

Sylvester Weekly Learning Schedule

May 18, 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 find the greatest common factor and least common multiple of whole numbers by analyzing numbers from both a division and multiplication perspective and then comparing them. (6.NS.B.4)</p> <ul style="list-style-type: none">Khan Academy practiceQuizzzzz and Kahoot Challenge <p><u>7th grade math:</u> NEW TOPIC: I can find and use shortcuts when calculating the surface area of a prism. I can picture the net of a prism to help me calculate its surface area.</p> <ul style="list-style-type: none">Teacher-made videos and worksheet practice problemsGoogle Form QuizMini poster uploaded on Google Slides to share with classmates <p><u>8th grade math:</u> I can determine if a mathematical relation is a function by examining, graphs, tables and equations.</p> <ul style="list-style-type: none">Khan Academy, i-Ready and Desmos lessonsGoogle Form and Kahoot Quiz <p><u>Algebra:</u> 9.4 Solving Quadratic Equations Using Square Roots</p> <ul style="list-style-type: none">Pearsons practice, Khan Academy and other practice options, Quiz 9.4 <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 continue to study the story The Third Wish by Joan Aiken and follow the assignment instructions on google classroom. Students will also spend some time reading from something they ENJOY!</p> <p>7th Grade - Google Classroom After learning so much about poetry, students will begin to write their own poems focusing on strong sensory details and imagery. This week students will write haikus and learn about tanka.</p> <p>8th Grade - Check your google classroom: Students will listen to personal accounts from the Japanese internment camps during WWII and then contrast those accounts to the government propaganda around the camps. Students will also be preparing a rough draft to start our final writers' workshop.</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 apply my knowledge about cells by classifying magnified objects as either living or non-living.</p> <p>Overview: This week you are learning about viruses and answering the question “are viruses alive”. You will start by looking at this Overview page. Then you do a warm up using Gizmo, and two seperate reading / videos. Finally your exit ticket asks you to write the reasoning for a C.E.R. that claims that Viruses are not living things.</p> <p>7th/8th Grade: Learning Target:</p> <p>I can explain the volcanic nature of the PNW using the motion of the plates and the concept of subduction.</p> <p>Overview: This week focuses on volcanoes and the reason they are found in the PNW.</p> <p>By the end of the week, you will have applied your learning from the past few weeks to link changes in density, convection and subduction to the roles they play in volcanism.</p>

	<p>Start by looking at this Overview page and vocabulary. Then do the Video with questions and Reading. Demonstrate what you learned by doing the Exit Ticket. Check your work against the Answer Key on Friday.</p>
<p>Social Studies</p>	<p>10-20 minutes a day</p> <ul style="list-style-type: none"> ● Open up the weekly post on your Social Studies Google Classroom. It is called Week of May 18th. 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: <ul style="list-style-type: none"> ○ I can describe the cultures and geography of Ancient China. ● 7th Grade Learning Targets: <p>I can examine how economic decisions are made in a society by inferring the ways economic decisions might affect different stakeholders.</p> <p>I can judge whether an economic decision is good for society by comparing the ways it affects different stakeholders.</p> <p>I can explore the outcomes of a major economic decision by investigating the intentions and outcomes of the Homestead Act.</p> <p>I can evaluate the pros and cons of the economic decision to reopen businesses during the COVID crisis by categorizing different stakeholders as winners or losers.</p> ● 8th Grade Learning Target: <p>I can describe the causes of the Civil War by examining primary and secondary sources.</p>

World Language	<p>2 Hours per Week, about 20-25 Minutes per day</p> <p>All Classes should review the Weekly Overview for May 18 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. Depending on where a student is in a Unit, they should be able to complete 1-2 lessons per week. 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 WITH DIFFICULTIES SIGNING IN SHOULD IMMEDIATELY CONTACT THEIR 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"> ● Staying Drug Free Lesson: Powerpoint and Questions ● Research suggested health topics. ● Read through powerpoint and answer related questions in the last four slides. <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, focus on the FITT Principle. ● Option #1 Darebee ● Option # 2 / Day by Day program offerings. Option to plan own workout using FITT
Electives (30 minutes a day)	<p>Grade 6 Art:</p> <ul style="list-style-type: none"> ● Brainstorm in the Google form some of the following ideas in relation to the time, place and situation we are currently living in. <ul style="list-style-type: none"> ○ Feelings, senses, things, events, people ● Look at examples of artwork artists are currently making to express these concepts. <p>Art 1:</p> <ul style="list-style-type: none"> ● Catch up week. Please complete any projects you have not completed so far. ● Check Google Classroom for a summary of the projects so far. <p>Art 2:</p> <ul style="list-style-type: none"> ● Learn about the Surrealism art movement and how it relates to time, place and people. ● Be able to answer, What are some of the common characteristics and goals of Surrealist artists?

- See examples on google classroom

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

- Learn and practice ways to edit photos by choosing 1 of your photos so far and using the computer to create an edit (after reading class material)
- See examples on google classroom

Digital art (Mr. Sarino- Period 2):

- Learn and practice ways to edit photos by choosing 1 of your photos so far and using the computer to create an edit (after reading class material)
- See google classroom for examples

Digital Media (Ms. Rodriguez):

- Students will be able to understand how fragments and reflections can be used as the subject in your photo by explaining why fragments and reflections are important to think about while composing a photo . ([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: Over the Rainbow (practice with video)
 - Listen to the music excerpt and post a comment
 - Complete missing assignments
- Band 7th 8th
 - Warm with Lip flexibility
 - Challenge song
 - Listen to the music excerpt and post a comment
 - Complete missing assignments
- Orchestra:
 - Warm up with D major scale and arpeggio (practice with my video)
 - Challenge song
 - Listen to the music excerpt and post a comment
 - Complete missing assignments
- Band 6th
 - Warm up with concert Bb scale and arpeggio (practice with my video)
 - Challenge song
 - Listen to the music excerpt and post a comment
 - Complete missing assignments

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 4 and 5 of their project.

Students will use:

- Template for project can be found in Google Classroom

Natural Resources:

- Students will be able to share their ideas about what they think climate change is. By the end of this week, Students will be able to make observations and connections based on real experience with the topic. ([Agenda](#))

Advanced Aquaponics:

- Students will continue 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. This week students will work on Phase 2 of this project.

- See Google Classroom for assignment and example