

# Sylvester Weekly Learning Schedule

April 27, 2020

- NOTE: If you have a student who receives special education services, please connect with their case manager to determine which of the following tools/assignments will best support your child. Also, look for an email/phone call from their case manager early next week.

Class	Teacher Assignment
Advisory	<p><b>Check your google classroom</b> and participate in following activities Goal: Online Learning and Self-Scheduling</p> <ul style="list-style-type: none"><li>● Gathering</li><li>● Introduction</li><li>● Wildcat Chat</li><li>● Survey- Student Engagement Monitoring Form</li><li>● Optimistic Close</li></ul>
Math	<p>20 minutes a day</p> <ul style="list-style-type: none"><li>● You have all your assignments on Google Classroom to complete this week.</li></ul> <p><u>6th grade math:</u> I can use phrases like “greater than,” “less than,” and “opposite” to compare rational numbers by writing them out on a number line.</p> <ul style="list-style-type: none"><li>● Khan Academy practice</li><li>● Google Form Quiz</li></ul> <p><u>7th grade math:</u> I can simplify expressions by identifying and combining like terms.</p> <ul style="list-style-type: none"><li>● Specific Khan Academy lessons</li><li>● Google Form Quiz</li></ul> <p><u>8th grade math:</u> <i>We are beginning a new unit!</i> I can calculate the volume of a cylinder and the volume of a cone. I can also explain the relationship between the two shapes.</p> <ul style="list-style-type: none"><li>● Specific Khan Academy lessons</li><li>● Google Form Quiz</li></ul> <p><u>Algebra:</u> 9.1 Solving Quadratic Equations Using Graphs &amp; Tables.</p> <ul style="list-style-type: none"><li>● Pearsons practice, and other practice options,</li><li>● Quiz 9.1</li></ul> <p><u>Math Lab:</u> Math Lab scholars will continue working on their individual goals as expressed in Google Classroom.</p> <p><u>All students:</u> <a href="#">i-Ready</a> (adaptive, at your child's level) is a great extension for strengthening math skills 45-90 minutes per week.</p>

<p>Language Arts</p>	<p>2 hours total per week</p> <ul style="list-style-type: none"> <li>You have all your assignments on Google Classroom to complete this week.</li> </ul> <p><b>6th Grade-</b>  <b>Check your google classroom for instructions:</b>          Story Elements in the genre of fantasy fiction is the focus this week.</p> <p><b>7th Grade - Google Classroom</b>          We will continue to learn about poetic devices: hyperbole, repetition, personification, alliteration, etc.          Watch videos, read &amp; listen to poems &amp; respond in writing to questions &amp; prompts.</p> <p><b>8th Grade -</b>  <b>Check your google classroom</b> for readings from The Diary of Anne Frank, historical context, and a creative writing assignment about celebrations/holidays</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>READ! The best way to grow your reading strength is to sit and read a good book. If you do not have any books in your home right now (or have read them all) search for interesting articles online or online versions of books. (<a href="#">NewsEla</a>, <a href="#">Smithsonian Teen Reading</a>, <a href="#">CommonLit</a>)</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>iReady Lessons. Especially if you know you are not yet a proficient reader, try to complete at least 2 iready lessons a week. Practicing reading skills and comprehension will help you grow!</p> </div>
<p>Science</p>	<p>20-25 minutes a day          You have assignments on Google Classroom to complete this week.</p> <p><b>6th Grade:</b>  <b>Learning Target:</b>          I can show how senses are connected to the brain by modeling new information from expert sources.</p> <p><b>Overview:</b>          This week we are beginning to investigate how our senses work. This builds off of the ideas we learned about how body systems work together. You will start by modeling what you already know about the 5 senses (sight, smell, touch, taste, and hearing). Then use the interactive gizmo to investigate how information gets from your senses to your brain and complete a reading about the same topic. You will finish the week by modeling how one sense organ gets information to your brain.</p> <p><b>7th/8th Grade:</b>  <b>Learning Target:</b>          I can support a claim that Earth’s surface is changing at a global level over millions of years by selecting and defending evidence about Pangaea.</p> <p><b>Overview:</b>          This week you learn about Pangaea and the theory of continental drift. You will start by reading this overview and viewing any instructions video your teacher provides. Then you will review the vocabulary list and engage with a Gizmo about Pangaea- an ancient supercontinent. On Wednesday you will read about the guy behind the continental drift theory. Thursday you will do an exit ticket where you select evidence to support Wegener’s claim. You will wrap up the week by checking work against answer keys.</p>

<p>Social Studies</p>	<p>10-20 minutes a day</p> <ul style="list-style-type: none"> <li>• Open up the weekly post on your Social Studies Google Classroom. It is called <b>Week of April 27th</b>. Open up the Google Form for the correct day of the week.</li> <li>• Read/research recommended topics using <a href="#">KCLS resources</a></li> <li>• <a href="#">Discovery Ed TechBook</a> (6th grade only) -- Focus on units that we have already studied.</li> <li>• <a href="#">Khan Academy Social Studies</a>-- Focus on topics you have already studied.</li> </ul>										
<p>World Language</p>	<p>Students are expected to spend more than 20-25 Minutes per day on learning Spanish/French on the Rosetta Stone Language Learning Platform. The course is broken down into Units which contain Core Lessons that build on previous learning. Students will learn vocabulary, and speaking, listening, reading and writing Spanish. Additional guidance and instruction is outlined on Google Classroom.</p> <p>Students should have at least finished the first Core Lesson last week. This week students should complete the 2nd and 3d Core Lessons of Unit 1.</p> <p><b>Students in Spanish for Spanish Speakers</b> should be working on a higher level Unit and Core Lessons as explained on Google Classroom and via email, focusing primarily on <i>Reading and Writing</i>, especially <i>Stories</i> in the Extended Learning section of Rosetta Stone.</p> <p style="text-align: center;"><b>Suggested pacing for a typical week of online learning in World Language</b></p> <table border="1" data-bbox="277 871 1495 1308"> <tr> <td data-bbox="277 871 467 936"><b>Monday</b></td> <td data-bbox="467 871 1495 936"><b>20-25 Minutes</b> Begin next Core Lesson in Rosetta Stone</td> </tr> <tr> <td data-bbox="277 936 467 1037"><b>Tuesday</b></td> <td data-bbox="467 936 1495 1037"><b>10-15 Minutes</b> Finish Core Lesson in Rosetta Stone <b>5-10 Minutes</b> Continue with: Pronunciation, Writing, Grammar,Vocabulary</td> </tr> <tr> <td data-bbox="277 1037 467 1102"><b>Wednesday</b></td> <td data-bbox="467 1037 1495 1102"><b>20-25 Minutes</b> Begin next Core Lesson in Rosetta Stone</td> </tr> <tr> <td data-bbox="277 1102 467 1203"><b>Thursday</b></td> <td data-bbox="467 1102 1495 1203"><b>10-15 Minutes</b> Finish Core Lesson in Rosetta Stone <b>5-10 Minutes</b> Continue with: Pronunciation, Writing, Grammar,Vocabulary</td> </tr> <tr> <td data-bbox="277 1203 467 1308"><b>Friday</b></td> <td data-bbox="467 1203 1495 1308"><b>20-25 Minutes</b> Continue with unfinished lessons or go to Extended Learning Menu for Games &amp; Stories</td> </tr> </table>	<b>Monday</b>	<b>20-25 Minutes</b> Begin next Core Lesson in Rosetta Stone	<b>Tuesday</b>	<b>10-15 Minutes</b> Finish Core Lesson in Rosetta Stone <b>5-10 Minutes</b> Continue with: Pronunciation, Writing, Grammar,Vocabulary	<b>Wednesday</b>	<b>20-25 Minutes</b> Begin next Core Lesson in Rosetta Stone	<b>Thursday</b>	<b>10-15 Minutes</b> Finish Core Lesson in Rosetta Stone <b>5-10 Minutes</b> Continue with: Pronunciation, Writing, Grammar,Vocabulary	<b>Friday</b>	<b>20-25 Minutes</b> Continue with unfinished lessons or go to Extended Learning Menu for Games & Stories
<b>Monday</b>	<b>20-25 Minutes</b> Begin next Core Lesson in Rosetta Stone										
<b>Tuesday</b>	<b>10-15 Minutes</b> Finish Core Lesson in Rosetta Stone <b>5-10 Minutes</b> Continue with: Pronunciation, Writing, Grammar,Vocabulary										
<b>Wednesday</b>	<b>20-25 Minutes</b> Begin next Core Lesson in Rosetta Stone										
<b>Thursday</b>	<b>10-15 Minutes</b> Finish Core Lesson in Rosetta Stone <b>5-10 Minutes</b> Continue with: Pronunciation, Writing, Grammar,Vocabulary										
<b>Friday</b>	<b>20-25 Minutes</b> Continue with unfinished lessons or go to Extended Learning Menu for Games & Stories										
<p>PE/Health</p>	<p><b>Check your google classroom</b></p> <p>Start assignments &amp; activities from individual teachers</p> <p>Health- 20 minutes a day</p> <ul style="list-style-type: none"> <li>• Short Term effects of Alcohol on teens. Part 1 .</li> <li>• Research suggested health topics.</li> <li>• Go through Google Slides to answer questions</li> </ul> <p>PE- 20 minutes a day</p> <ul style="list-style-type: none"> <li>• Keep a log of physical activities and diet. Record specifics on exercise.</li> <li>• Goal setting activities and fitness planning required.</li> <li>• <a href="#">Darebee</a></li> </ul>										

Electives

(30 minutes a day)

**Grade 6 Art:**

- Self-critique and classmate critique of their product designs from last week
- See examples on google classroom

**Art 1:**

- Choose at least 5 textures, add them to one of your most successful still life drawings from week of April 13th-17th.
- See examples on google classroom

**Art 2:**

- Classmate critique of symmetrical and radial balance designs
- Complete the work sheet about asymmetrical balance
- See examples on google classroom

**Digital art/Grade 6** (Mr. Sarino- Period 1):

- Make a minimum of 3-5 photos
  - Pay attention to compositions, specifically rule of thirds
- See google classroom for examples

**Digital art** (Mr. Sarino- Period 2):

- Make a minimum of 3-5 photos
  - Pay attention to compositions, specifically rule of thirds
- See google classroom for examples

**Digital Media** (Ms. Rodriguez):

- Students will be able to compose photos using the rule of thirds and framing technique by applying their knowledge about the rule of third and framing. ([Agenda](#))
- Parents: You should receive a share invite to view your child's digital portfolio. It is a nice way to see your child's progress in photography.

**Music:**

- Ukulele: Practice Spider warm up following video, Chord progressions set 6, Watch the Music Listening video and complete questionnaire, Play along with video Stand by me, Rhythm drills 1-2, Practice 1<sup>st</sup> string blues.
- Band 7/8: Practice Concert, Ab major warm up, scale, arpeggio. Practice rhythm drills 3 and 4. Practice your challenge song. Watch the Music Listening video and complete questionnaire.
- Orchestra: Practice D major scale and arpeggio following video. Practice your challenge song(s). Practice rhythm drills with and without instrument. Watch the Music Listening video and complete questionnaire.
- Band 6: Practice concert Bb long tones, scale and arpeggio following video. Practice your challenge song(s). Practice rhythm drills with and without instrument. Watch the Music Listening video and complete questionnaire.

**STEM/Advanced STEM**

- Students will investigate the global response to outbreaks from a public health impact and explore different methods engineers are using to address needs for PPE.

**Students will:**

- Create a slideshow using Google Slides

**Natural Resources:**

- Students will be able to create personal protective equipment (PPE) or PPE accessories using items found around their home by applying the engineering and design process. ([Agenda](#))

**Advanced Aquaponics:**

- Students will implement a solution for preventing food waste during their meals by analyzing and interpreting the data to see if there are any changes to their data from last week. ([Agenda](#))

**Leadership:**

- Students will be able to assess their current goals and motivations and create a vision for their future goals and motivations by grouping them using Maslow's Hierarchy of Needs.
  - See Google Classroom for assignment and example