

Sylvester Weekly Learning Schedule

May 11, 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.
- Tutoring and college career preparation help website <https://noahbertomeu23.wixsite.com/mysite>

Class	Teacher Assignment
Advisory	<p>Check your google classroom and participate in following activities. Zoom Advisory Monday. Goal: Online Learning and Self-Scheduling</p> <ul style="list-style-type: none">GatheringIntroduce Online PlannerMain Activity: Set up Online PlannerOptimistic Close
Math	<p>2 hours total per week</p> <ul style="list-style-type: none">You have all your assignments on Google Classroom to complete this week. <p><u>6th grade math:</u> I can label the quadrants on a coordinate plane by extending my knowledge of the relationship of positive and negative numbers to the x and y axes. (6.NS.C.6.b)</p> <ul style="list-style-type: none">Khan Academy practiceGoogle Form Quiz(es) <p><u>7th grade math:</u> I can solve for unknown angles by applying the properties for complementary, supplementary and vertical angles.</p> <ul style="list-style-type: none">Specific Khan Academy lessonsGoogle Form Quiz <p><u>8th grade math:</u> I can evaluate a function when given its equation by using the input value to find the output.</p> <ul style="list-style-type: none">Specific Khan Academy lessonsGoogle Form Quiz <p><u>Algebra:</u> 9.3 I can rewrite radical expressions involving radicals by applying properties of exponents in different forms.</p> <ul style="list-style-type: none">Pearsons practice, Khan Academy and other practice options, Quiz 9.3 <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> i-Ready (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"> You have all your assignments on Google Classroom to complete this week. <p>6th Grade- Check your google classroom for instructions: Students will understand the larger meaning of the text by analyzing characters motivations and how they respond to trouble.</p> <p>7th Grade - Google Classroom Check your Google Classroom for Instructions: Mon/Tues - Poem Analysis: Modeling/Practice Wed/Thurs - Poem Analysis: Modeling/Practice Fri - Review</p> <p>8th Grade - Check your google classroom: finish readings from The Diary of Anne Frank, gain historical context from a virtual tour of the Holocaust museum, and a writing prompt responding to a famous quote from Anne Frank.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <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. (NewsEla, Smithsonian Teen Reading, CommonLit)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 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>6th Grade: Learning Target:</p> <p>I can assess my current knowledge about cells by classifying living things as cells or organisms or both.</p> <p>I can identify cells as small units of life in the human body</p> <p>Overview: This week you are learning about cells. You will start by looking at this Overview page. Then you will do a warm up about HeLa cells that will help you to learn what a cell is. You will investigate the difference between cells, tissues, and organs using a virtual microscope, do a reading about how our bodies are organized, and complete an exit ticket about body organization.</p> <p>7th/8th Grade: Learning Target:</p> <p>I will solve the problem of what moves tectonic plates by using models to describe how energy and movement within the Earth causes tectonic plates to move.</p>

	<p>Overview: This week focuses on where the energy to move the tectonic plates comes from and what actually does the moving of the plates. By the end of the week, you will have applied your learning from the past few weeks to the problem of what moves the plates. Start by looking at this Overview page and vocabulary. Then do the Gizmo on Convection Cells, Video with questions and Reading. Demonstrate what you learned by doing the Exit Ticket. Check your work against the Answer Key on Friday.</p>
Social Studies	10-20 minutes a day <ul style="list-style-type: none"> ● Open up the weekly post on your Social Studies Google Classroom. It is called Week of May 11th. Open up the Google Form for the correct day of the week. Submitting the Google Forms is how we know you are participating. ● 6th Grade Learning Target: I can describe the cultures and geography of the Asian continent. ● 7th Grade Learning Targets: <ul style="list-style-type: none"> I can describe the relationship between state and federal governments by comparing and contrasting the constitutions of each one. I can analyze the rights granted by the Washington State Constitution by paraphrasing some of the articles in my own words. I can appraise whether the Washington State Constitution is representative of the people by classifying the framers of the Constitution. I can evaluate whether laws should be enforced at the state or federal level by examining state and federal approaches to regulating marijuana. ● 8th Grade Learning Target: I can analyze how the U.S. government has responded to native tribal sovereignty by using examples from videos and articles.

World Language	<p>2 Hours per Week, about 20-25 Minutes per day</p> <p>All Classes should review the Weekly Overview for May 11 posted in Google Classroom.</p> <p>Spanish 1 & French 1 Students World Language Teachers recognize that each student studying on Rosetta Stone is working at their own pace in regards to lessons/units. We recommend that Students spend an average of 20 minutes a day on language study. Please check google classroom for specific information and guidance from your individual teacher.</p> <p>Students in Spanish for Spanish Speakers have 2 options:</p> <p>OPTION 1:Students study/practice on Rosetta Stone at a higher level Unit starting with either unit 5, 9 or 13 as explained on Google Classroom & via email, focusing primarily on <i>Reading and Writing</i>, especially Stories in the Extended Learning section of Rosetta Stone.</p> <p>OPTION 2:Students 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 -- <u>See Google Classroom for directions.</u></p>
PE/Health	<p>Check your google classroom</p> <p>Start assignments & activities from individual teachers</p> <p>Health- 20 minutes a day</p> <ul style="list-style-type: none"> ● Short and long term effects of Marijuana on teens. ● Research suggested health topics. ● Read the assigned article and answer related questions. <p>PE- 20 minutes a day</p> <ul style="list-style-type: none"> ● Keep a log of physical activities and diet. Record specifics on exercise. ● Goal setting activities and fitness planning required. ● Option #1 Darebee ● Option # 2 / Day by Day program offerings.
Electives (30 minutes a day)	<p>Grade 6 Art:</p> <ul style="list-style-type: none"> ● Choose 1 of your 4 product/graphic design sketches, make revisions (possible revisions may have come up in self-critique or peer critique) ● Make a more final and neat copy of that 1 graphic/product design ● See examples on google classroom <p>Art 1:</p> <ul style="list-style-type: none"> ● Learn about Pop Art and how it relates to time, place, and people. ● Be able to answer, Why is Pop Art art? ● See examples on google classroom <p>Art 2:</p> <ul style="list-style-type: none"> ● Learn and practice techniques to create a sense of space (not outer space) in art. ● Complete quick sketches to show understanding. ● See examples on google classroom <p>Digital art/Grade 6 (Mr. Sarino- Period 1):</p> <ul style="list-style-type: none"> ● Read through the lesson on framing in photography and take 2-3 photos using framing techniques. Upload photos directly to the classroom as attachments or throw them into a

- google slides/document
- See examples on google classroom

Digital art (Mr. Sarino- Period 2):

- Read through the lesson on framing in photography and take 2-3 photos using framing techniques. Upload photos directly to the classroom as attachments or throw them into a google slides/document
- See google classroom for examples

Digital Media (Ms. Rodriguez):

- By the end of this week, students will be able to compose different **portrait** photos by applying their knowledge about how to take formal and informal portraits. ([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: Spider warm-up following video
 - Practice songs: Stand by me, Three little birds, Home (practice with my video)
 - Listen to the music excerpt and complete questionnaire
 - Practice steady beat rhythm following video
 - Chord progression #6 and #7
- Band 7th 8th
 - Warm-up with concert Ab scale, arpeggio
 - Practice Lip flexibility drill
 - Rhythm drill #6 (practice with my video)
 - Challenge song
 - Listen to the music excerpt and complete questionnaire
- Orchestra:
 - Warm-up with D major scale and arpeggio (practice with my video)
 - Rhythm drill 1.B (practice with my video)
 - Challenge song
 - Listen to the music excerpt and complete questionnaire
- Band 6th
 - Warm-up with concert Bb scale and arpeggio (practice with my video)
 - Rhythm drill 1.B (practice with my video)
 - Challenge song
 - Listen to the music excerpt 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 complete Step 2 and 3 of their projects.

Students will use:

- Template for the 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 fewer 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. This week students will work on Phase 2 of this project.

- See Google Classroom for assignment and example