

# Sylvester Weekly Learning Schedule

May 4, 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. Zoom Advisory Monday. Goal: Online Learning and Self-Scheduling</p> <ul style="list-style-type: none"><li>● Gathering</li><li>● Introduction</li><li>● Wildcat Chat</li><li>● Survey1-Advisory Feedback</li><li>● Survey 2- Student Engagement Monitoring Form</li><li>● Optimistic Close</li></ul>
Math	<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><u>6th grade math:</u> I can explain the meaning of absolute value by calculating a number's distance from zero and showing it on a number line. (6.NS.C)</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>We are starting a new unit!</i> I can apply my knowledge of complementary and supplementary angles to solve for unknown angles.</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 can find the volume of a sphere by applying the formula.</p> <ul style="list-style-type: none"><li>● Specific Khan Academy lessons</li><li>● Kahoot Quiz</li></ul> <p><u>Algebra:</u> 9.2 Solving Quadratic Equations by Factoring</p> <ul style="list-style-type: none"><li>● Pearsons practice, Khan Academy and other practice options, Quiz 9.2</li><li>● Khan Academy progress in Data Modeling Unit</li></ul> <p><u>Math Lab:</u> Math Lab scholars will continue working on their individual goals in Khan Academy 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>  Students will understand the larger meaning of the text by analyzing characters motivations and how they respond to trouble.</p> <p><b>7th Grade - Google Classroom</b>  Now that we have learned about different poetic devices we will look more deeply at several poems and analyze their meaning through written responses.  This will include reading poems, listening to recordings and screencast lessons.</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 on conflict</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;"> <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 synthesize my new learning by critiquing analogies for how memories are formed.</p> <p><b>Overview:</b>  This week you are learning about how memories are formed and the role your senses play in making memories. You will start by looking at this <b>Overview</b> page and reviewing any instructions video your teacher provides. Then you will review the <b>Vocabulary</b> list and engage with a <b>Gizmo</b> called <b>Reverse Field</b>, about memories. You will do the <b>Prior Knowledge</b> and <b>Warm-up</b> on Monday and <b>Activity A</b> on Tuesday. You will then do a reading on how memory works. Finally you will take an exit ticket and review your work at the end of the week. Activity B on the Gizmo is optional (not required) extension work.</p> <p><b>7th/8th Grade:</b>  <b>Learning Target:</b>  I will respond to Wegener’s critics by constructing an evidence-based explanation for Continental Drift.</p> <p><b>Overview:</b>  This week you are learning about how the continents are able to move across the surface of the Earth. You will start by looking at this <b>Overview</b> page and reviewing any instructions video your teacher provides. Then you will review the <b>Vocabulary</b> list and engage with a <b>Gizmo</b> on <b>Plate</b></p>

	<p><b>Tectonics.</b> You will do the <b>Prior Knowledge</b> and <b>Warm-up</b> on Monday and <b>Activity A</b> and <b>B</b> on Tuesday. You will then do a <b>reading</b> on Wegener's and Hess's contributions to the Continental Drift theory. Finally you will do an exit ticket and review your work at the end of the week.</p>
Social Studies	<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 May 4th</b>. Open up the Google Form for the correct day of the week. Submitting the Google Forms is how we know you are participating.</li> <li>● <b>6th Grade Learning Target:</b> I can describe how advances in communication affected the spread of Polynesian culture.</li> <li>● <b>7th Grade Learning Targets:</b> <ul style="list-style-type: none"> <li>○ I can describe the purpose of government by comparing positive and negative impacts of government on people's lives.</li> <li>○ I can identify different forms of government by selecting the words that match the descriptions.</li> <li>○ I can explain the relationship between state and federal governments by classifying functions of government as belonging to one or the other or both.</li> </ul> </li> <li>● <b>8th Grade Learning Target:</b> I can describe Andrew Jackson's presidency, the Indian Removal Act, and the tribes that were impacted.</li> </ul>
World Language	<p><b>2 Hours per Week, about 20-25 Minutes per day</b></p> <p><b>All Classes Should read through Weekly Overview for May 4 posted in Google Classroom</b></p> <p><b>Spanish 1 &amp; French 1 Students</b> are expected to spend no more than 20-25 Minutes per day on the Rosetta Stone Language Learning Platform. Guidance for routines and pacing are on Weekly Overview on Google Classroom. See instructional videos for additional help in accessing Rosetta Stone. This week students should be close to finishing Unit 1(<i>each unit has 4 lessons</i>) and beginning Unit 2.</p> <p><b>Students in Spanish for Spanish Speakers</b> have 2 options:</p> <p><b>OPTION 1:</b>Students can learn/practice on Rosetta Stone at a higher level Unit starting with either unit 5, 9 or 13 as explained on Google Classroom and via email, focusing primarily on <i>Reading and Writing</i>, especially <b>Stories</b> in the Extended Learning section of Rosetta Stone.</p> <p><b>OPTION 2:</b>Students can choose one of two books; <i>Cajas de carton</i> or <i>Casi se muere</i>, provided on Google Classroom and respond to comprehension questions/or write a summary/reflection about selected text -- See Google Classroom for directions.</p>
PE/Health	<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>● Long Term effects of Alcohol on teens. Part 2 .</li> </ul>

	<ul style="list-style-type: none"> <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>● Option #1 <a href="#">Darebee</a></li> <li>● Option # 2 / Day by day program offerings.</li> </ul>
<p>Electives  (30 minutes a day)</p>	<p><b><u>Grade 6 Art:</u></b></p> <ul style="list-style-type: none"> <li>● Choose 1 of your 4 product/graphic design sketches, make revisions (possible revisions may have come up in self-critique or peer critique)</li> <li>● Make a more final and neat copy of that 1 graphic/product design</li> <li>● See examples on google classroom</li> </ul> <p><b><u>Art 1:</u></b></p> <ul style="list-style-type: none"> <li>● Complete a self-critique of your Still Life w/ texture</li> <li>● Complete a couple of peer critiques for their Still Life w/ texture</li> <li>● See examples on google classroom</li> </ul> <p><b><u>Art 2:</u></b></p> <ul style="list-style-type: none"> <li>● Choose 1 of your asymmetrical balance sketches from last week's worksheet, make this into a full size finished image. Should not be too minimal but a true work of art.</li> <li>● See examples on google classroom</li> </ul> <p><b><u>Digital art/Grade 6</u></b> (Mr. Sarino- Period 1):</p> <ul style="list-style-type: none"> <li>● Read through the lesson on framing in photography and take 2-3 photos using framing techniques. Upload photos directly to classroom as attachments or throw them into a google slides/document</li> <li>● See examples on google classroom</li> </ul> <p><b><u>Digital art</u></b> (Mr. Sarino- Period 2):</p> <ul style="list-style-type: none"> <li>● Read through the lesson on framing in photography and take 2-3 photos using framing techniques. Upload photos directly to classroom as attachments or throw them into a google slides/document</li> <li>● See google classroom for examples</li> </ul> <p><b><u>Digital Media</u></b> (Ms. Rodriguez):</p> <ul style="list-style-type: none"> <li>● By the end of this week, students will be able to understand how <b>color</b> can be used as the subject in photography by explaining why color is important to think about while composing a photo . (<a href="#">Agenda</a>)</li> <li>● <u>Parents:</u> 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.</li> </ul> <p><b><u>Music:</u></b></p> <ul style="list-style-type: none"> <li>● Ukulele: Practice Spider warm up following video, Chord progressions set 7, Watch the Music Listening video and complete questionnaire, Play along with video Home Rhythm drills A chord, Practice 1<sup>st</sup> string blues.</li> <li>● Band 7/8: Practice Concert, Gm major warm up, scale, arpeggio. Practice rhythm drills 5. Practice your challenge song. Watch the Music Listening video and complete questionnaire.</li> <li>● Orchestra: Practice D major scale and arpeggio following video. Practice your challenge song(s). Practice rhythm drills following video. Watch the Music Listening</li> </ul>

video and complete questionnaire.

- Band 6: Practice concert Bb scale and arpeggio following video. Practice your challenge song(s). Practice rhythm drills following video. 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. This week, students will begin their plans for designing their own PPE from the information they have gathered over the last few weeks.

#### **Students will use:**

- Template for project can be found in Google Classroom

#### **Natural Resources:**

- Students will be able to test their designed piece of Personal Protective Equipment (PPE) by applying the engineering and design process. ([Agenda](#))

#### **Advanced Aquaponics:**

- Students will begin to explore the new innovations in food production by understanding why there is a need to create more food but with less resources. ([Agenda](#))

#### **Leadership:**

Students will begin their "Do Something" project. The outcome of this project will be a functioning website that raises advocacy for a cause of the students' choice.

- See Google Classroom for assignment and example