

## Sylvester Weekly Learning Schedule

**June 1, 2020 (2 weeks of instruction left, *then catch-up & celebrate last week*)**

- 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><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>● Main Activity: Reflect on how to finish strong</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 draw histograms from a table of data, and I can use histograms to describe distribution and typical value of data. (6.SP.B &amp; 6.SP.B.4)</p> <ul style="list-style-type: none"> <li>● Khan Academy practice</li> <li>● Kahoot Challenge</li> </ul> <p><u>7th grade math:</u></p> <ol style="list-style-type: none"> <li>1. I can calculate and compare theoretical and experimental probability by representing the number as a percent, decimal or fraction.</li> <li>2. I can classify an event by how likely it is to happen by considering the probability.</li> </ol> <ul style="list-style-type: none"> <li>● Desmos activity, Kahoot, experiment with dice and i-Ready</li> </ul> <p><u>8th grade math:</u> I can draw a line of best fit in a scatter plot and I can determine if that scatter plot has a positive association, negative association or neither.</p> <ul style="list-style-type: none"> <li>● Open-up Resources and Desmos lessons</li> </ul> <p><u>Algebra:</u> 9.6 I can solve quadratic equations by completing the square to transform them into perfect square trinomials.</p> <ul style="list-style-type: none"> <li>● Pearsons practice, Khan Academy and other practice options, Quiz 9.6</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- Check your Google Classroom for instructions:</b> Students will continue working on their fantasy story by editing, revising and publishing their final draft. Follow the assignment instructions on Google Classroom and let your teacher know if you have any questions by attending her office hour Wednesday at 1pm. Students will also spend some time reading from something they ENJOY!!</p> <p><b>7th Grade - Google Classroom</b> We will practice writing one more style of poetry before we end our unit. This week, students will learn about limericks, write their own, and then go through the revision process.</p> <p><b>8th Grade - Check your google classroom:</b> Students will begin reading our final text: the graphic memoir Persepolis. We will start the week with some historical background, start reading the text, and then will revise their portfolio writing piece.</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. (<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-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><b>6th Grade: Learning Target:</b></p> <p>I can support the claim that soap effectively breaks up a cell membrane by citing evidence from a text.</p> <p><b>Overview:</b> This week you are trying to answer the question “Why is soap able to destroy Viruses?”. You will start by looking at this <b>Overview</b> page and updating your <b>Online Planner</b>. Then You will learn more about viruses by reading and watching a video and get a mini lesson from your teacher. Finally, you will do an exit ticket where you are choosing evidence, in the form of quotes or observations from videos, readings, or the video-lesson that support a given claim and reasoning.</p> <p><b>7th/8th Grade: Learning Target:</b></p> <p>I will synthesize key plate tectonic and lava flow events in Washington by explaining how our state went from a beach in Idaho to present day.</p>

	<p><b>Overview:</b>  This week you are learning about how Washington state was formed through different geological events. By the end of the week you will have a clear understanding of how Washington went from a beach in Idaho to our magnificent state we live in today. You will start on Monday by looking at this <b>Overview</b> page and using it to update your <b>Online Planner</b> if you are using one. Then you will review the <b>Vocabulary</b> and complete the <b>Warm-up</b>. On Tuesday you will watch the Flood Basalt <b>video</b> and complete the google form questions. You will have Wednesday &amp; Thursday, to take <b>notes</b> from the Assembling WA <b>video</b>. This video is embedded in the note taking document. If you are unable to take notes there are reflection questions on the bottom of the Assembling WA document you may answer instead. On Friday you will demonstrate what you learned by doing the <b>Exit Ticket</b>. Check your work against the <b>Answer Key</b> on Friday if it is provided.</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 June 1st</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> <ul style="list-style-type: none"> <li>○ I can <b>describe</b> how the Chinese writing system developed and operated.</li> </ul> </li> <li>● <b>7th Grade Learning Targets:</b> <p style="margin-left: 40px;">I can <b>describe</b> how the decision to build Interstate 5 through downtown Seattle affected stakeholders by <b>identifying</b> the positive and negative ways different people were affected by that decision.</p> <p style="margin-left: 40px;">I can <b>evaluate</b> the economic impact of the West Seattle Bridge closure by <b>describing</b> the changes to local business operations.</p> <p style="margin-left: 40px;">I can <b>estimate</b> the economic value of Boeing to the greater Seattle area by <b>deciding</b> whether Seattle’s economy can still thrive if Boeing collapses.</p> </li> <li>● <b>8th Grade Learning Target:</b> <ul style="list-style-type: none"> <li>○ I can <b>examine</b> the scope of the Civil War by gathering evidence from primary and secondary sources.</li> <li>○ I can <b>describe</b> the 3 constitutional changes that happened immediately after the Civil War by selecting details from secondary sources.</li> </ul> </li> </ul>

World Language	<p><b>2 Hours per Week, about 20-25 Minutes per day</b></p> <p><b>All Classes should review the Weekly Overview for June 1 posted in Google Classroom.</b></p> <p><b>SPECIAL NOTE: Your Spanish and French Teachers are posting Optional Cultural Assignments for those days when you would like an alternative! Of course you will get credit!!!</b></p> <p><b>Spanish 1 &amp; French 1 Students</b>  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><b>REMEMBER THE LINK TO ROSETTA STONE IS:</b>  <a href="https://highlinesd.rosettastoneclassroom.com/en-US">https://highlinesd.rosettastoneclassroom.com/en-US</a></p> <p><b>USERNAME:</b> STUDENT ID NUMBER--- ONLY YOUR NUMBERS  <b>PASSWORD:</b> rosetta</p> <p><b>STUDENTS WITH DIFFICULTIES SIGNING IN SHOULD IMMEDIATELY CONTACT THEIR TEACHER.</b></p> <p><b>Students in Spanish for Spanish Speakers</b> have 2 options:</p> <p><b>OPTION 1:</b>Students study/practice on Rosetta Stone at a higher level Unit starting with either unit 5, 9 or 13 as explained on Google Classroom &amp; 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 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><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>● Nutrition lesson, Part 2</li> <li>● Research suggested health topics.</li> <li>● Read the article and answer related questions.</li> </ul> <p>PE- 20 minutes a day</p> <ul style="list-style-type: none"> <li>● Keep a log of physical activities. Record specifics on exercise.</li> <li>● Goal setting activities and fitness planning required, focus on the FITT Principle.</li> <li>● Option #1 <a href="#">Darebee</a></li> <li>● Option # 2 / Day by Day program offerings. Option to plan own workout using FITT</li> <li>● Complete weekly activity log with instructions for using FITT principle.</li> </ul>

Electives

(30  
minutes a  
day)

**Grade 6 Art:**

- Look at progress in Synergy
- Continue and Finish Pandemic/Quarantine sketches from last week
- Complete the Self Critique of your Pandemic/Quarantine sketches

**Art 1:**

- Look at progress in Synergy
- Continue and Finish Pop Art sketches from last week
- Complete the Self Critique of your Pop Art sketches

**Art 2:**

- Look at progress in Synergy
- Make 1 sketch of Surrealism artwork with spatial devices. This will receive feedback from me before becoming a final.

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

- Begin to sketch your ideas for your poster. This can be on paper or on a computer. You should end up with an outline of your words, pictures, and layout (how things will look on the page). More info and examples on classroom.

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

- Begin to sketch your ideas for your poster. This can be on paper or on a computer. You should end up with an outline of your words, pictures, and layout (how things will look on the page). More info and examples on classroom.

**Digital Media** (Ms. Rodriguez): ([Agenda](#))

- By the end of this week, students will be able to understand how **Shadows and different points of views** can be used as the subject in your photo by creating different photos using **lights and shadows as well as different points of views**.
- Parents: You should have received 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: Count on me with video
  - Listen to the music excerpt and post a comment
  - Practice rocking the uke
  - Practice rhythms drills with video using G chord
- Band 7<sup>th</sup> 8<sup>th</sup>
  - Warm with Lip flexibility, Practice concert Bb. Eb, Ab,
  - Challenge song
  - Listen to the music excerpt and post a comment
  - Rhythm drills 5, 6, 7
- Orchestra:
  - Warm up with D major scale and arpeggio
  - Practice Open strings with video
  - Challenge song
  - Listen to the music excerpt and post a comment
  - Rhythm drills 1. A , 1. B
  - Practice rhythms with video

- Band 6<sup>th</sup>
  - Warm up with concert Bb scale and arpeggio (practice with my video)
  - Challenge song
  - Listen to the music excerpt and post a comment
  - Rhythm drills 1. A , 1. B
  - Practice rhythms with video

### **STEM/Advanced STEM**

- Students will investigate careers in STEM and choose one to do a deep dive to showcase on their Google Sites page (This week, we will be working on questions 3 & 4).

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

- Template for project can be found in Google Classroom

#### **Natural Resources:** ([Agenda](#))

- By the end of this week, students will be able to analyze whether and how developed and developing nations must combat climate change by understanding the role industrialization plays in climate change.

#### **Advanced Aquaponics:** ([Agenda](#))

- Students will be able to deepen their understanding of sustainability in the context of food production by reading articles about different food production systems to evaluate their environmental impact and efficiency.

#### **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 3 of this project.

- See Google Classroom for assignment and example