eduCulture Design System

Color Palette
Choose 1 to 3 main colors
Choose 1 accent, 1 text, and 1 body color
Choose any 1 to 3 background colors as you need

Typography
Note Sans JP
https://fonts.google.com/specimen/Note+Sans

Buttons

Icons

Additional Resources (if needed)

Header Bar

Email Form

Send To
Student
  • phonenum
  • email
Teachers
  • Teacher’s name
  • Teacher’s email
Parent
  • phonenum
  • email
Tasks

Task 1 (Simple)
View student profile

Task 2 (Medium)
Analyze lesson and get feedback

Task 3 (Complex)
Send student progress report
Task 1 (Simple)

View student profile
Task 1 (Simple)

- **Task**: View student profile.
- **Profile**: home language, cultural norms, contact information, teachers, and class schedule

Diagram:
- Find student
- Get student information
Task 1
View student profile

Select class

My Students

Period 1
- AK: Anjini Karthik, Grade 7
- KM: Kayla Magid, Grade 7
- MS: Misbah Surani, Grade 7
- KT: Kimberly Te, Grade 7
- MT: Matthew Tan, Grade 7

Period 2
- JC: Jerry Cain, Grade 8
- CG: Chris Gregg, Grade 8
- CL: Cynthia Lee, Grade 8
- CP: Chris Piech, Grade 8
- KS: Keith Schwarz, Grade 8
Task 1
View student profile

Select student
Task 1
View student profile

About Section

Matthew Tan
Grade 7

Hometown
Manila, Philippines

First Language
English

English Proficiency
Very Proficient

Cultural Norms
 Introductory greetings are formal, usually starting with the eldest or most important person first.
Task 1
View student profile

Parent(s)/Guardian(s)
Mrs. Tan (Mother)  (888) 775-0015  mrtan@gmail.com

Teachers
Ms. Apple  ESL Teacher  apple@school.edu
Mr. Pear  Academic Skills Advisor  pear@school.edu
Mrs. Berry  Guidance Counselor  berry@school.edu
Ms. Tealeaf  English Teacher  tealeaf@school.edu
Ms. Cherry  Math Teacher  cherry@school.edu
Mr. Plum  History Teacher  plum@school.edu
Task 2 (Medium)

Analyze teacher's lesson materials and get suggestions on difficult vocabulary terms and cultural connections
Task 2 (Medium)

- **Task:** Analyze teacher’s lesson materials and get suggestions on difficult vocabulary terms and cultural connections.

- **Updates:** Merged medium tasks for analysis of lesson material
Task 2
Analyze lesson and get feedback

Select file to analyze
Task 2
Analyze lesson and get feedback
Task 2
Analyze lesson and get feedback

View difficult vocabulary terms
Select cultural connections to view

Task 2
Analyze lesson and get feedback

Volcano Basics
A volcano is a spot on Earth's crust where molten rock, magma, and certain types of gases escape from an underground chamber. Magma is the name for that molten rock when it's below ground. Scientists call it lava once that liquid rock erupts from the ground — and may start flowing across Earth's surface. (It's still "lava" even after it's cooled and solidified.)

Roughly 1,500 potentially active volcanoes exist across our planet, according to scientists at the U.S. Geological Survey, or USGS. About 500 volcanoes have erupted since humans have been keeping records. Of all volcanoes that have erupted in the past 10,000 years, roughly 10 percent reside in the United States. Most of them exist in Alaska, particularly in the Aleutian Island chain, in Hawaii and in the Cascade Range of the Pacific Northwest.

The edge of one tectonic plate may begin sliding beneath a neighboring one. This process is known as subduction. The downward-moving plate carries rock back toward the mantle, where temperatures and pressures are very high. This disappearing, water-filled rock melts easily. Because the liquid rock is lighter than the surrounding material, it will try to float back up toward Earth's surface. When it finds a weak spot, it breaks through. This creates a new volcano.

Translations of tricky words:
- volcano
- la ceniza

Related to Oregon:

Related to Peru:
Task 3 (Complex)

Send progress report to students and additional contacts (parents and teachers)
Task 3 (Complex)

- **Task**: Send progress report to a student and additional contacts (parents and teachers).

- **Updates**: Switched to cumulative progress report over feedback report per assignment.

Diagram:

1. Find student
2. View student profile
3. Get analyzed student progress
4. Edit progress report and input custom feedback
5. Send report
Task 3
Send student progress report

Enter through student profile
Task 3
Send student progress report

- Matthew Tan
  Grade 7

**Strengths**
- Understands the term “tectonic plates”
  Description: used this term correctly
- Knows where main tectonic plates are located
  Description: was able to draw tectonic plates on the map for HW

**Areas For Improvement**
- Thought lava and plasma were the same thing
  Description: lacked vocabulary to distinguish objects
  Suggestions: clarify states of matter
- Confused by the various stages of the rock cycle
Task 3
Send student progress report

Matthew Tan
Grade 7

Strengths
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Areas For Improvement
- Thought lava and plasma were the same thing
  Description: lacked vocabulary to distinguish objects
  Suggestion: clarify states of matter
- Confused by the various stages of the rock cycle
  Description: lacked vocabulary to understand the stages
  Suggestion: use more visuals to show what the rocks look like at each part
Task 3
Send student progress report

Matthew Tan
Grade 7

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Send complete report
Task 3
Send student progress report

Select contacts and send options
Task 3
Send student progress report

Send To

Student
- phone number
- email

Teachers
- Teacher 1's email
- Teacher 2's email

Parent
- phone number
- email

Send progress report!