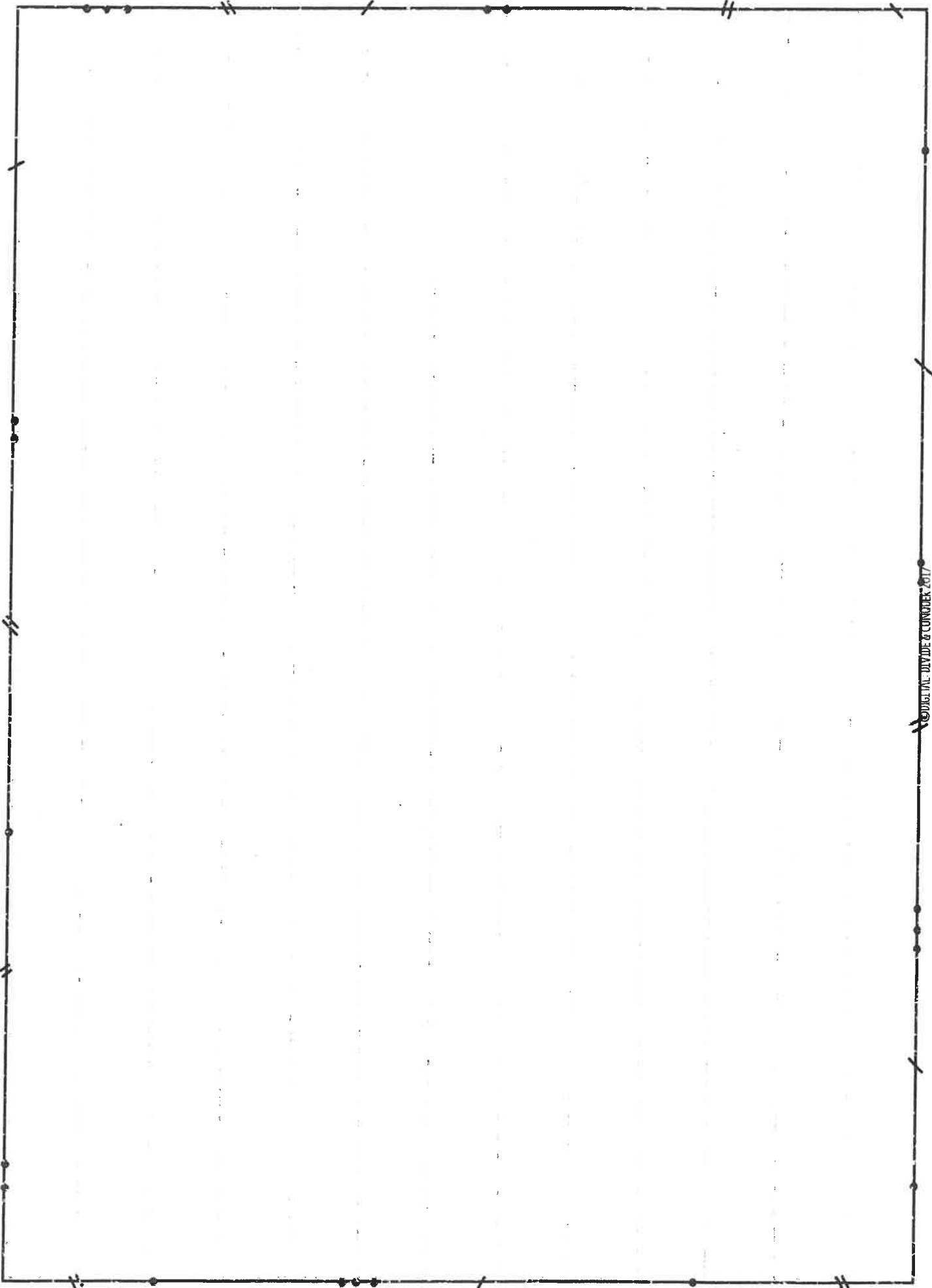
DESIGN THE MENU

Use this blank paper to create a menu.



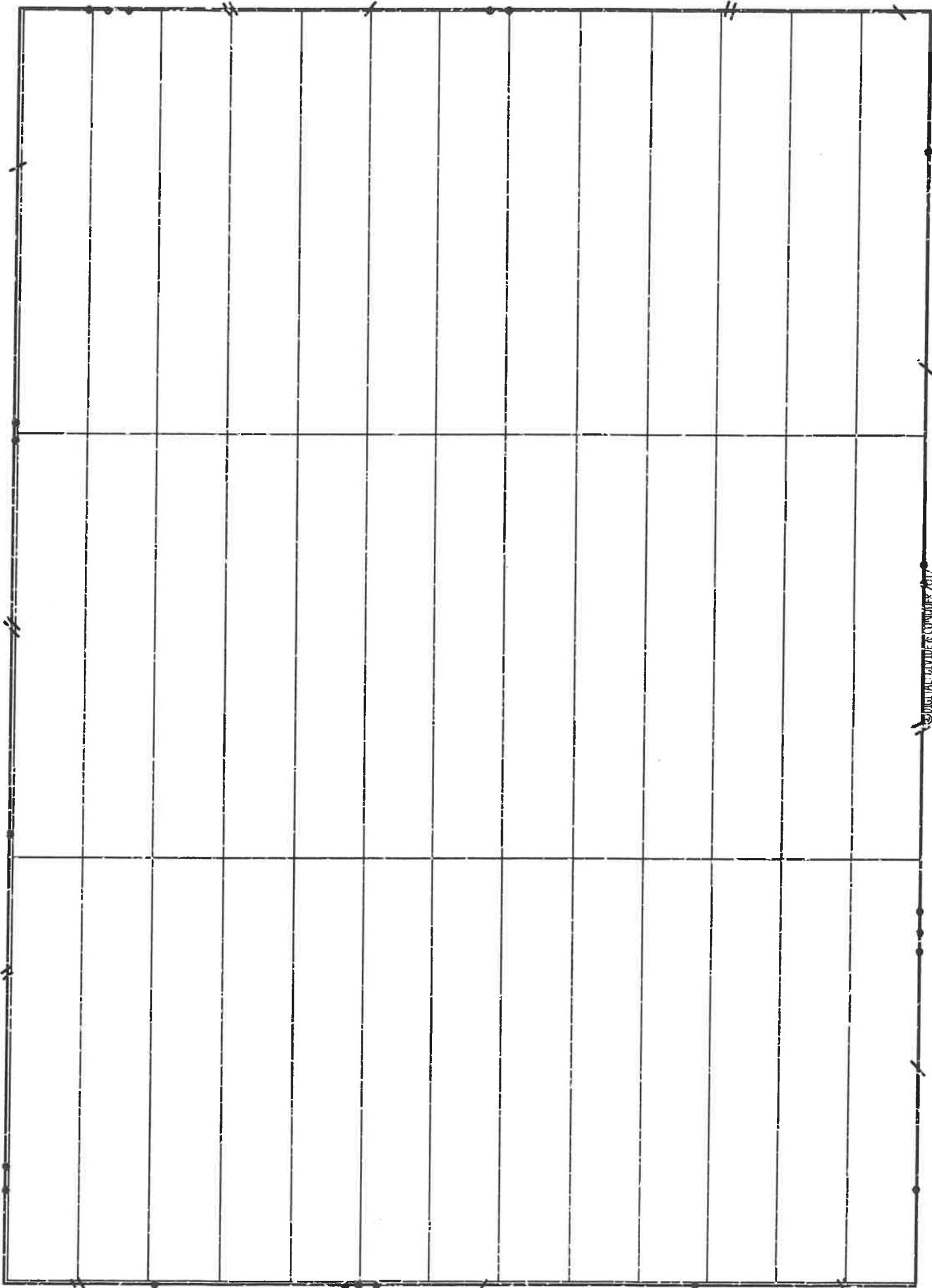
DESIGN THE MENU

Use this paper to create a menu.



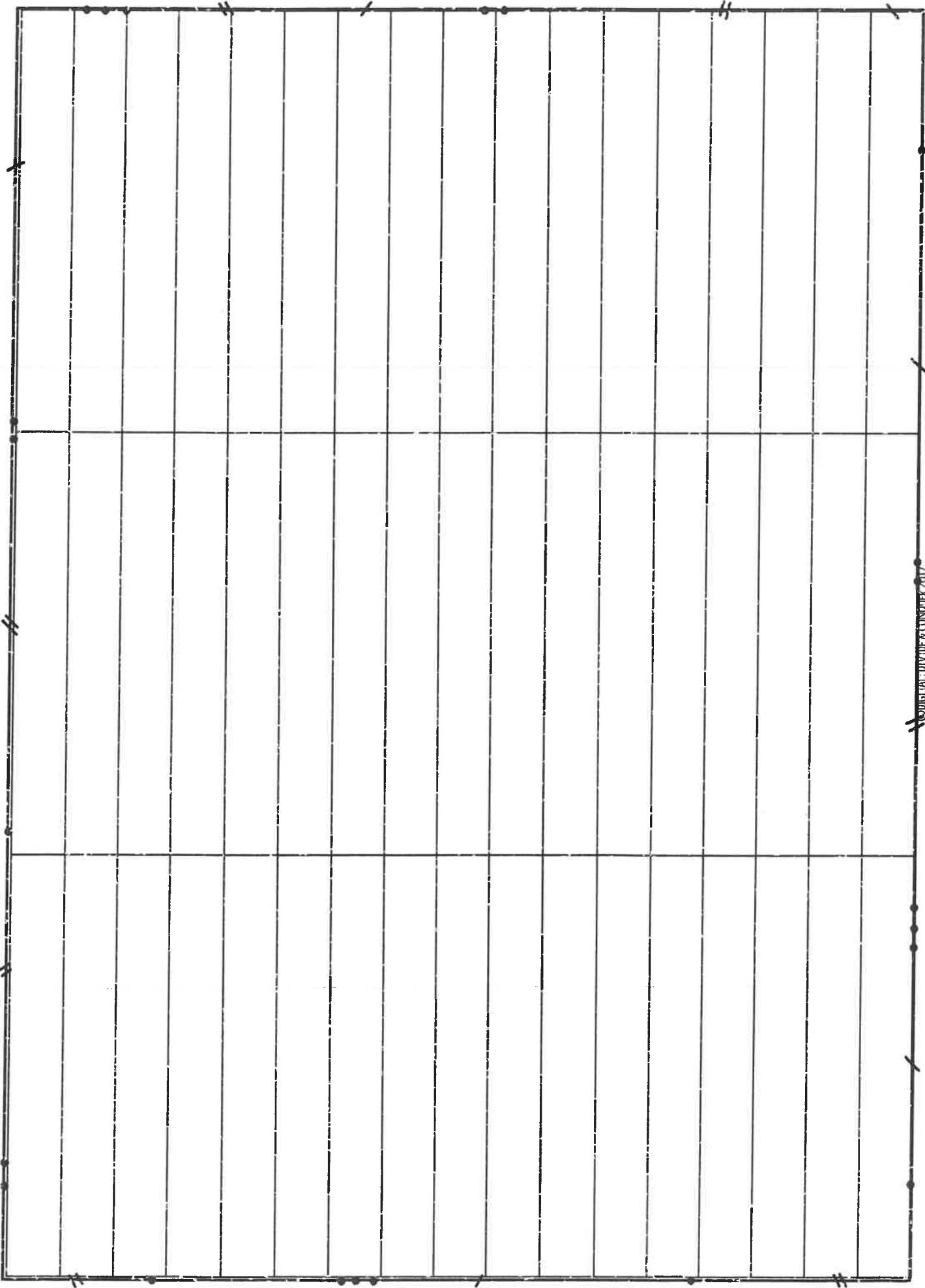
DESIGN THE MENU

Use this paper to create a menu.



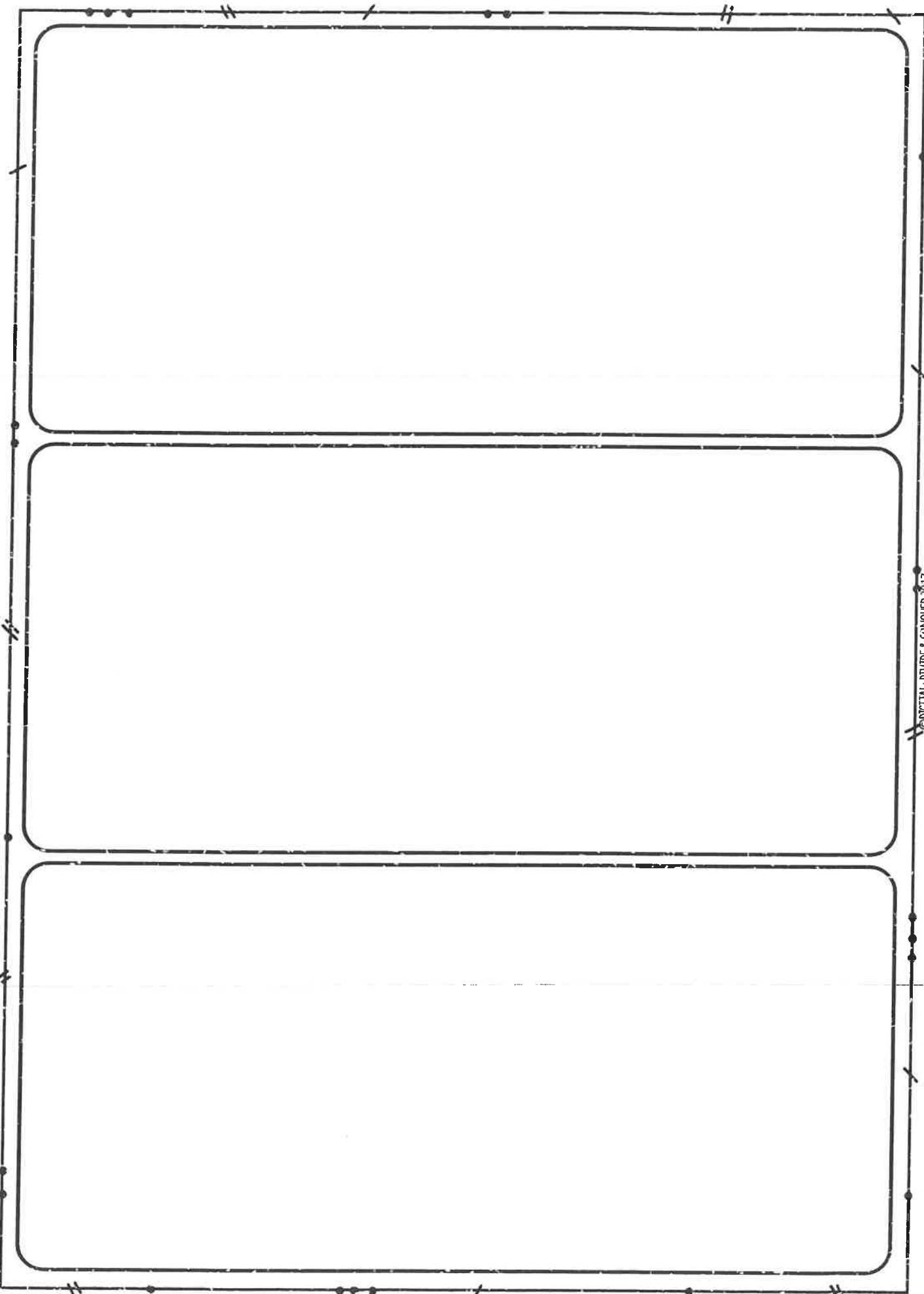
DESIGN THE MENU

Use this paper to create a menu.



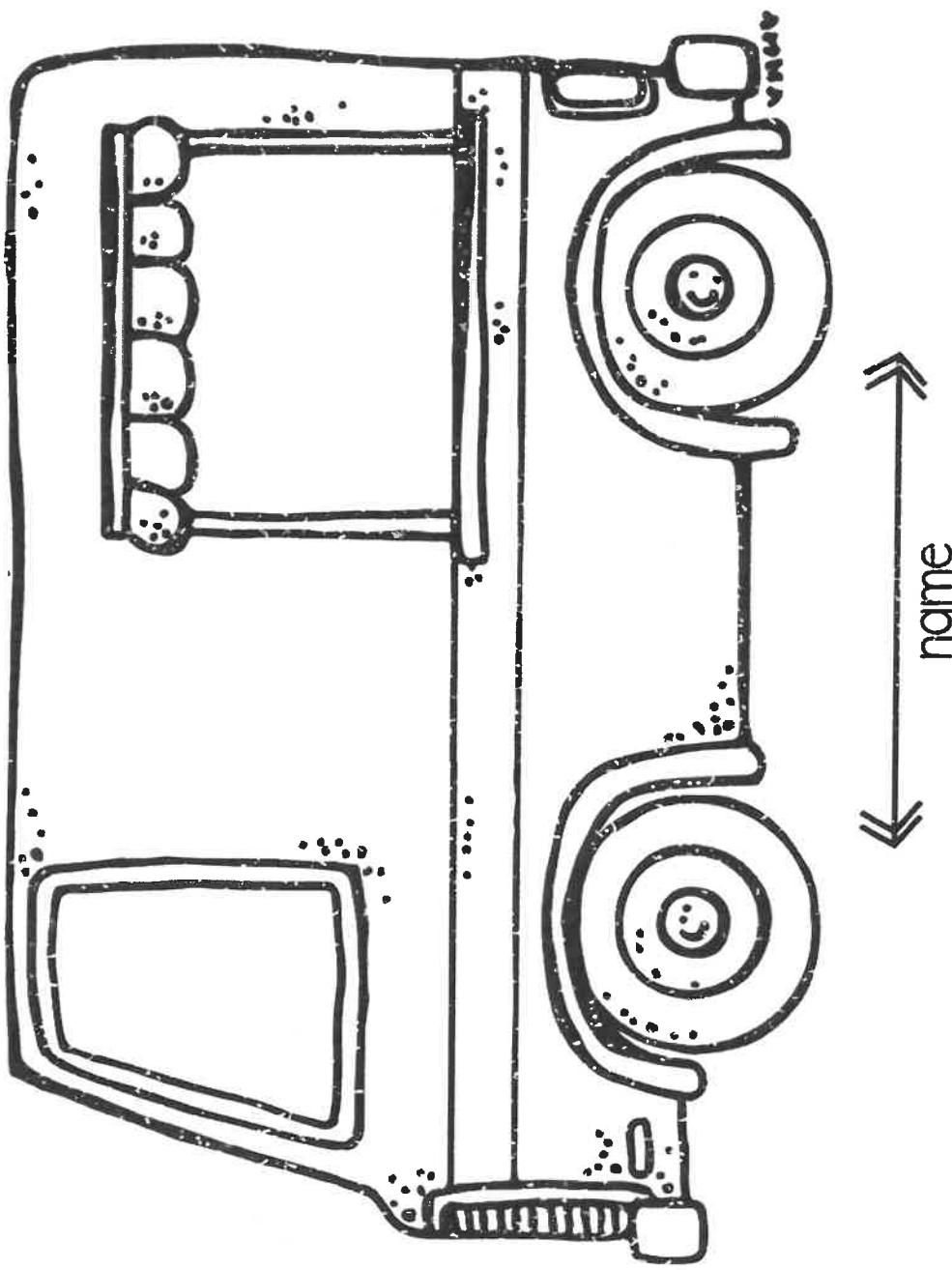
DESIGN THE MENU

Use this paper to create a menu.



Packet
#4

BUILDING A TACO TRUCK



TACO TRUCK PARTS

Things To Know

REQUIREMENTS LIST

Your taco truck will have a list of items that must be included.

This will be a list of items for the floor plan and the walls. You will decide where to put everything!

This includes a COUNTER and open wall to serve customers.

AREA & PERIMETER

As you create the layout of the truck, you will need to find the area and perimeter of items from the requirement list.

Units will be the measurement used for perimeter and area.

Example:

- Perimeter is 24 units
- Area is 26 square units (or units squared).

GEOMETRY DESIGN

Use your geometry skills to find the best solution to fitting all items into the truck.

All cars and trucks are filled with geometry in real life. Use those ideas to help you make the best choices.

Math is everywhere!

BE PREPARED!

Your taco truck must make sense and fit together. Make sure you leave space for the driver to drive it!

TACO TRUCK PARTS

There are four major parts of the truck that you will build and design.

THE BASE

This is where you create the floor of the truck.

-The truck base is bolded, but the paper is full size to help with keeping the truck together.

THE WALL, PIECE 1

Each WALL section contains two walls.

They are folded to create the front, back and sides of the truck.

THE WALL, PIECE 2

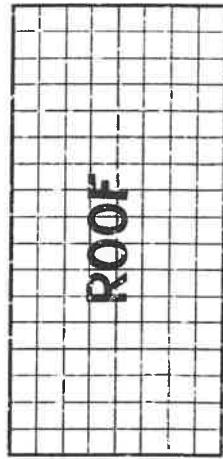
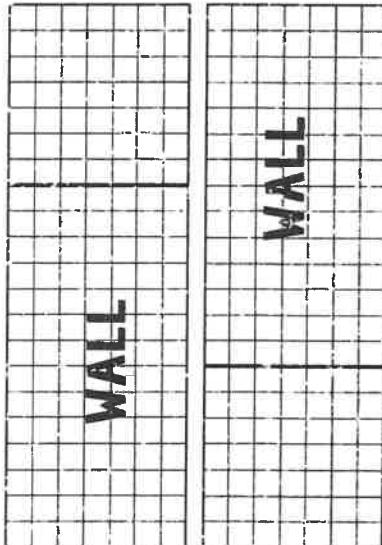
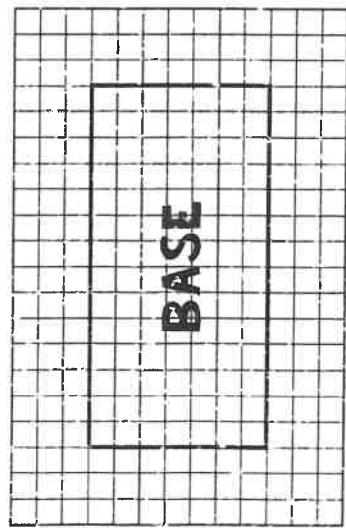
They can be cut out to create a rectangle that fits exactly

around the base of the truck.

THE ROOF

The final part of the truck.

The size is just a little large so it can sit on top of the truck without falling apart.



Each of the MAJOR PARTS will be on separate pieces of paper. They can be cut out and placed together to form a TACO TRUCK in the shape of a rectangular prism.

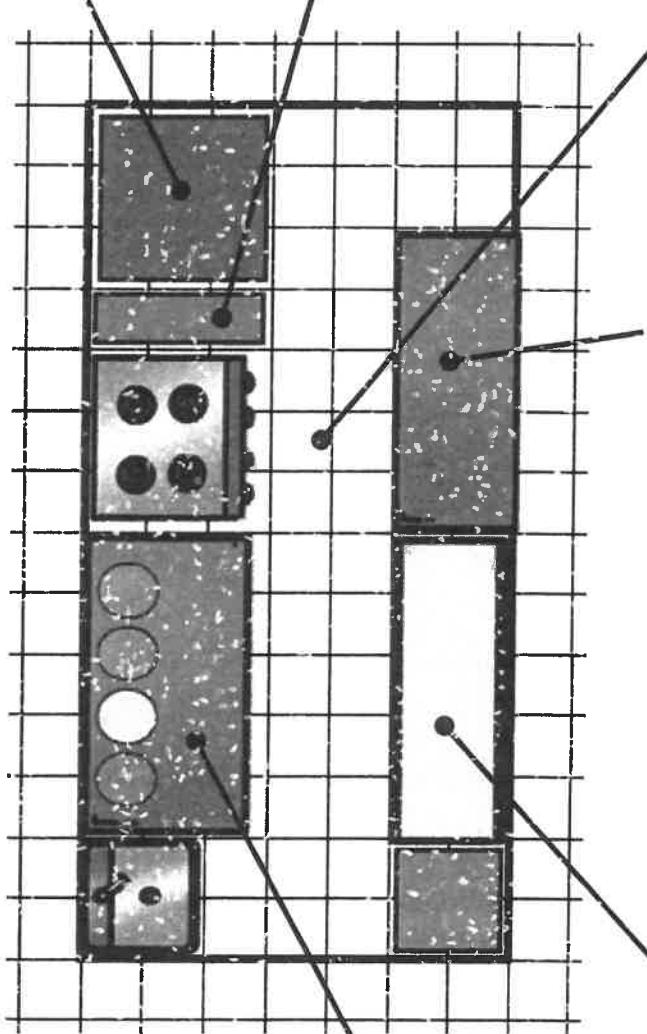
TACO TRUCK PARTS

More important things to know.

After you have created the layout, you will have to find the area and perimeter of items in the truck. Not all items will be exactly perfect, so estimate as close as you can.

You will design the base using a bird's eye view. Imagine looking straight down as you add in the furniture and lay it all out.

This is an example of a BASE floor plan.



COUNTER

AREA: 15 square units
PERIMETER: 16 units

CHECK OUT COUNTER

What is the AREA?

What is the PERIMETER?

WORK TABLE

AREA: 10 square units
PERIMETER: 14 units

WALKWAY

What is the AREA?

What is the PERIMETER?

STORAGE

AREA: 3 square units
PERIMETER: 8 units

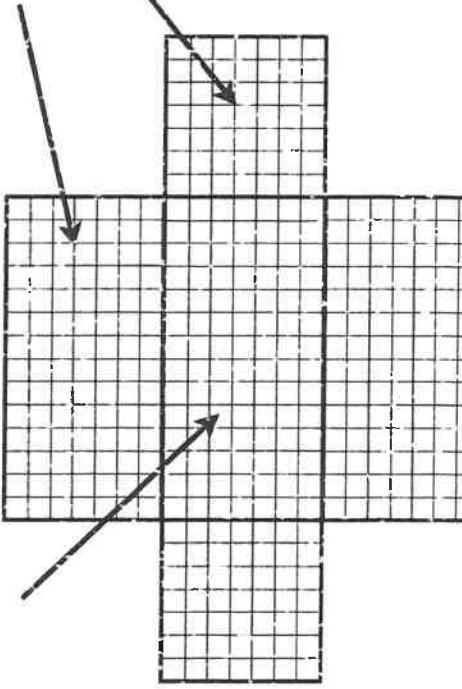
DRIVER AREA

AREA: 9 square units
PERIMETER: 12 units

ROUGH DRAFT: INSTRUCTIONS

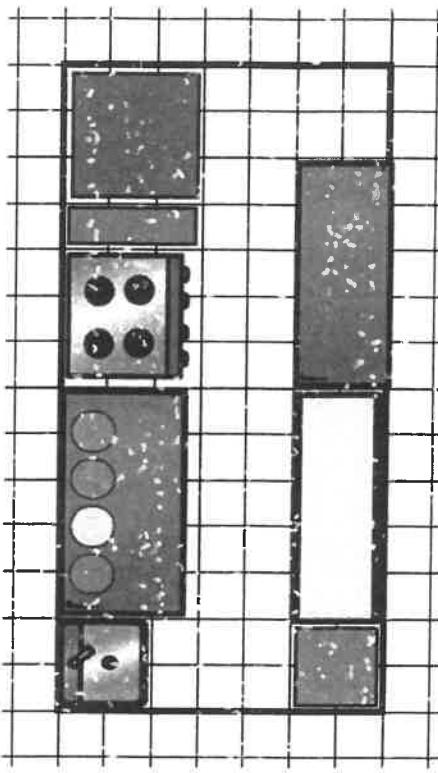
This rough draft will be used as a blueprint and will include all items from the Requirement List. The Requirement List will be included on the page. Check off each item once you have included it.

This is the BASE
and main floor.



The inside of the truck will look like the four walls have been laid down.

A finished wall or base could look like this. Design carefully!



As you design the layout, you may have to turn your paper so the drawings match up on each side of the truck.

As seen on the previous page.

ROUGH DRAFT: BLUEPRINTS

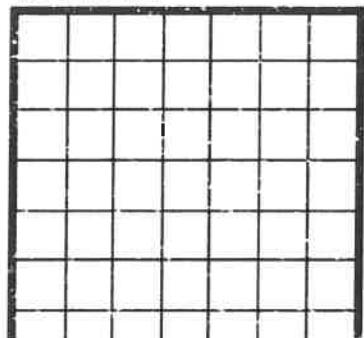
Create your rough draft of the taco truck. Check off each item after you add it to your truck.

driver seat	
work counter	
sink	
oven	

WALL

trash can	
order counter	
stove top	
window over order counter	

WALL



cash register	
supply cabinet	
freezer	

WALL

Walkway down the middle of the truck.	
EXIT out of the back of the truck.	

WALL

FINAL VERSION: REQUIREMENT LISTS

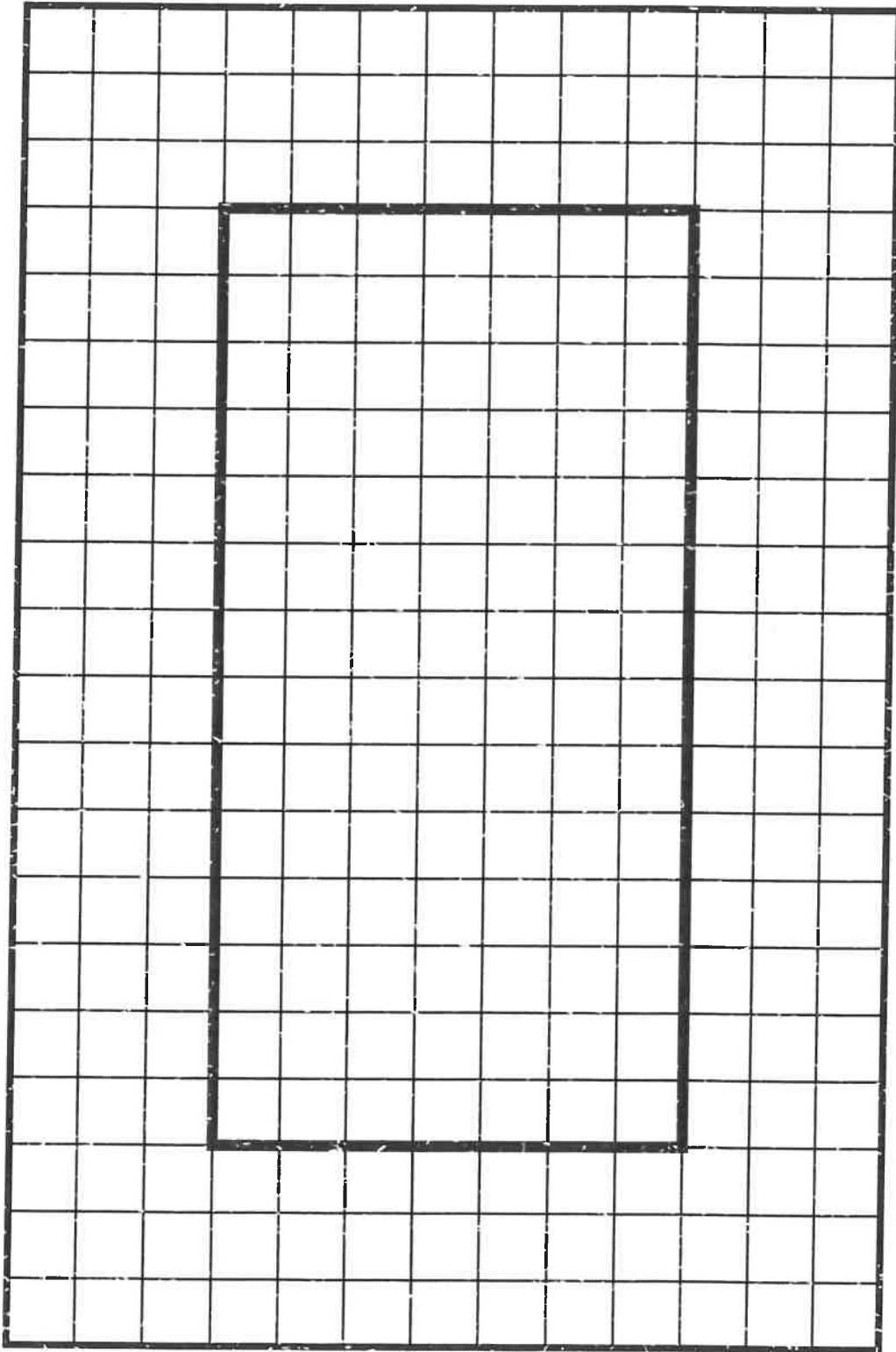
Listed below are all the furnishing elements that must be included inside your truck.
Check off each item once it has been added in your truck.

ITEM	COMPLETED
driver seat	
work counter	
sink	
oven	
trash can	
order counter	
stove top	

ITEM	COMPLETED
Walkway down the middle of the truck.	
EXIT out of the back of the truck.	
cash register	
supply cabinet	
freezer	
window over order counter	

FINAL VERSION: BASE FLOOR PLAN

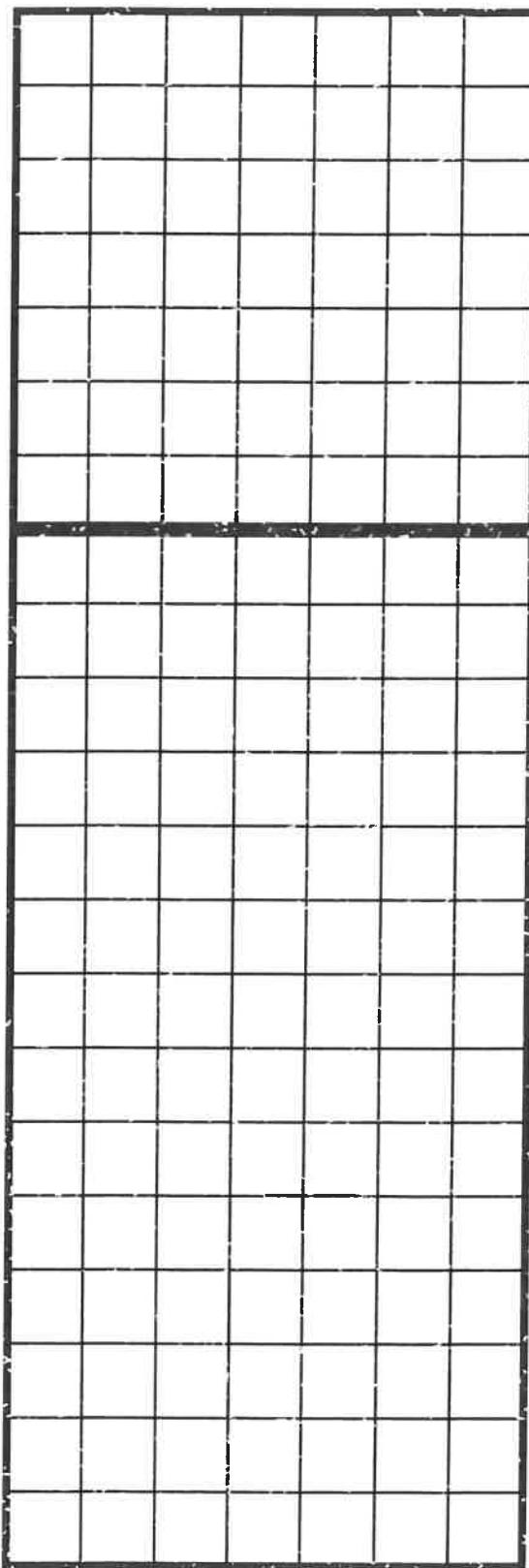
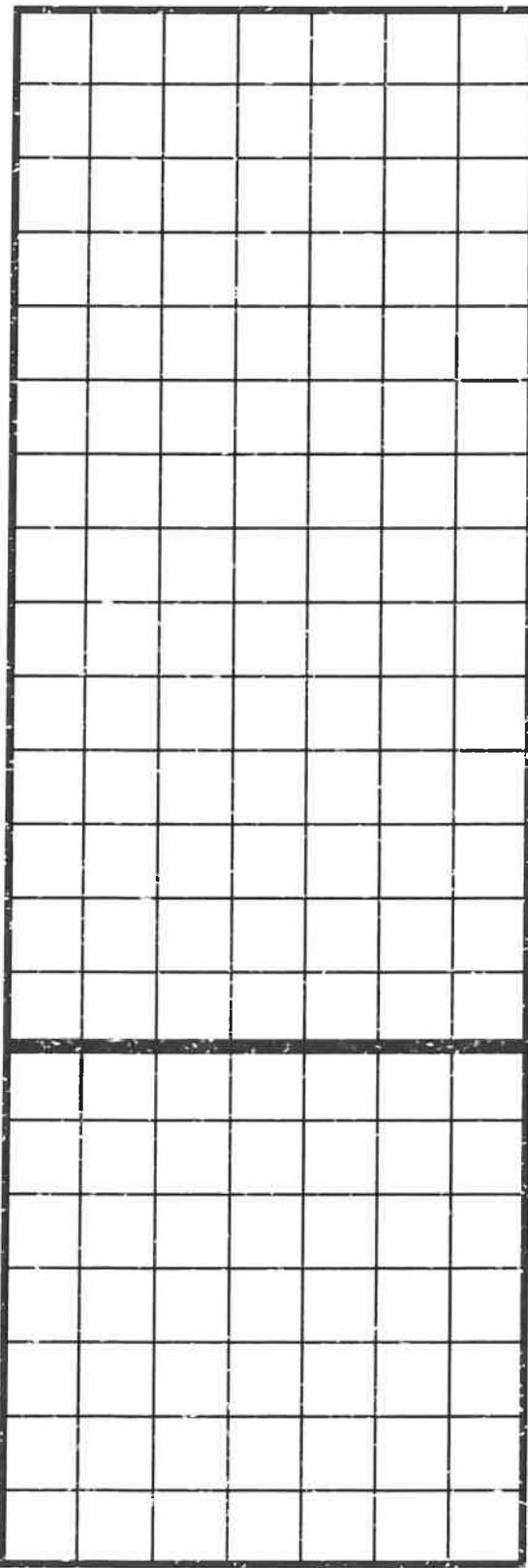
Convert your rough draft to the final version of the truck.



You may also design the surrounding area, which could look like roads, pavement, or something based on where the truck is parked.

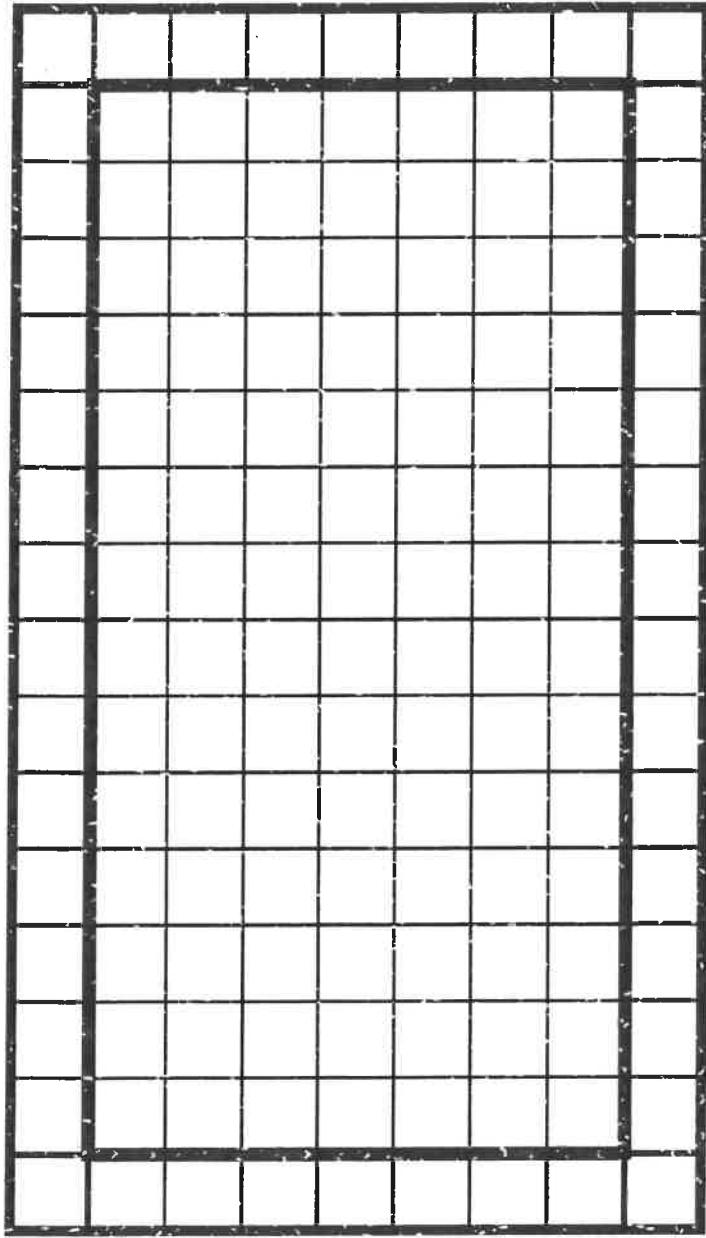
FINAL VERSION: WALLS

The inside walls of the taco truck are where you will continue designing from your floor plan.
MAKE SURE you keep enough space over the ORDER COUNTER so it can be cut open later.



FINAL VERSION: ROOF & CEILING

Include any remaining items that could go on the roof and ceiling.



The dark outline is the roof truck. There is a single row of units that will hang over the side. This is because the roof will sit on top of the walls.

You may cut down the roof sides once you see how it fits on top of the truck.

TACO TRUCK SIZE

Find the AREA, PERIMETER, and SHAPE of each item in the truck.
Fill in the information below.

ITEM **PERIMETER** **AREA** **SHAPE**

driver seat		
work counter		
sink		
oven		
trash can		
order counter		
stove top		
Walkway down the middle of the truck.		
[EXIT] out of the back of the truck.		
cash register		
supply cabinet		
freezer		
Window over order counter		

TACO TRUCK SIZE

Find the AREA, PERIMETER, and SHAPE of each item in the truck.
Fill in the information below.

ITEM PERIMETER AREA SHAPE

ITEM	PERIMETER	AREA	SHAPE
driver seat			
work counter			
sink			
oven			
trash can			
order counter			
stove top			

TACO TRUCK Size

Find the AREA, PERIMETER, and SHAPE of each item in the truck.

Fill in the information below.

ITEM PERIMETER AREA SHAPE

Walkway down the middle of the truck.			
EXIT out of the back of the truck.			
cash register			
supply cabinet			
freezer			
window over order counter			

BUILDING 3D APPLIANCES & FURNITURE

It's time to build your appliances by creating three dimensional shapes.
There are two blank graphing sheets provided.

FIRST: Make sure your furniture size matches what you created in your truck.

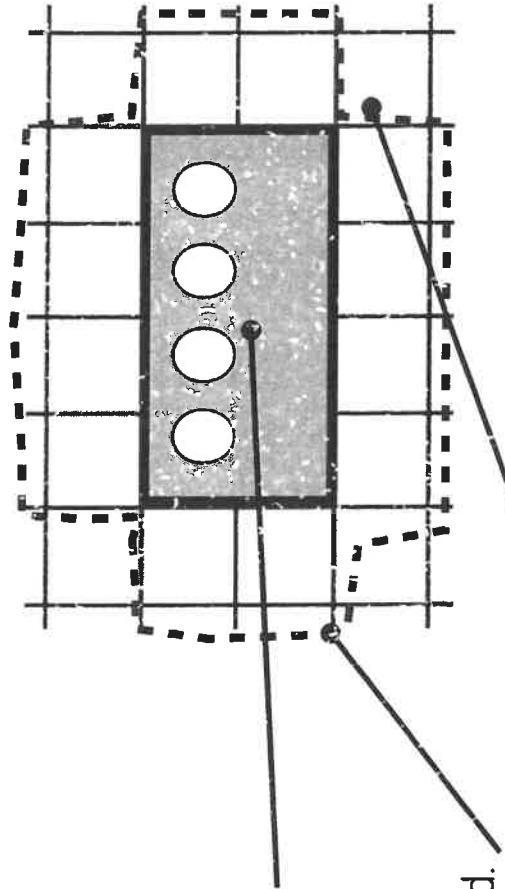
SECOND: 3D (three dimensional) means you'll have to design on all the sides (or most of them). Minecraft and LEGOS are good examples.

THIRD: Don't cut out the net until you are sure you have enough. Map out what you need.

FOURTH: Tape your shapes together. You can try glue, but it might not work as well.

FIFTH: DON'T get discouraged! This is a very difficult element of design. It will take you a while to master it...but you can do it!

WALLS: If you created walls--add those!



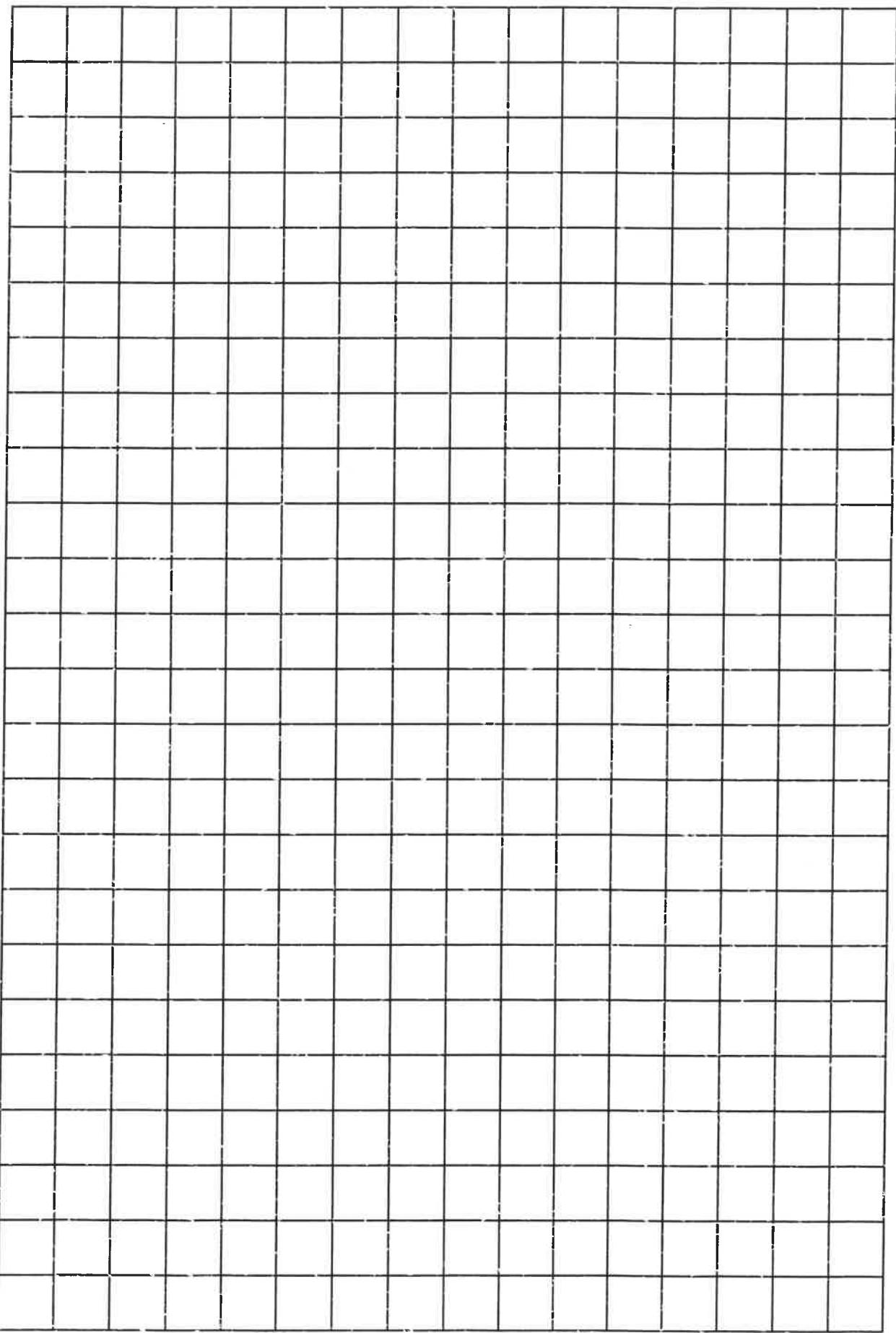
For this counter, I would cut out on my dotted line and tape the 4 sides together.

REMEMBER

**YOU MAY HAVE A BETTER WAY TO MAKE 3D APPLIANCES AND FURNITURE.
DO WHAT WORKS BEST FOR YOU!**

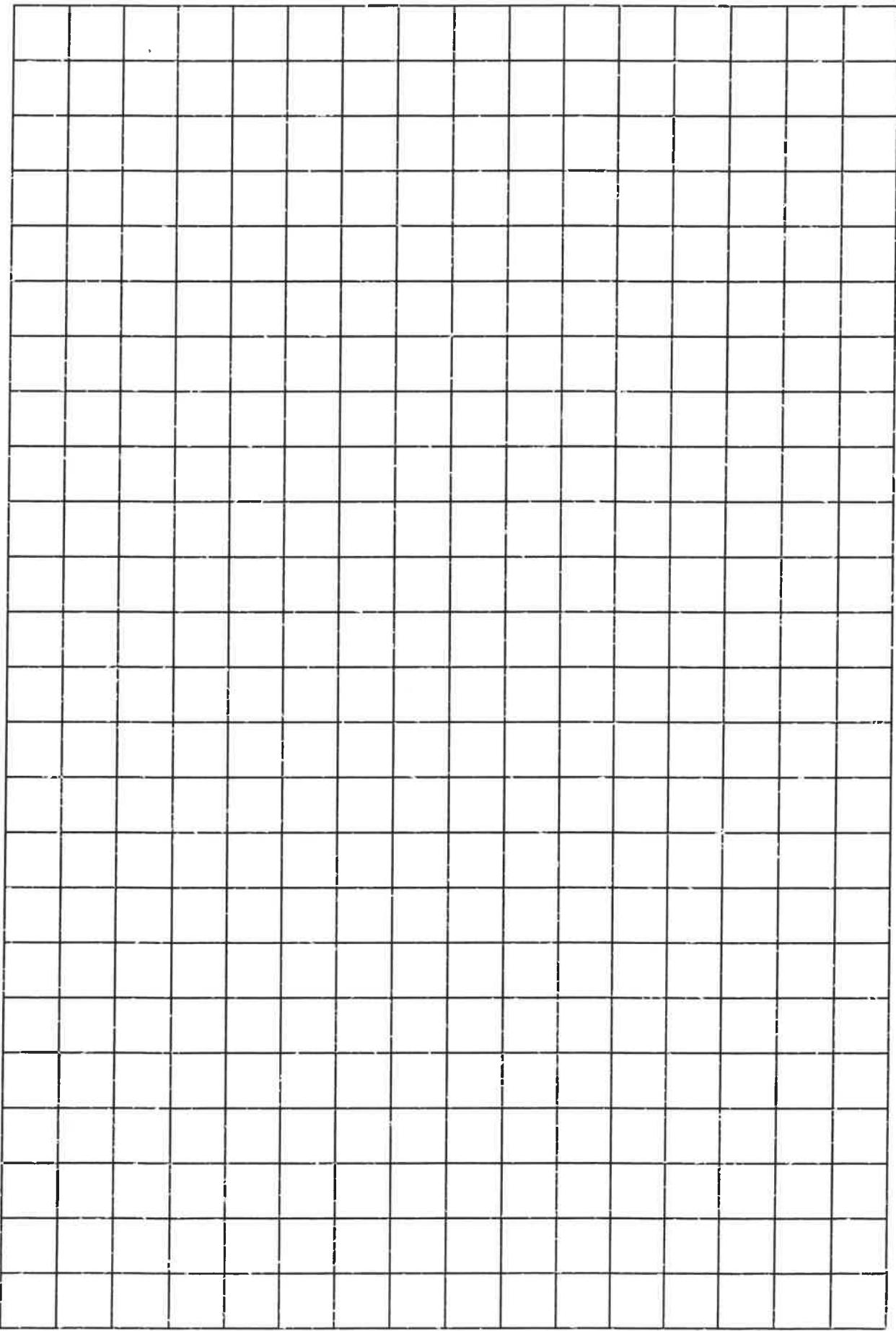
THREE-DIMENSIONAL PIECES

Use this graph paper to create your own three-dimensional appliances for the truck.



THREE-DIMENSIONAL PIECES

Use this graph paper to create your own three-dimensional appliances for the truck.



TACO TRUCK EXTERIOR

Packet
#5

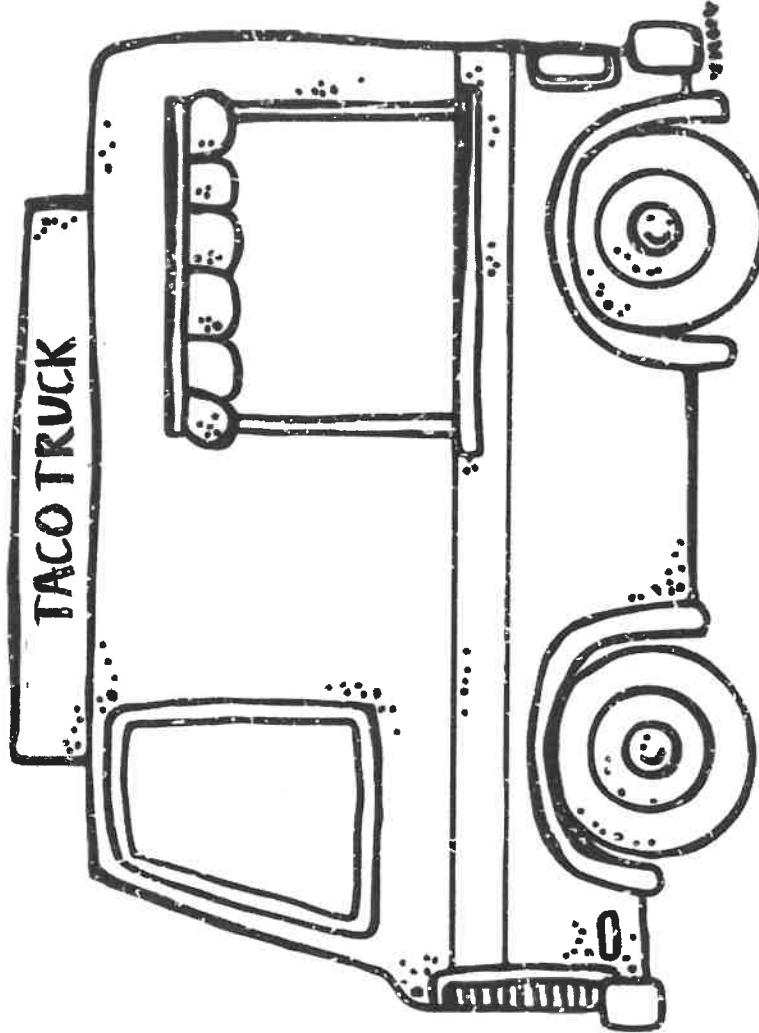
Great work! You've designed the inside of the taco truck and it is amazing!
Now you need to make the outside look just as good.

BE CAREFUL with coloring!

- ONLY USE crayons or colored pencils.
- Markers could bleed through and ruin the inside.
- Look at some pictures of food trucks to see what the outsides look like.

Window Counter

- Remember where you will put the window counter as you design.
- You can cut-out the entire side or create a fold up section.



TIRES and SIDES

- Decide on the tires and where to put them.
- On the side of the truck you can add the business name, logo, and other marketing ideas.

WINDOWS and DOORS

- If you are up to the challenge, try cutting out where you have windows.
- Be patient and work slow.

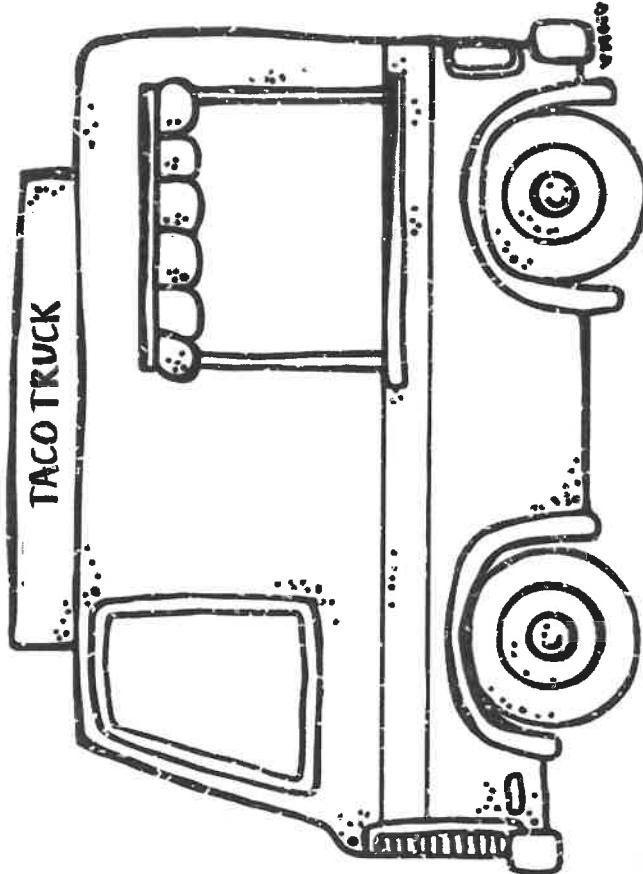
TACO TRUCK EXTRAS

EXCELLENT! You've finished every single thing!
Now, go back and add the little details.

what are little details?

The little details will make your truck and business come alive. Add in all the extras that you'd find at real food stops. Here are some ideas:

- supply boxes
- cooking appliances
- garbage can (for the sidewalk)
- tables and chairs
- generator or butane tank
- signs
- hanging lights
- cones
- people



Your options are unlimited, so take your time as you create them. You will be amazed at how much of a difference the littlest detail makes.

STUDENT REFLECTION SHEET

Included is a student reflection sheet that students may use at the end of the project.

TEACHER RUBRICS

Included are two versions of rubrics.

Choose the version that works best for your class.

The first is a **single-point rubric**. If students are proficient in each category (running down the middle) you can circle the criteria. If they exceed or need more work with each criteria, there is space for you to give a specific example. This version requires more writing (from the teacher), but works well if your school is not using traditional grading systems.

The second rubric is more **traditional using a 5-point scale**. Teachers determine the scoring based on how they performed with the project, which is totaled at 25 points. The two final criteria options are based on problem-solving and collaboration. Those do not have a score. Students either exceed, meet, or need more work. Extra space is provided to write in, too.

NAME

PROJECT REFLECTION

I CAN...	YES	NEEDS MORE WORK
I completed all sections of this project that were required.		
I can apply decimals to my work and find totals using those decimals.		
I can find the area and perimeter of an object I create.		
I can connect area, perimeter, and geometry to real-world situations.		
I can use problem-solving techniques to complete this activity.		
I can use collaboration techniques to complete this activity.		

THE MOST CHALLENGING PART OF THIS PROJECT WAS...

MY FAVORITE PART OF THIS PROJECT WAS...

ONE THING THAT REALLY SURPRISED ME WAS...

SOMETHING I LEARNED FROM A CLASSMATE WAS...

SCORING RUBRIC

STUDENT NAME: _____

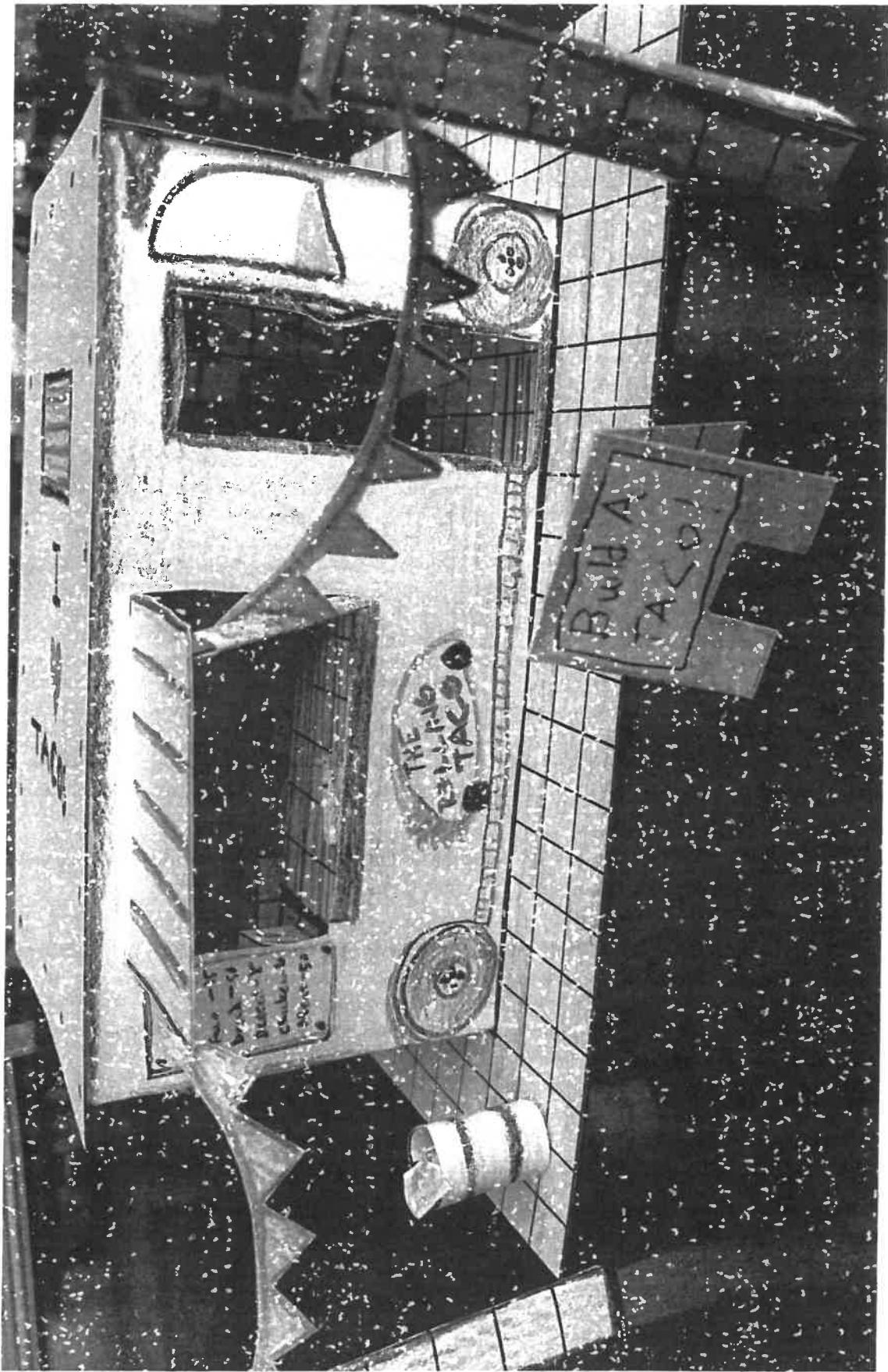
AREA NEEDS MORE WORK	PROFICIENT	EVIDENCE OF EXCEEDING STANDARD
	Student completed the required sections of the project.	
	Demonstrates an understanding of decimals and applying them correctly when finding totals.	
	Demonstrates an understanding of finding area and applying it correctly.	
	Demonstrated an understanding of finding perimeter and applying it correctly.	
	Connects the concepts of decimals, perimeter, and area to real-world settings (running a business).	
	Applied multiple problem-solving skills to complete the activity.	
	Applied collaboration skills to complete the activity	

SCORING RUBRIC

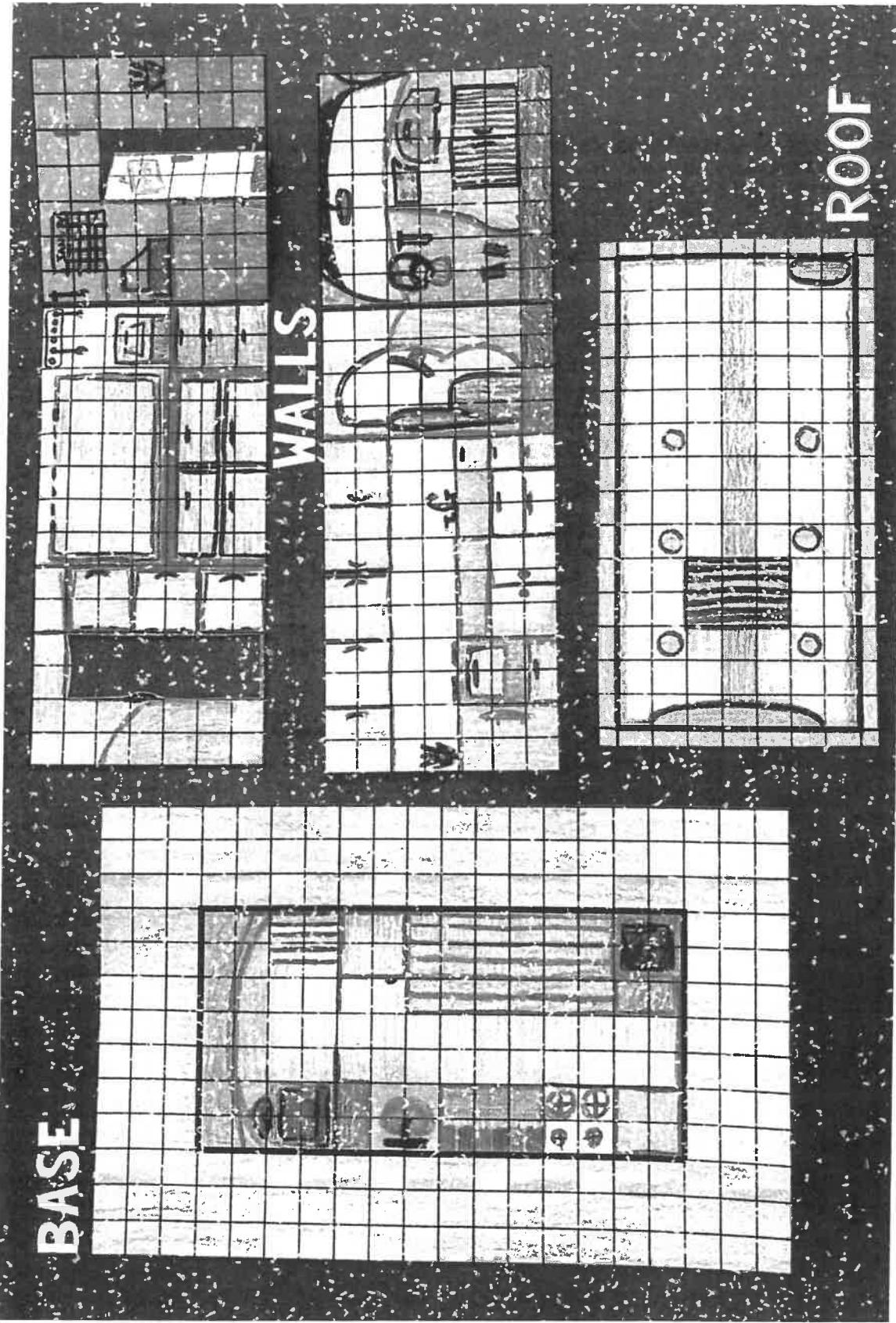
STUDENT NAME: _____

CRITERIA	MET STANDARD				AREA NEEDS MORE WORK
Student completed the required sections of the project.	5	4	3	2	1
Demonstrates an understanding of decimals and applying them correctly when finding totals.	5	4	3	2	1
Demonstrates an understanding of finding area and applying it correctly.	5	4	3	2	1
Demonstrated an understanding of finding perimeter and applying it correctly.	5	4	3	2	1
Connects the concepts of decimals, perimeter, and area to real-world settings (running a business).	5	4	3	2	1
Applied multiple problem-solving skills to complete the activity.	EVIDENCE OF EXCEEDING MET				
Applied collaboration skills to complete the activity	EVIDENCE OF EXCEEDING MET				

THE TACO TRUCK

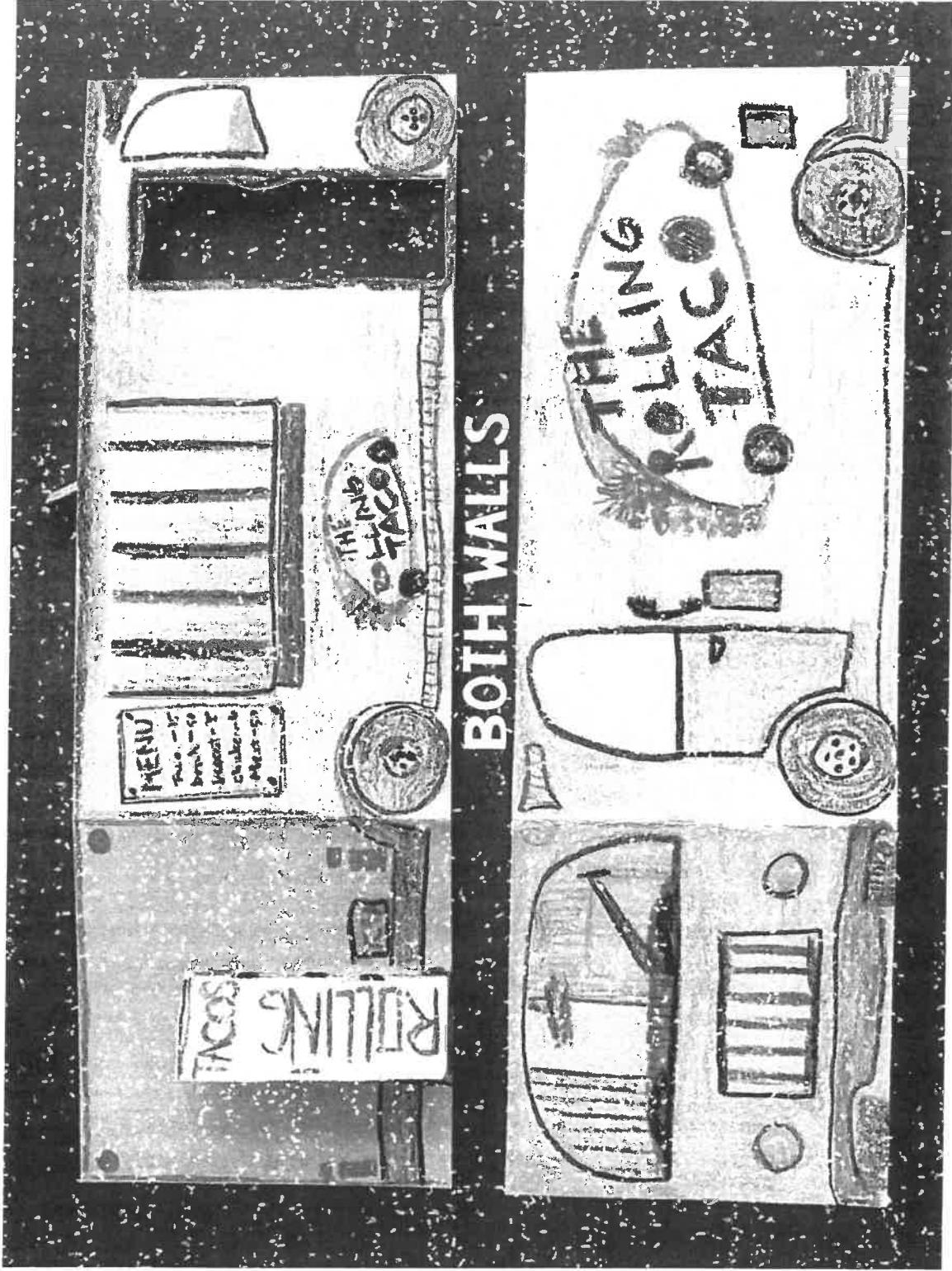


BUILDING THE TRUCK



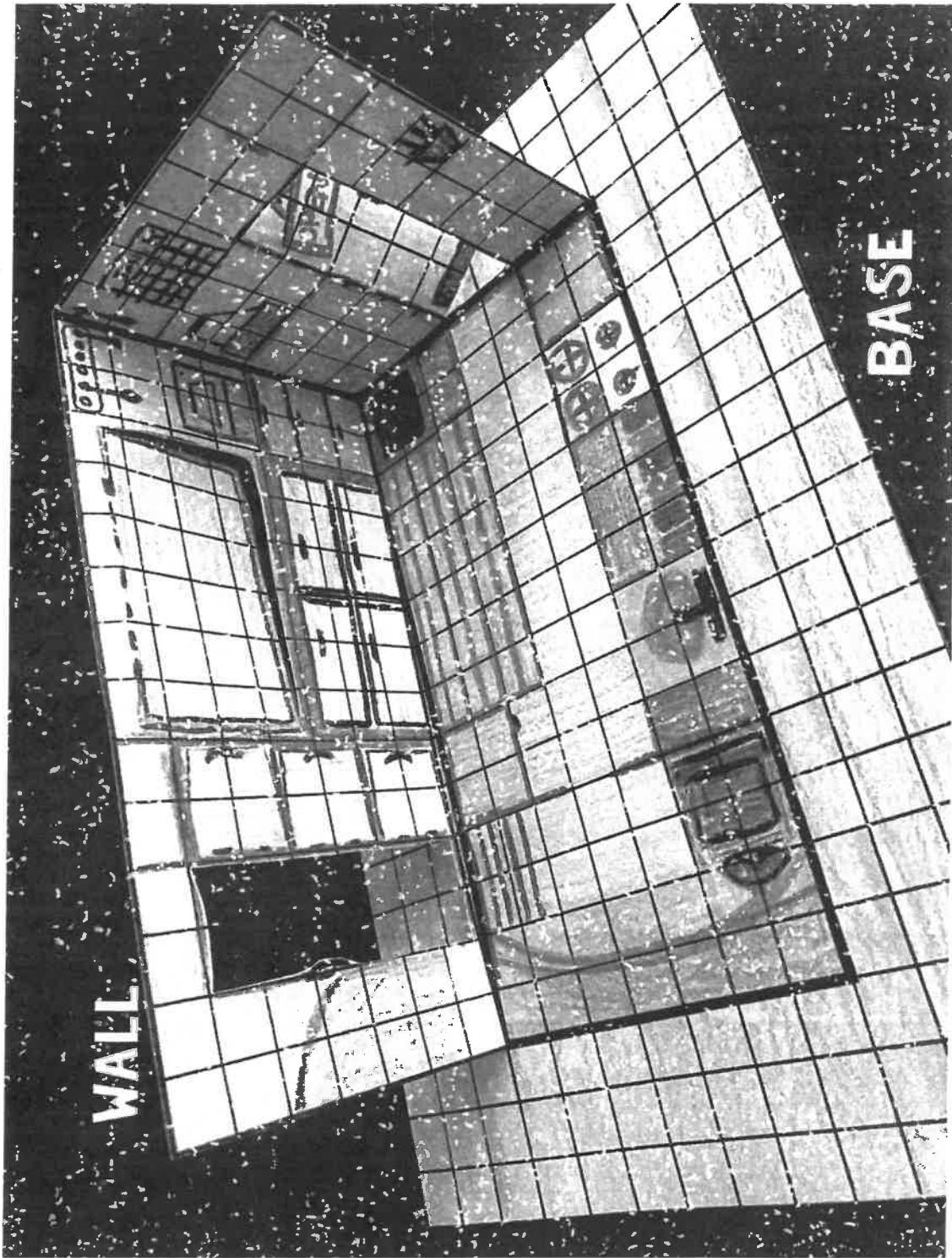
These are all four pieces of the truck.

BUILDING THE TRUCK



After all the interior is completed, you can design the exterior.

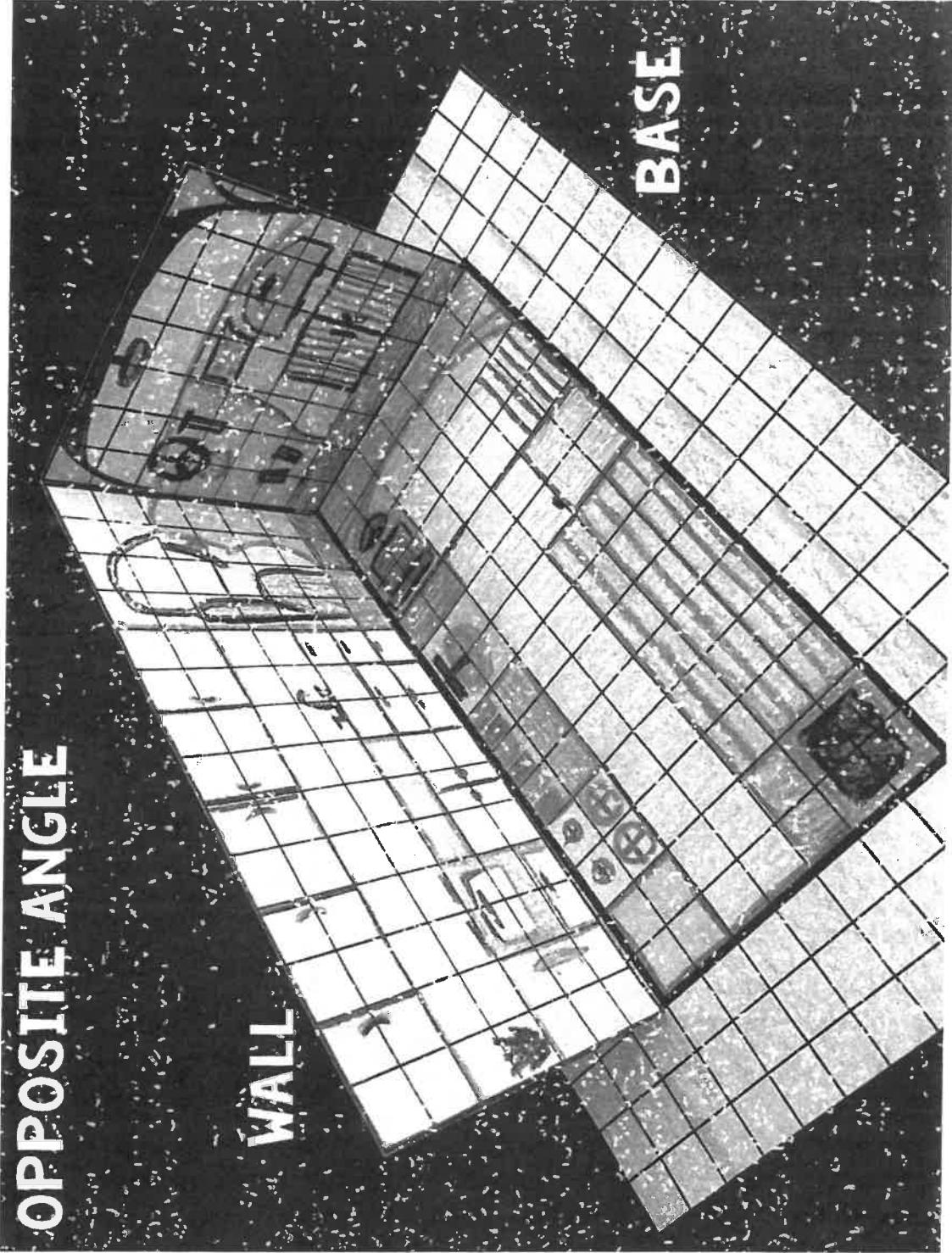
BUILDING THE TRUCK



Line up the walls and floors to make sure they match.

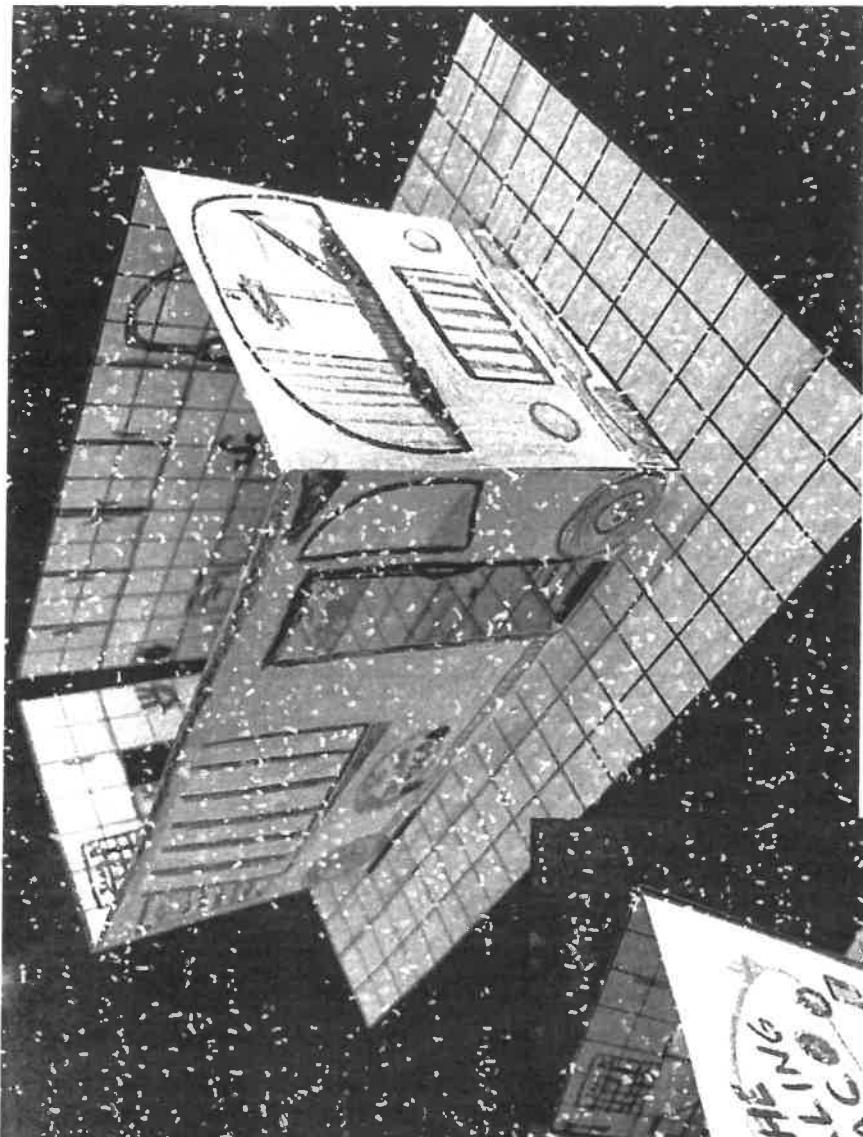
BUILDING THE TRUCK

OPPOSITE ANGLE

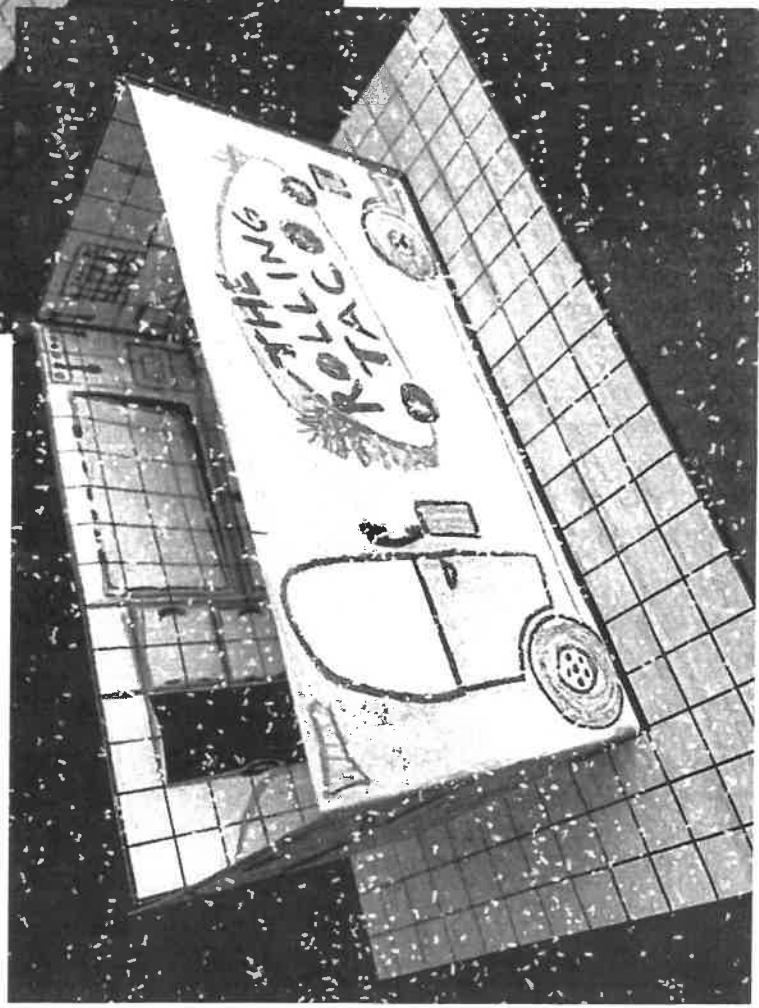


Line up the walls and floors to make sure they match.

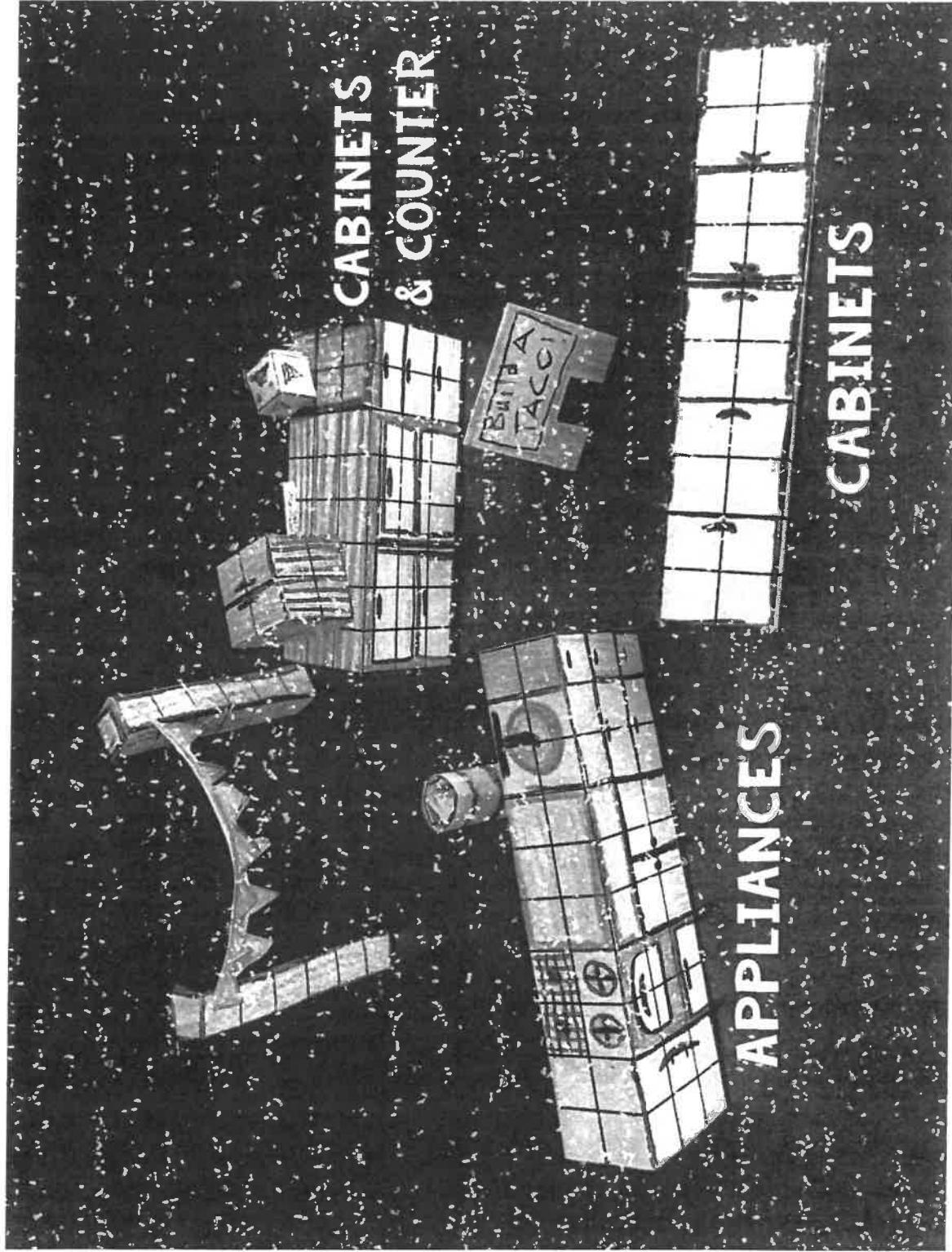
BUILDING THE TRUCK



Once set-up, the outside
resembles a truck.

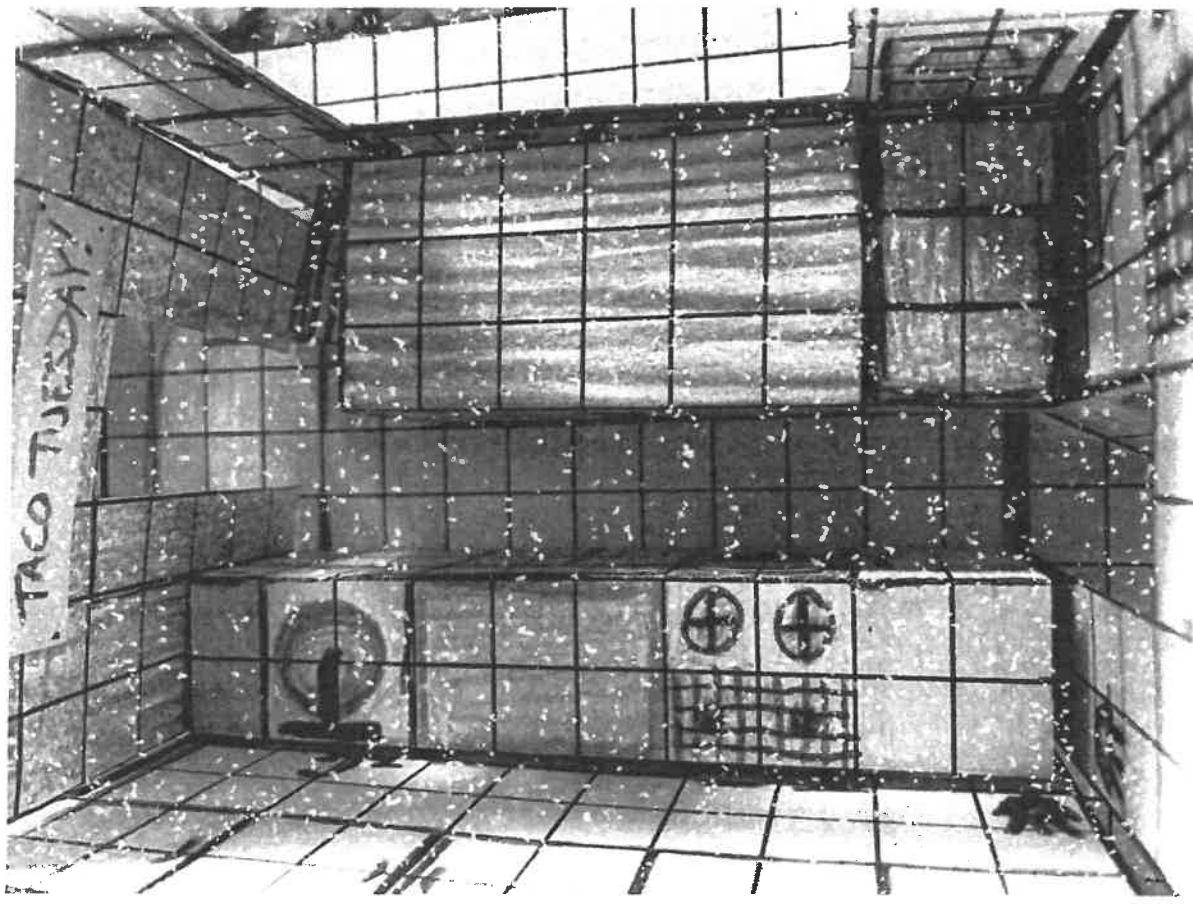


BUILDING THE TRUCK



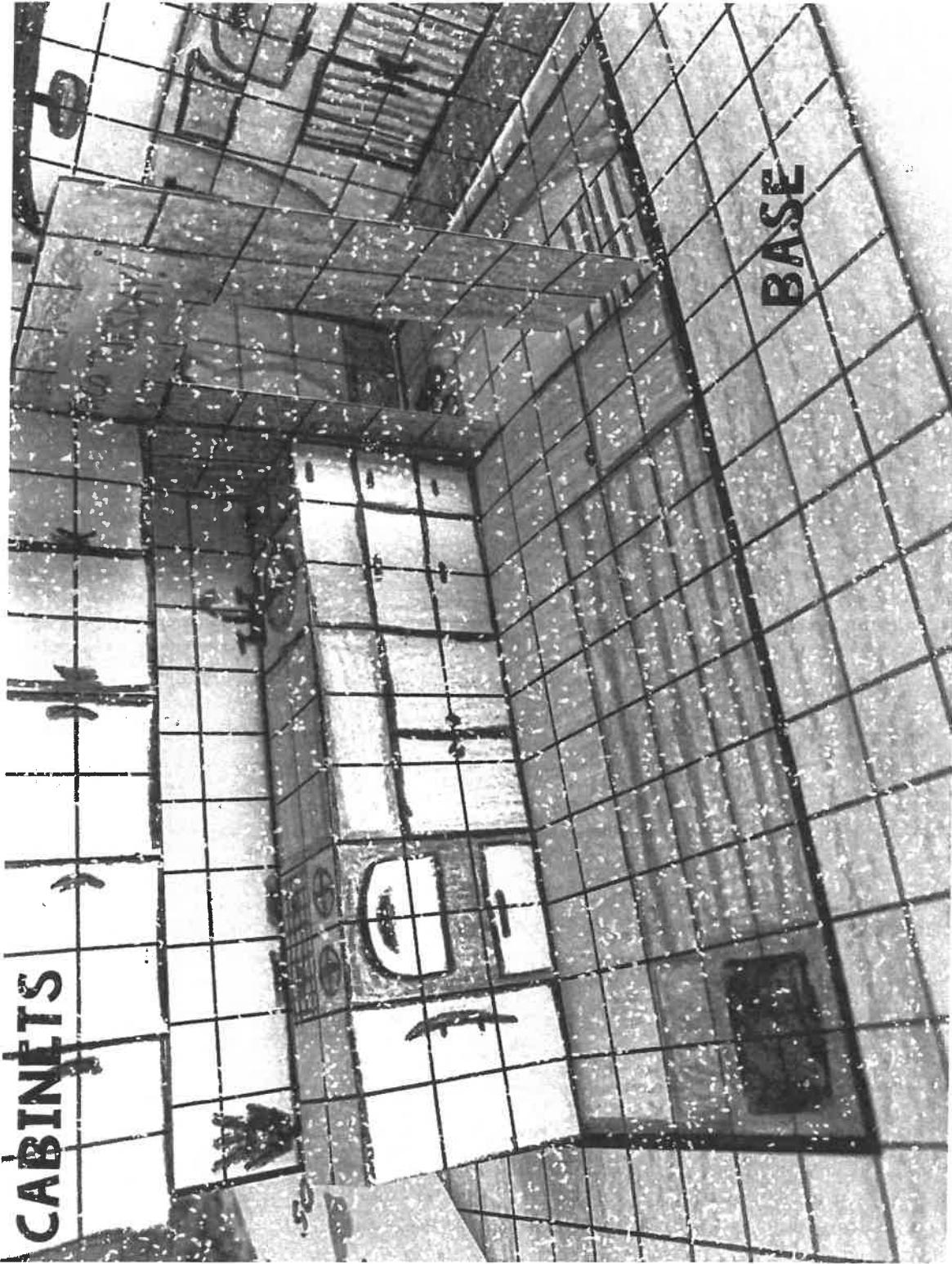
Build the appliances and furniture for inside the truck.

BUILDING THE TRUCK



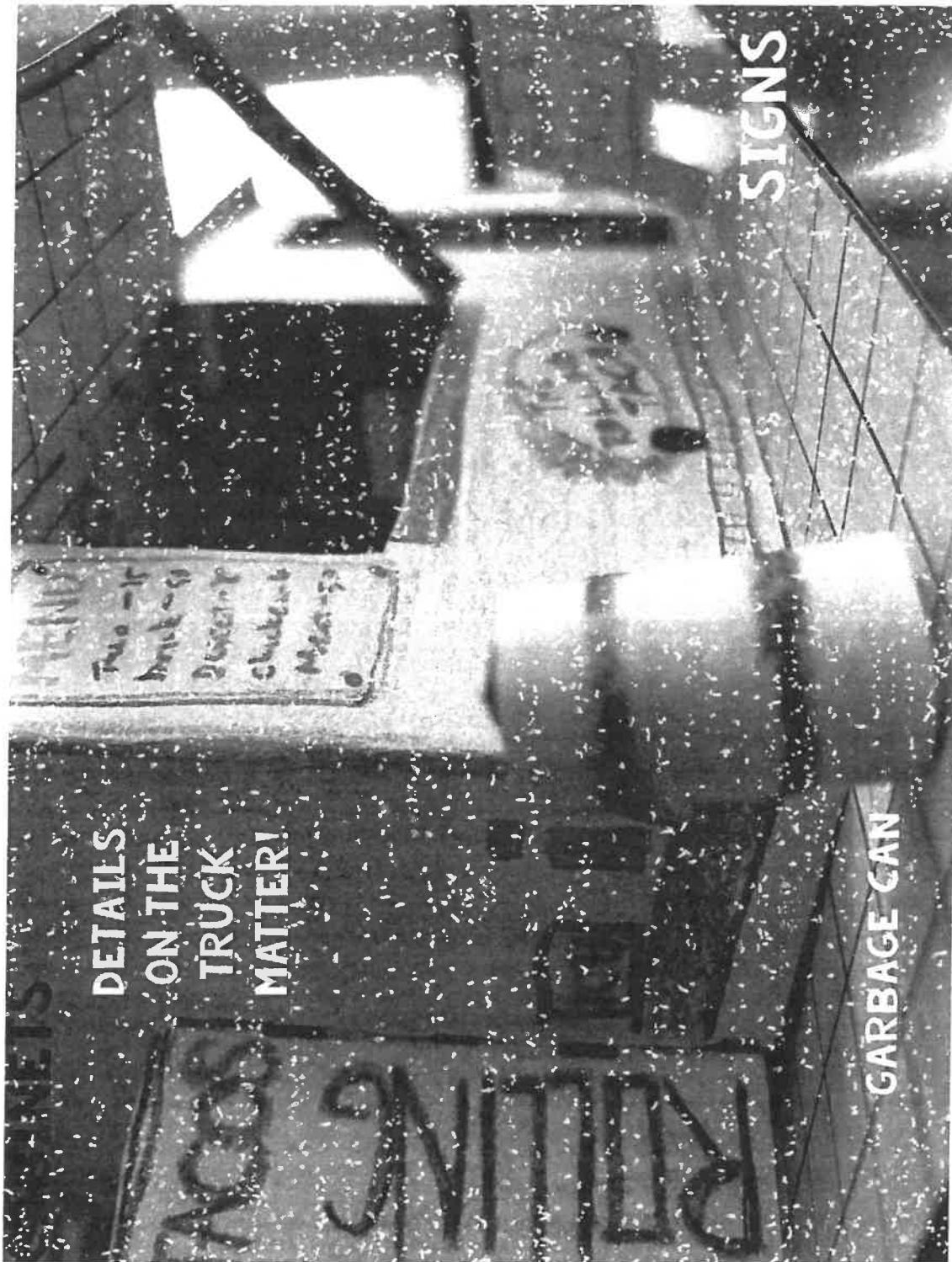
Place your appliances inside the truck.

BUILDING THE TRUCK



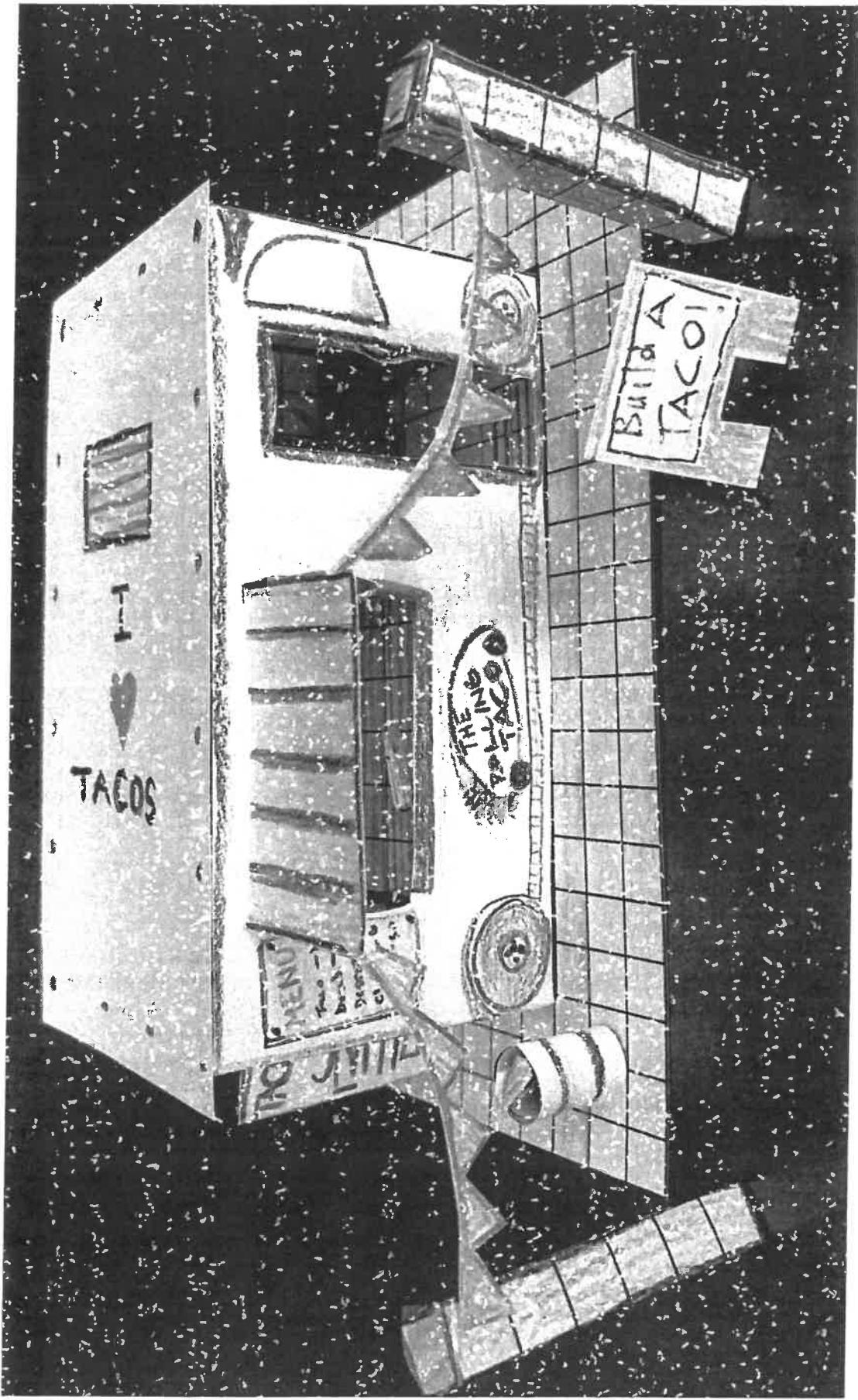
Place your appliances inside the truck.

BUILDING THE TRUCK

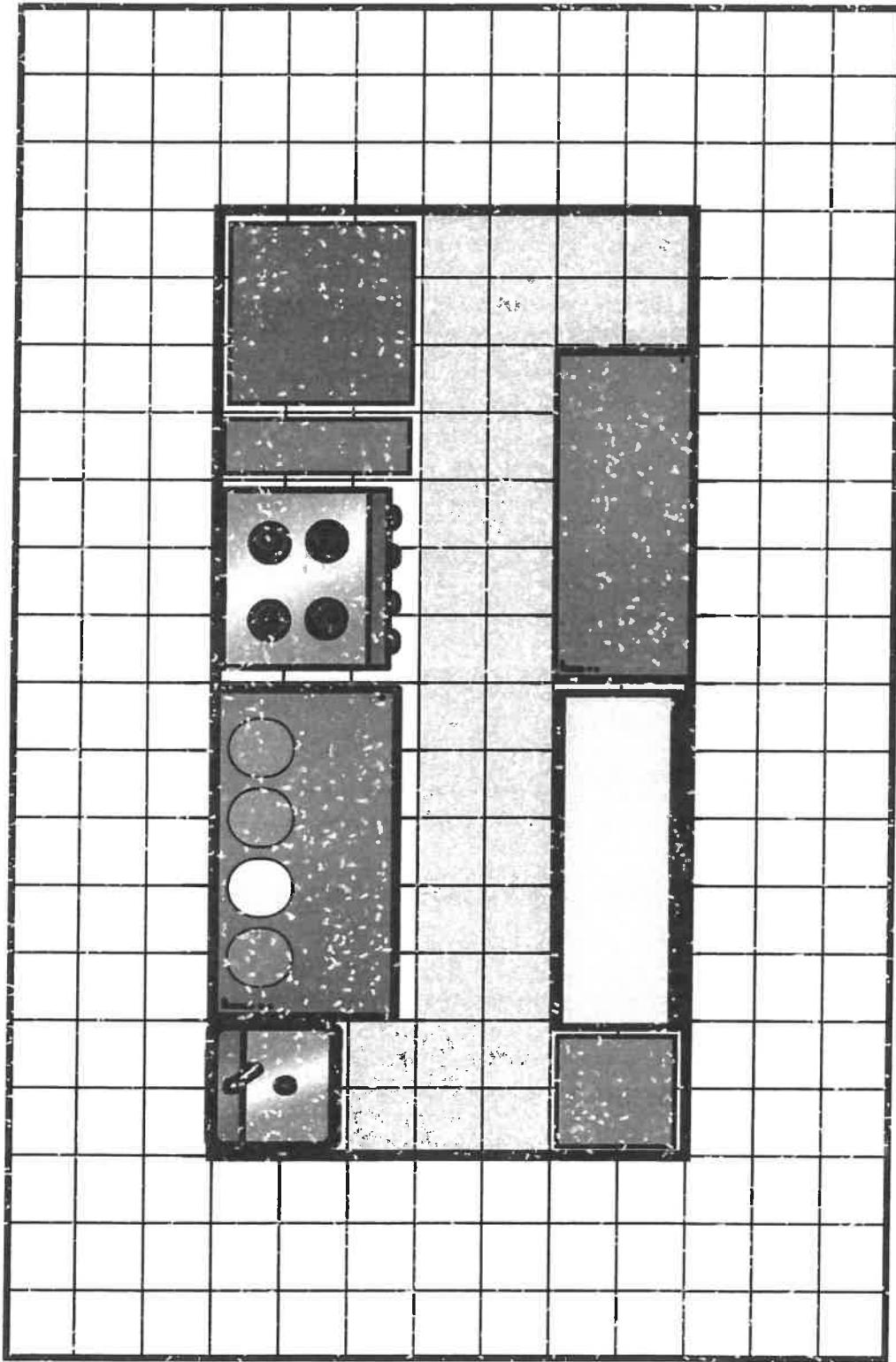


Don't forget to add in all the little details.

BUILDING THE TRUCK



BASE & FLOOR PLAN EXAMPLE



MAKING THE MENU

You will be creating the entire taco menu. It will be broken up into FOUR (4) sections:
SHELLS, MEATS, TOPPINGS, and CONDIMENTS

Each item on your menu will have a specific price, which you will set.

SHELLS

- There must be at least four types/styles to choose from.
- There are many options you might not even realize.

MAIN & MEATS

- Must include at least 6 options.
- You DO NOT have to have meat, there are many other options.

TOPPINGS

- There must be at least 15 different choices for toppings.
- Veggies, cheeses, beans...just be specific.

CONDIMENTS

- There must be at least 5 different condiments.



PICK THE MENU

SHELLS

PRICE

MAIN & MEATS

PRICE

CONDIMENTS

PRICE

PICK THE MENU

TOPPINGS

PRICE

PRICE

TOPPINGS

PRICE

PRICE

TAKING ORDERS: SECRET MENU

DRINKS PRICE

DESSERTS

PRICE

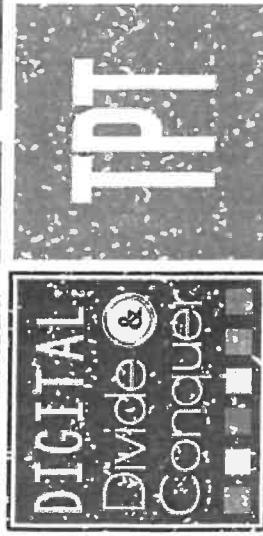
PRICE PLATTERS

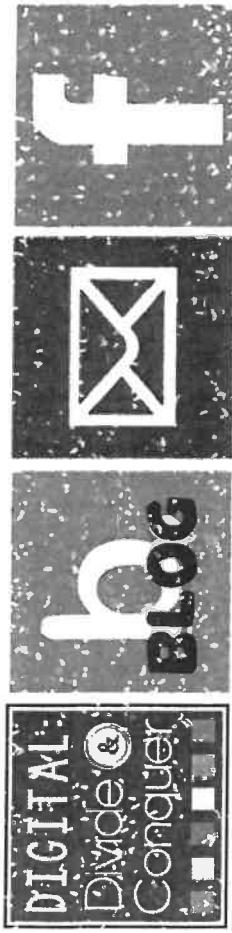
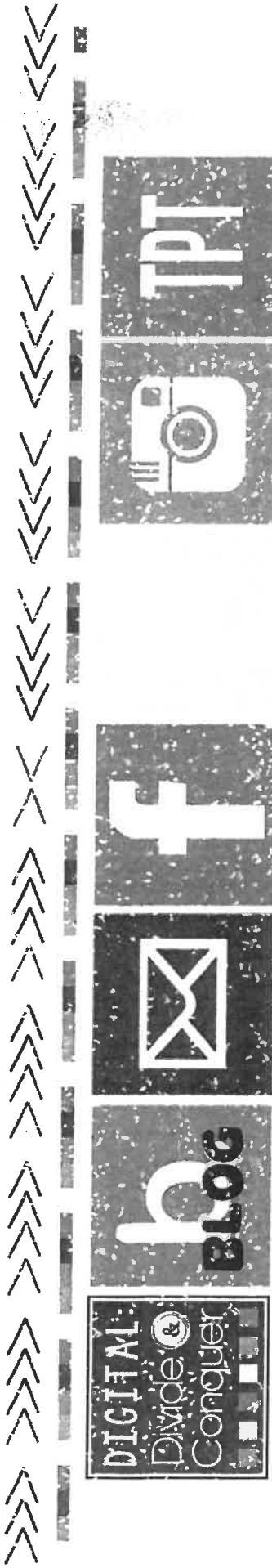
PRICE DRINKS

IF YOU'RE LOOKING FOR SOMETHING TO ENGAGE STUDENTS, EXPAND THEIR THINKING, AND PUSH CREATIVITY-- CHECK OUT MY ASSORTMENT OF...

Project Based Learning Activities.

CLICK ABOVE!





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CREDITS





Clover Park High School School Closure Information for Students

As you may know, Governor Inslee ordered the closure of all schools in King, Pierce and Snohomish counties. Starting Tuesday, March 17, Clover Park High School will close through Friday, April 24. During the school closure, all activities will be cancelled. Here are a few details about the school closure:

Grading Terms

- Quarter 3 will end on April 6th. Progress reports will be distributed on April 10th.
- Quarter 4 will start when we return to school (currently on April 27th).

Classwork

- Work that can reinforce learning will be distributed for classes. Students can work with teachers to see if the completed work will raise their grade. Additional work may be provided throughout the closure.
- Students can get missing assignments and arrange with teacher a way to turn in the work.
- Work will be posted to the Clover Park High School webpage.
- Students who have not yet provided their phone number or email address in Skyward, please do so, as this will be our primary way of making contact with students.

Testing

- OSPI is canceling all state testing for the 2019–20 school year. This includes the Smarter Balanced Assessment (SBA), the Washington Comprehensive Assessment of Science (WCAS), the Washington Access to Instruction and Measurement (WA-AIM), and WIDA Alternate ACCESS for English learners.

Running Start / Advanced Placement (AP) Courses

- Running Start students are still required to earn credit at the community colleges. While CPSD is not in session, students need to follow all college guidelines in completing course work.
- At this point in time, there have been no changes to the AP testing schedules.
- Teachers will provide students with work to prepare for the upcoming tests.
 - Study session opportunities with the AP teachers at school sites may be established in the future.

Credit Retrieval

- Students currently enrolled in credit retrieval courses with Graduation Alliance may continue the work from home.
- We are reviewing options for students who do not have access to technology.

Other Details

- Graduation is scheduled for June 4. Subject to change.
- Prom is scheduled for May 16. Subject to change.