

## RPS Online Asynchronous Day - Tuesday April 11, 2023

- Students are advised to keep any/all written work so that it can be submitted once the network is restored.
- Power Up Students: Edgenuity is not currently accessible as it requires a login via Class Link, which is offline. We will update you when that program is once again accessible.
- Speech/Language Services
  - Your child is currently receiving speech services from an SLP via teletherapy. During this network outage, your child's speech services will be paused and made up at a later date.
- Adaptive PE for K-12 students with Ms. Graham
  - Please complete one:
    - Go outside to play or walk for at least 30 minutes at least once this week
    - Roll up a pair of socks and play catch with a trusted adult or sibling for at least 5 minutes. You could also try to throw the socks underhand into a bucket from 5-10 feet away.
  - Write down what you were able to complete and have an adult sign it. Be ready to share what you did when we meet next.
- We encourage students to fill their time with meaningful academic and social emotional learning. Here are a few ideas:
  - Gratitude:
    - Journal three things you are thankful for every day.
    - Leave notes for your loved ones around your home.
    - Write a thank you note to anyone!
    - Give three compliments.
    - Start a meal with everyone stating something they are Thankful for.
  - Mindfulness:
    - Find a peaceful spot and practice deep breathing for 5 minutes.
    - Take a walk outdoors,
    - Find a calming guided meditation on Youtube or another device,
    - Sit outdoors and listen to the birds,
    - Spend 5 minutes stretching
  - Community:
    - Paint Rocks with colorful pictures or quotes and hide them in your neighborhood.
    - Pick up garbage around your home.
    - Help family or friends with chores.
    - Color chalk pictures on your sidewalk or driveway.
    - Take a walk

## *Elementary School*

### **Music with Mr. Manansala**

- Please reference our no-login-required Google Site for assignments:
  - <https://sites.google.com/view/elementary-music-rpso/home>
- Tuesday 1st Grade

### **Kindergarten**

- Reading
  - Read 30 minutes with a grown up or older reader. Tell your adult/older reader the beginning/middle/end of the book OR 3 facts from the book.
- Writing

- Weekend News—write about your weekend using a capital letter at the beginning and a period at the end of each sentence. This weekend I \_\_\_\_\_ . (just write about one thing you did!).
- Math
  - Make a pattern with 2 or 3 colors.
- Choose at least one activity each day:
  - Building blocks
  - Do a puzzle
  - Sidewalk Chalk
  - Create something using folding paper
  - Help in the kitchen
  - Imagination play
  - Play Doh/clay
  - Board games/card games
  - Art/Fine Motor
  - Play outside
    - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
  - Art with Nature
  - Make patterns (use things inside or outside)

### Grade 1

- Reading
  - Read 30 minutes with a grown up or older reader. Tell your adult/older reader the beginning/middle/end of the book OR 3 facts from the book.
  - “Lexia” may be an option on a personal device.
- Writing
  - Topics to draw and write about are listed below
    - Tuesday: Weekend News—write about your weekend.
- Math
  - Complete one Math Boxes Journal page each day.
  - “Happy Numbers” may be an option on a personal device.
- Choose at least one activity each day:
  - Building blocks
  - Do a puzzle
  - Sidewalk Chalk
  - Create something using folding paper
  - Help in the kitchen
  - Imagination play
  - Play Doh/clay
  - Board games/card games
  - Art/Fine Motor
  - Play outside
    - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
  - Art with Nature
  - Make patterns (use things inside or outside)

### Grade 2

- Reading
  - Read 30-60 minutes with a grown up or older reader. Tell your adult/older reader the beginning/middle/end of the book OR 3 facts from the book.
  - Make it a goal to try to read a chapter book this week.
- Writing
  - Use any journal. Work on neat handwriting. Use correct punctuation.
  - Weekend News: Write about your weekend. Strive for 5-10 sentences.
  - Bonus writing (optional): Use the prompts in the purple notebook. Select one prompt per day. Write about it.

- Math
  - Every day: Math addition and subtraction practice with flashcards or fact triangles. Our goal is to have the addition and subtraction facts memorized by the end of second grade.
  - Math book Journal 2 page 164.
- Choose at least one activity each day:
  - Building blocks/Legos
  - Do a puzzle
  - Sidewalk Chalk
  - Create something using folding paper (origami, paper airplanes)
  - Help in the kitchen
  - Imagination play
  - Play Doh/clay
  - Board games/card games
  - Art/Fine Motor
  - Draw
  - Play outside
  - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
  - Art with Nature
  - Make patterns (use things inside or outside)
- Music (Shea)
  - **Brainstorm** a **music artist** that you would like to know more about **OR** pick from these options:
    - Stevie Wonder
    - Prince
    - Beyonce
    - Adele
  - **Listen** to a song from your artist
  - Answer the following questions:
    - What is your music artist's name?
    - Where is your music artist from?
    - What do you like about this artist's music?
    - What is your favorite song from this artist?
    - Is this a fast or slow tempo song?
  - Keep the paper with your artist information on it
  - Explore the **Isle of Tune** online activity: <https://www.isleoftune.com/>
    - Create a road for your car to drive down
    - Place cars on the road
    - Place houses, lights, trees, and brushes along the road
    - Press Go to hear your street make music!
  - Experiment with **Chrome Music Lab**
    - Go to Song Maker in Chrome Music Lab
    - Create your own songs using the blocks and shapes at the bottom!

### Grade 3

- If you can still access Lexia, Epic, xtra math, Vocab A-Z, and SplashLearn, then continue to do those.
- Read 30-60 minutes (Bingo sheet)
- Journal-Write about your spring break. (Needs to be at least 5-10 sentences. Keep in your notebook).
- Math-Journal page 208
- Choose at least one activity each day:
  - Building blocks/Legos
  - Do a puzzle
  - Sidewalk Chalk
  - Create something using folding paper (origami, paper airplanes)
  - Help in the kitchen
  - Imagination play
  - Play Doh/clay
  - Board games/card games

- Art/Fine Motor
- Draw
- Play outside
- Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
- Art with Nature
- Make patterns (use things inside or outside)
- Music (Shea)
  - **Brainstorm** a **music artist** that you would like to know more about **OR** pick from these options:
    - Stevie Wonder
    - Prince
    - Beyonce
    - Adele
  - **Listen** to a song from your artist
  - Answer the following questions:
    - What is your music artist's name?
    - Where is your music artist from?
    - What do you like about this artist's music?
    - What is your favorite song from this artist?
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  - Keep the paper with your artist information on it
  - Explore the **Isle of Tune** online activity: <https://www.isleoftune.com/>
    - Create a road for your car to drive down
    - Place cars on the road
    - Place houses, lights, trees, and bushes along the road
    - Press Go to hear your street make music!
  - Experiment with **Chrome Music Lab**
    - Go to Song Maker in Chrome Music Lab
    - Create your own songs using the blocks and shapes at the bottom!

#### Grade 4

- Parents, please send me a picture of your kiddo's work each day on email ([flan1991@yahoo.com](mailto:flan1991@yahoo.com)).
- Here are the materials (which you already have) that you'll need this week :
  - 1. Math journal #1 and #2
  - 2. Math reference book (hard cover)
  - 3. Sciencosaurus (hard cover) science book
  - 4. Social Studies / States and Regions (bear on front/hard cover)
  - 5. Black binder with ALL of the papers that you've gotten on pick up that are 3 hole punched.
  - 6. STEM kit materials
  - 7. Math card deck
  - 8. Social studies -2 white envelopes with matching NUMBER on them
- I will be delivering the following items to you:
  - a notebook to ONLY be used for the asynchronous assignments you get during this time
  - a folder to put any other work into
  - materials to be used for a diorama (directions will be included)
  - Castle in the Attic book-Which is the next chapter book we'll be reading.
  - Questions that go with "Castle in the Attic"
- Tuesday, April 11<sup>th</sup> Assignments
  - Assignments NEED to be completed in order.
  - Sciencosaurus book: read pages 112-113 and draw/label the picture from page 112 in your ASYNCHRONOUS notebook.
  - Writing Prompt: Pretend that you didn't have joints. Write a story (at least 7 sentences long) about the day you woke up and didn't have joints. Remember to use capitalization, punctuation, proper spelling, and make sure your sentences make sense and are complete.
  - Math
    - Journal #1: complete page 141 (#1,2) and page 23 (#1, 2)
    - Journal #2: complete page 159 (#1 & #3)

- Social Studies
  - Read pages 142-145 and answer questions #1 from the bottom of page 145 in your ASYNCHRONOUS NOTEBOOK.
- Choose at least one activity each day:
  - Building blocks/Legos
  - Do a puzzle
  - Sidewalk Chalk
  - Create something using folding paper (origami, paper airplanes)
  - Help in the kitchen
  - Imagination play
  - Play Doh/clay
  - Board games/card games
  - Art/Fine Motor
  - Draw
  - Play outside
  - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
  - Art with Nature
- PE day: Play outside for at least 15 minutes.

## Grade 5

- Specials:
  - Choose between 30 minutes on Art Hub, playing outdoors or an alternate physical activity, or listening to music from a variety of cultures and types.
- Reading:
  - Read independently for 30 minutes. In a notebook: 1. create a list of characters, settings, and main events 2. Write a paragraph summary of what you read (If you do not have a book, find items in your house with words. Identify 15 or more words you do not know yet and create a personal dictionary listing the word and what it means-you may have to look this up or ask an adult, write a sentence with the word)
- Writer's Workshop:
  - We will be creating a short story book this week. In your notebook, create an interesting picture about outer space. Write a short story for the illustration you created. Your short story should be a minimum of 8 full paragraphs.
- Science:
  - Take a walk around your yard/neighborhood or look out the windows at nature. What signs of spring do you notice? How do you know they are signs of spring? Write a paragraph and sketch a drawing of your sign of spring.
- Math:
  - Math Journal 1 cut out the cards on Activity Sheets 1-6 in the back of your journal (keep these cards in a baggie for future use). Use the cards to identify equivalent fractions (ex.  $\frac{1}{2} = \frac{5}{10}$ ) Create a list of as many equivalent fractions you can create in your notebook.
  - Math Boxes: pg. 80, 82
- Multi-language Learners:
  - Journal #1:
    - Finish this story. "Once Upon A Time, in a land far, far away..."
- If you need help, please have a parent or caregiver reach out to Mrs. Hill at [hill5kim@yahoo.com](mailto:hill5kim@yahoo.com) and I will try to help! I miss you!

## Mrs. Fox

- Social Skills
  - Ask an adult, sibling, or friend to be your learning partner
  - Tell your partner about the coping skills we have been learning about in class for when we are feeling anxious, angry, or hyper. Remember some of the books we have read: The Worrysaurus; Alexander and the Terrible, Horrible, No Good, Very Bad Day; What do you do with a problem?; Don't feed the Worry Bug; The Anger Monster; and more. You can rewatch these books on Youtube if you have a personal device

- Share the strategies we have worked on in the Yellow Calm Down Room. What works best for you to return to your \*calm\*?
- Ask your partner to share what they do when they feel angry, anxious, and want to feel calm again.
- Role-play the following situations with your learning partner and talk or act out how you would feel and what strategy you would use to return to \*calm\* and ready to learn:
  - One of your classmates blamed you for something you did not do.
  - A classmate was talking too loud over the teacher and you missed the directions.
  - You were called on in class when you didn't raise your hand and you don't know the answer to the question.
- Please have your learning partner assist you in writing down a summary of what was discussed so you can share with Mrs. Fox.
- **Math**
  - Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
  - Find 10 of the same small objects around your house ( pennies, buttons, hair clips, crayons, or anything you have 10 of).
  - Find a stuffed animal to be your Gobble Monster.
  - Lay out your 10 items on the floor or a table. In two rows of five (just like our tens frame!)
  - Have your learning partner be the Gobble Monster and gobble up (remove) some of the objects, while you are looking away (tell your partner, they need to hide the objects so you can't see the ones removed)
  - Answer, how many objects did the Gobble Monster gobble? (Remember- don't count the hidden objects) How many objects are left? (Example: There were 10 pennies, while the student looks away, 7 were removed and hidden behind your back, the student will look at the remaining three objects and answer, "There were 10 pennies, now there are only 3, that means that 7 were taken away. So  $10-7=3$ .)
  - Repeat the game with your partner, you can take turns being the Gobble Monster
    - If you would like to use more than 10 objects, you can! Try 20, 30, 40 + Challenge yourself!
  - Practice for a total of 20 minutes. Please write down who you worked with. You will share this with me when we return to class.
- **Grade 1 and 2 Reading**
  - Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
  - Find a book at your learning level.
  - Partner read- tell your partner the letters or words that you recognize
  - Some students are working on magic e (adding an e to the end of a word to make the middle vowel say its name (Example: kit -> kite. The e at the end makes the i say its name- the long sound I.))
    - Some students are working on blends (two consonants squished together to make a sound (Example: Snip, blot, OR park, hard)
    - \*If your student is still working on letter sounds and formation, please have them use play-doh to create letters with you. Provide them a letter example and tell the sound and have them repeat after you.
  - Read for a total of 20 minutes together. Please write down the title of the books, and who you read to. You will share this with me when we return to class.
- **Grade 2 Comprehension**
  - Find a fictional story book at your reading level to read to a friend or family member
  - Share with your audience that we are working on figurative language. Look for an example of each as you read your story- it is ok if you can't find them all!
    - Onomatopoeia- words that imitate a sound made (examples: Moo, click clack, bam!)
    - Simile- Describing something or someone by comparing it to something else (Example: He is as brave as a lion; I am as hungry as a bear; She is as fast as a cheetah; Your room is as clean as a whistle)

- Metaphor- Comparing two things without using the words like or as (Example: The classroom is a pigsty; She is an angel; You are my sunshine; He is a busy bee)
    - Hyperbole- Exaggerating or making an overstatement for emphasis (Example: I nearly died laughing; This is the worst dessert in the world; I told you a million times)
  - Read for a total of 20 minutes. Please write down the title of the books, and who you read to. You will share this with me when we return to class.
- Grades 3, 4, and 5 Reading
  - Find a fictional story book at your reading level to read to a friend or family member (perhaps give your grandparents a call and read to them!) - \*you can wait until your adult gets home\*
  - Share with your audience that we are working on character traits. While you are reading, pause to answer the following questions:
    - Who is the main character in the book?
    - How would you describe them (How do they look? How do they act?)
    - Did your character change throughout the story?
  - Read for a total of 20 minutes. Please write down the title of the books, who you read to, and the name of your main character. You will share this with me when we return to class.

**Ms. Heather**

- Morning Meeting - Talk about the date and day of the week. Then sing days of the week and months of the year.
- Reading - Find a favorite book and read for 15 minutes. (This can be with a partner.)
- Social - Play a game with a family member - this could be a board or card game or a game like I SPY.
- Functional - Go for a walk and count STOP signs.
- Math - Find the groceries that you have in the house and see how many things are orange.
- Writing - Write your name and one thing that you see in your house.
- Project - Draw a flower and color it your favorite color.

**Middle School**

\*\*\*Please pay attention to teacher names in parentheses as some courses have more than one teacher\*\*\*

**Grade 6 -**

<b>Tuesday, April 11th</b> (Use your notebooks to complete each assignment)			
<b>ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<p><b>KEY WORDS:</b>  <i>Simile:</i> A comparison using "like" or "as."            Sharp <b>as</b> a tack            Quiet <b>like</b> a mouse.  <i>Triplet:</i> a type of poem made up of 3 lines that have end words that rhyme.            Often times I wonder <b>why</b>            I spend my time in junior <b>high</b>            I love it here, I cannot <b>lie</b>.</p> <p><b>YOUR JOB:</b>            In your ELA notebook, write a triplet poem of your own that uses simile.</p>	<p style="text-align: center;">Find the sum.</p> $\begin{array}{r} 637,391 \\ + 372,088 \\ \hline \end{array}$	<p>Take your science notebook on a nature walk around your neighborhood for 10 minutes.</p> <p>Look for at least 3 examples of signs of spring coming. An example would be buds on trees, etc. Write these signs down in your notebooks and be prepared to share them when we meet again.</p>	<p>Listen, watch, or read about something happening in our world today. Write a 3-5 sentence summary explaining what you learned.</p>
	<p style="text-align: center;">Find the difference.</p> $\begin{array}{r} 256,805 \\ - 136,667 \\ \hline \end{array}$		
	<p style="text-align: center;">Find the quotient.</p> $15 \overline{) 437}$		<b>Project Time</b>
			<p><b>This month, we celebrate Earth Day!</b> Come up with a plan you and your family can be better at helping our Earth. Write these plans in a notebook.</p>

- PE (Nguyen)
  - The weather is PERFECT to get outside and to get outside often and to MOVE!! During our time "offline", please record all activities that you complete on a piece of paper or in a notebook tagged for PE.
  - Tuesday - continue to work on your push up challenge. Challenge yourself to complete 25 pushups today. Remember, knees or toes, it counts! You can do it!
  - Let a family member know that you are going for a walk. Walk near your house for 30 minutes. 15 minutes out, 15 minutes back. While you are out, can you find which trees, shrubs or flowers are trying to bloom yet? Make sure to record your efforts on your paper/notebook.

## Grade 7-

- English (Jones)
  - Think of a family story you've heard over the years. Maybe there was this one time that a random cousin did a random thing and learned a lesson about it. Maybe it was about how two relatives met each other. Write that story down here:
  - After you've written that story, think about what a myth is. Is the story you told a family myth or legend? Why or why not?
  
- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
  - Here is the plan for the week, we will be doing an interdisciplinary lesson for the asynchronous week. Students will be working on creating a country project for this week. To show what they have learned so far this year.
    - Students will be creating a country in the world of their own imagination and applying themes from different lessons to encompass their learning. This could be completed on notebook or printer paper or if your student has access to other types of technology using an app of their choosing. Our team motto is we do not care how it gets done just make sure they have something to show us or turn in when we return to synchronous classes.
    - To start the week off each class has a different assignment
      - Social Studies: Create a map of your country, draw a blob or many blobs on a sheet of paper. Make sure to include the following on your map.
        - Title- Your Countries Name
        - Orientation- Which way is North, South, East, and West
        - Date- The date you created it
        - Author- your name
        - Legend- mark out the physical landscapes of your country. Does it have lakes, rivers, what oceans or seas is it in, does it have mountains or hills, forests? Think about the climate of your country? Does it make sense to have a tropical forest if your country is up in the arctic by Canada or Russia? You can use symbols and mark them in the corner like a theme park map would have them.
        - Scale- for every inch is it 50 miles or 100 miles. How big is your island across up and down and left to right?
      - English: Now considering the map you created this is the setting to writing out the History of your country. The myth of how your island was created. Just like the Minnesota Myth of Paul Bunyan or myths in Greek mythology what is the myth tied to your country. Think about the setting of your myth the climate and geography of your country. Write out the setting in a couple sentences for your story.
      - Math:
        - Today you will be drawing the currency (money) of your country. Do you want your currency to be coins or paper? Draw all sides of your currency (front and back, sides if there are any) Name your currency (for example: pounds, dollar, euro). What denominations will your currency for your



country come in this would be the amount available for example in the United States we have coins and dollars (1 cent, 25 cent, 1 dollar, 5 dollar, ect.)

- Science (Lawstuen)
  - Draw and describe an animal that will thrive in your imaginary country that is being used for the other subjects. Things to include:
    - A drawing of the animal. It can be an animal that already exists or you can make one up
    - What it eats
    - The temperature it likes
    - Any other cool features you want your animal to have
- PE (Nguyen)
  - The weather is PERFECT to get outside and to get outside often and to MOVE!! During our time "offline", please record all activities that you complete on a piece of paper or in a notebook tagged for PE.
  - Tuesday - continue to work on your push up challenge. Challenge yourself to complete 25 pushups today. Remember, knees or toes, it counts! You can do it!
  - Let a family member know that you are going for a walk. Walk near your house for 30 minutes. 15 minutes out, 15 minutes back. While you are out, can you find which trees, shrubs or flowers are trying to bloom yet? Make sure to record your efforts on your paper/notebook.
- Health (Anglin) - Week long project
  - Students will begin exploration of teen Mental Health. Please use and interact with information from a reliable source called Kidshealth.org. (search teens, best self)
    - <https://www.kidshealth.org/en/teens/your-mind/#catbest-self>
  - Assignment Directions:
    - Search Kidshealth.org website in any browser
    - Once in Kidshealth.org Search teens then search Mental Health Best Self
    - Read/listen to 3-5 topics of interest to you under Best Self Heading
    - Write a paragraph reflecting about your learning
  - Paragraph Directions:
    - Paragraph title "What I explored/learned about teen Mental Health"
    - Write 5-7 sentences describing what you learned and which articles you learned from and interacted with
    - Add 2-3 sentences explaining how you will use the information in the future.
    - Take a picture of your written paragraph
    - Save for later
- Spanish (Miller)
  - Research a Spanish Speaking country and put it into a presentation form (digital or paper). Here are the countries/territories to choose from: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Equatorial Guinea, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Spain, Uruguay, Venezuela and Puerto Rico.
  - Information to include:
    - Map, flag and meaning, currency and compare it to US Dollar (example: 1 US dollar = 20 Mexican pesos), foods, tourist sites, and fun fact.
  - Be ready to present it to the class when we return to online learning.
  - This should take two or less days to complete.

## Grade 8 -

- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
  - Here is the plan for the week, we will be doing an interdisciplinary lesson for the asynchronous week. Students will be working on creating a country project for this week. To show what they have learned so far this year.

- Students will be creating a country in the world of their own imagination and applying themes from different lessons to encompass their learning. This could be completed on notebook or printer paper or if your student has access to other types of technology using an app of their choosing. Our team motto is we do not care how it gets done just make sure they have something to show us or turn in when we return to synchronous classes.
- To start the week off each class has a different assignment
  - Social Studies: Create a map of your country, draw a blob or many blobs on a sheet of paper. Make sure to include the following on your map.
    - Title- Your Countries Name
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    - Legend- mark out the physical landscapes of your country. Does it have lakes, rivers, what oceans or seas is it in, does it have mountains or hills, forests? Think about the climate of your country? Does it make sense to have a tropical forest if your country is up in the arctic by Canada or Russia? You can use symbols and mark them in the corner like a theme park map would have them.
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  - English: Now considering the map you created this is the setting to writing out the History of your country. The myth of how your island was created. Just like the Minnesota Myth of Paul Bunyan or myths in Greek mythology what is the myth tied to your country. Think about the setting of your myth the climate and geography of your country. Write out the setting in a couple sentences for your story.
  - Math:
    - Today you will be drawing the currency (money) of your country. Do you want your currency to be coins or paper? Draw all sides of your currency (front and back, sides if there are any) Name your currency (for example: pounds, dollar, euro). What denominations will your currency for your country come in this would be the amount available for example in the United States we have coins and dollars (1 cent, 25 cent, 1 dollar, 5 dollar, ect.)
- Science (Lawstuen)
  - Your imaginary country that is being used for the other subjects, is on a plate boundary. A volcano is slowly starting to form. Below is everything that you need to do for today:
    - Describe and draw the plate boundary in your country.
      - Include a drawing of the country
      - The location of the plate boundary in your country
      - The direction of the movement of each plate at the plate boundary
      - The name (convergent, divergent, transform) and type (land land, land ocean, ocean ocean)
      - Draw your volcano just starting to form in a location where it should be forming
- Science (Campos)
  - Please contact Ms. Campos at [campos.rps.science@gmail.com](mailto:campos.rps.science@gmail.com) for assignments and instructions
- Global Studies (LaRochelle)
  - Quarter 4 is the beginning of our Asia unit. Please begin with the Seterra map of “Monsoon Asia: Countries” – it covers the countries that we did not when discussing West Asia.
    - <https://www.geoguessr.com/seterra/en/vgp/3635>

- Save a screenshot of your best attempt today. I will collect these when we regain access to Google services.
- PE (Nguyen)
  - The weather is PERFECT to get outside and to get outside often and to MOVE!! During our time "offline", please record all activities that you complete on a piece of paper or in a notebook tagged for PE.
  - Tuesday - continue to work on your push up challenge. Challenge yourself to complete 25 pushups today. Remember, knees or toes, it counts! You can do it!
  - Let a family member know that you are going for a walk. Walk near your house for 30 minutes. 15 minutes out, 15 minutes back. While you are out, can you find which trees, shrubs or flowers are trying to bloom yet? Make sure to record your efforts on your paper/notebook.

## Mr. Giarratana

- 1st Hour Reading
  - If possible, please find an article or reading book that interests you (feel free to keep reading a book you've already started) and answer the following questions:
    1. What did you read?
    2. What are 3 important things from this reading or article?
    3. Why are those important?
    4. If you could rewrite any part or idea from your reading, how would you rewrite it?
- 3rd Hour Social Skills
  - Respond to the following prompts:
    - Would You Rather...
      - go camping or stay in a hotel? (and why?)
      - visit the mountains or the ocean? (and why?)
      - go to a zoo or an aquarium? (and why?)
      - get up early or sleep late? (and why?)
- 4th Hour Study/Organizational Skills
  - Respond to these two prompts in writing:
    - What does it mean to have a flexible mind? Why is it important in life?
    - Describe a time when things didn't go as planned, but they worked out anyway.
- 6th Hour Reading and Writing
  - If possible, please find an article or reading book that interests you (feel free to keep reading a book you've already started) and answer the following questions:
    1. What did you read?
    2. What are 3 important things from this reading or article?
    3. Why are those important?
    4. If you could rewrite any part or idea from your reading, how would you rewrite it?
- 8th Hour Math
  - A farmer had 36 yards of wood to build a fence around his new garden. Draw a sketch of what the garden might look like if the farmer uses all the wood.
  - Your teacher asks you to cut triangles out of a square. How many triangles might you cut? Draw a diagram and explain your answer.

## High School

\*\*\*Please pay attention to teacher names in parentheses as some courses have more than one teacher\*\*\*

- Ms. Lehrke
  - Please help your family either make a recipe or help make something to eat of your choosing. How hard was it to make? What did you enjoy the most of this process?

- With the weather being nice, get outside in the community to find some of the community safety signs we have been learning about. How many signs were you able to find? Did you find any signs we haven't learned about yet?
  - Spend some time in Boom Cards and practice your skills.
  - Help your family with doing laundry. You can practice sorting the different types/colors into piles. You can help load, put soap in the machine, dry, and/or fold the clean clothes to put away.
  - Please practice your personal information such as your name, address, and phone number.
- Adventure Lit (Mash)
    - The theme of this week is "Life is an Adventure"! Throughout the week you will be connecting the idea of adventure to your own life through writing and by going on your own adventure. By Friday, you need to have completed an "adventure" that you will write about. All work from the week will be shared with me when we return online.
      - Prompt: Brainstorm at least 5 adventures you could go on or add into your daily life. For each idea, write about how it is an adventure and why you included it on your list. You must complete at least 1 of these adventures by the end of the week, so these should be ideas that you can easily incorporate/complete!
      - Adventure is all around us! Here are some ideas to help you start thinking:
        - Do something you don't usually do (go for a walk or run, spend time in a new space/room, sit outside instead of inside etc.)
        - Try a new coffee shop or restaurant
        - Create something
        - Learn a new skill/hobby
        - Gather friends/siblings and have a board game day
        - Spend a day without ANY screens (except for assignments!)
- Algebra II (Gendreau)
    - \*\*You can choose either option, but note that option 1 requires you to have access to a personal device to get to a website.
      - Option 1: (need access to a personal device/phone to get to Classkick)
        - During this week, you will be working through an actual math ACT test. Use the link below to access classkick. (DO NOT SIGN INTO YOUR OLD CLASSKICK – you won't find it there.) When you join, make sure you use your first and last name, *and sign in the EXACT SAME WAY every time* so that you get back to your test and aren't starting a new one. *Each day, you are responsible for completing 2 slides.*
          - Period 1: <https://app.classkick.com/#/login/5E77BW>
          - Period 2: <https://app.classkick.com/#/login/WEGVN5>
          - Period 6: <https://app.classkick.com/#/login/PAJ3AD>
        - Tuesday: Slides 1 and 2
      - Option 2: (No access to a personal device)
        - Next week, we will be starting a unit on sequences and series. Carl Friedrich Gauss is a famous mathematician who has a very interesting story related to sequences and series. This week, I am going to ask that you research his story (might mean a trip to a library if you have no working technology) and *write a 2-page paper* about his life, and most important, what he did that made him known in the world of sequences and series. You will be turning this in when we get things back up and running, but make sure it is completed by Friday.
- Algebra II Honors (Gendreau)
    - For this week, I'm going to have you take a practice ACT math test for fun! (??) I have one loaded into A classkick account, but not YOUR classkick account, so don't head to the "usual" spot. You are going to use this link: <https://app.classkick.com/#/login/8LPFMJ> (join code is the 8LPFMJ). When you join, it will prompt you for your name, please make sure you type your name in the EXACT SAME WAY each day so it brings you back to your test and doesn't start

you on a new one. If anyone does not have access to a personal device to access this, please message me at 952-270-2887.

- Tuesday: Slides 1 and 2

- Biology (MacDonald)

<b>Topic for the Day: Intro to Genetics and Forensics “What is Cell Division”</b>	
<p>Purpose of this learning: We are in a very strange time right now with all technology being shut down. We all need to do the best we can and still keep up a proper learning experience even if modified. Please complete the simple following exercises each day so when you come back you will have the basic knowledge needed to understand Genetics and Forensics.</p>	
<b>Materials Needed</b>	<b>Resources to Use/What to do</b>
<p>Notebook or Loose Leaf Paper (form it into a booklet)</p> <p>Pen or Pencil</p>	<p><a href="https://flexbooks.ck12.org/cbook/ck-12-biology-flexbook-2.0/section/2.31/primary/lesson/cell-division-bio/">Ck-12 2.31 Cell Division</a>  <a href="https://flexbooks.ck12.org/cbook/ck-12-biology-flexbook-2.0/section/2.31/primary/lesson/cell-division-bio/">https://flexbooks.ck12.org/cbook/ck-12-biology-flexbook-2.0/section/2.31/primary/lesson/cell-division-bio/</a></p> <p>Steps</p> <ol style="list-style-type: none"> <li>1. Read and study the entire page looking for the answers to ?s below.</li> <li>2. Make sure to watch the videos               <ol style="list-style-type: none"> <li>a. Cell Division</li> <li>b. The Axolotl</li> </ol> </li> <li>3. Watch or play with the following links               <ol style="list-style-type: none"> <li>a. <a href="#">Cancerous Cell Growth (Click and Learn)</a></li> <li>b. <a href="#">How do Cancer cells behave differently from Healthy Ones?</a></li> <li>c. <a href="#">Watch the amazing story of Henrietta Lacks (The immortal story)</a></li> </ol> </li> </ol>
<p><b>What to write in your Asynch Biology Journal</b></p> <ol style="list-style-type: none"> <li>1. Describe binary fission.</li> <li>2. What is Mitosis</li> <li>3. Contrast cell division in prokaryotes and eukaryotes. Why are the two types of cell division different?</li> </ol>	

- Chemistry (Cochran)

- Perform a safe, household chemistry reaction:
  - If you are able, record yourself performing the reaction.
  - Research the reaction
  - Write at least 4 sentences about the reaction
- Ideas:
  - Cooking
  - Baking
  - Cleaning with a solution

- Criminal Justice (Speckeen)

- Watch these two videos:
  - [Atlantic - Is the Criminal Justice System Broken](#)





- French I (Becker)
  - Soon, we will start a new unit, learning to describe ourselves and our family members and friends. Brainstorm how you would describe yourself and those other people. On a piece of paper, write 3-5 sentences describing each person's appearance and personality, IN ENGLISH; think about what they ARE like and what they are NOT like. Write about your immediate family members and closest friends, and include yourself, too. Use a wide variety of adjectives and look up synonyms on Thesaurus.com, if you are able to on a personal device. BORROW PAPER/PENCIL FROM A CLASSMATE, IF NEEDED! Then, flip ahead in your French paper workbook to preview the family and descriptive vocabulary in French; try guessing how to pronounce those words out loud and notice which ones are cognates of English words. If you finish early, complete the crossword puzzle on Page 83, using the vocab from Pages 81-82. PLEASE BRING YOUR PAPER WORKBOOK WITH YOU TO FRENCH CLASS ALL THIS WEEK, ESPECIALLY TOMORROW!
  
- French 1 (Chastain)
  - Say today's date outloud: onze avril 2023 (page 13 in cahier for numbers)
  - Say today's day outloud: C'est mardi.
  - In your French 1 cahier (notebook), turn to page 76. Read outloud the verb ETRE, at a whisper or with a partner. Then, in the middle of the page, sing or say the ETRE song with a partner or by yourself at a whisper. Sing/Say the song 3 times and sign next to the small X. Put the date next to your signature (4/12/23).
  - Next, read the Etre expressions at the bottom of page 76-77. Note that the phonetics are included in parentheses so use them to pronounce the words correctly.
  - Then, turn to page 78 and read out loud the sentences for Exercices A, B and C. We completed these in class so read them out loud or with a partner.
  - Finally, turn to page 79 and read through the adjectives out loud, noting the difference between masculine and feminine.
  - Please note that I am using last year's workbook, so my page numbers may be off a page or two. I am sorry for the inconvenience!
  
- French 1 (Janousek)
  - Say today's date outloud: onze avril 2023 (page 11 in cahier for numbers)
  - Say today's day outloud: C'est mardi.
  - In your French 1 cahier (notebook), turn to page 71. Read outloud the verb ETRE, at a whisper or with a partner. Then, in the middle of the page, sing or say the ETRE song with a partner or by yourself at a whisper. Sing/Say the song 3 times and sign next to the small X. Put the date next to your signature (4/12/23).
  - Next, read the Etre expressions at the bottom of page 71. Note that the phonetics are included in parentheses so use them to pronounce the words correctly.
  - Then, turn to page 72 and read out loud the sentences for Exercices A, B and C. We completed these in class so read them out loud or with a partner.
  - Finally, turn to page 73-74 and read through the adjectives out loud, noting the difference between masculine and feminine.
  
- French 2 (Becker)
  - Soon, we will start a new unit, learning about household activities and the rooms in a house. Brainstorm about the activities you CAN do and the activities you HAVE TO do at home and in which rooms. Write 3-5 sentences IN ENGLISH for each room of a typical house/apartment, saying what activities you can do or must do while there. For example, in a kitchen, you can cook and eat food, but you also have to do the dishes sometimes. Think outside the box and generate ideas with your classmates! BORROW PAPER/PENCIL FROM A CLASSMATE, IF NEEDED! Then, flip ahead in your French paper workbook to preview the household vocabulary in French; try pronouncing them out loud to the best of your ability and notice which ones are cognates of English words. PLEASE BRING YOUR PAPER WORKBOOK WITH YOU TO FRENCH CLASS ALL THIS WEEK, ESPECIALLY TOMORROW!



- French 2 (Chastain)
  - Say today's date aloud: onze avril 2023 (page 13 in cahier for numbers)
  - Say today's day aloud: C'est mardi.
  - Review page 22-24 in your workbook about how to form the futur proche.
  - Complete the translations on page 24.
  - Please note that I am using last year's workbook, so my page numbers may be off a page or two. I am sorry for the inconvenience!
  
- French 3 (Janousek)
  - Say today's date aloud: onze avril 2023
  - Say today's day aloud: C'est mardi.
  - In your French 3 cahier (notebook), turn to pages 71-72. Read the vocabulary list out loud, either to yourself (at a whisper is fine) or with a partner. Make the connection between the French word and the English meaning. Take note of cognates since they are the same word in English and in French which makes them easier to remember.
  - Complete Exercices A and B on page 71-72. Check your work in pairs or in small groups.
  - Have a conversation with partners or "Puppet Hands" answering the following question:
    - Qu'est-ce que tu fais à l'école?
    - Examples responses:
      - Je fais une compétition de course à l'école. Aussi, j'emprunte des livres pour la classe d'anglais à la bibliothèque. Enfin, je passe un examen pour la classe de maths ce vendredi.
  - First write out your responses on a sheet of paper and practice saying the sentences three times each.
  - Then, have the conversation three times with three different partners if possible. Otherwise, have the conversation with as many different students and if there aren't any where you are, have the conversation with your "Puppet Hands" three times.
  
- FYEX (Haukos)
  - If you do not have a computer, your phone should work for this week's assignments.
  - Please watch this [video](#) and decide where in your house you will be keyboarding for the next 9 weeks.
  
- Geometry (Andrist)
  - We are going to be creating our own Desmos art, such as the exemplary work following from the past three years of winners: <https://www.desmos.com/art>
  - My expectations are not that it looks so perfect as these winners! Check out the following YouTube video for your directions: <https://youtu.be/jTdWPIRcDY0>
  - Remember, your job is to be creative and persevere. There will be a Flipgrid for you to present your work when accounts are live; this will be entered as an assessment grade. We will go over a rubric when we are together.
  - Choose your design and begin exploration. Set a timer for 45 minutes to work on this.
  
- Geometry and Geometry Honors (Gaddis)
  - What would your day be like in a world without MATH?? Starting today (Tuesday) through Thursday keep a journal of all the ways you use math throughout your day. Make sure to start a new list for each day (Tuesday, Wednesday, and Thursday). It can be as simple as checking the time on a clock or using the microwave or as complex as using geometric similarity to recreate a Tik Tok dance (did you move your arm at a certain angle? Or slide your body using a translation?)
  
- German I (Zackowski)
  - In-person, hybrid students
  - Please pick a partner from the class and speak German to each other for 5 minutes. Grab a Deutsch Aktuell 1 book and go to page 219. Review the learning targets and work through the pages 220-222. Write down your answers to the 3 assignments on page 222 on a piece of

paper. Feel free to partner up for this!

- German 4 (Zaczkowski)
  - In-person, hybrid students
  - Speak German with each other for 5 minutes and then get the Deutsch Aktuell 3 Buch and work through pages 80-84. Write down your responses on the assignment on pg 84 on a piece of paper.
  - Feel free to partner up for this!
- Global Culinary Arts (Duden) Tuesday through Friday
  - **Each day: Students have “Lab” options**
    - **1)** To cook/bake a new item and take a “selfie” with the food item
    - **2)** To watch a **Travel Food/Cooking Show** episode **OR**
    - **3)** Do a combination of #1 & # 2 totallying 4 days worth of assigned “Lab” work
  - **For ALL “LAB”- OPTIONS BE SURE TO INLCUDE the following:**
    - Area Visited/Traveled to - Recipe Made (#2 - Name of Cooking Show/Channel/time watched)
    - List 3 or more: Kitchen Safety items observed
    - List 3 or more: Cooking terms/methods used - WHAT WAS BEING DONE (Action)
    - List 5 or more: Kitchen Equipment/Tools USED - Small/Large appliances, hand tools, knives, unique to the food/culture/area traveled, etc.
    - List 3 or more: Errors that occurred **or** Potential areas that could have occurred
    - **#1 ONLY:** Take a “selfie” with the food item
    - Personal Feedback/Reflection:
      - Rate cooking experience **OR** episode 0 - 4 (lowest to highest) on interest level
      - AND a learning statement of cooking experience **or** episode viewed
- Health 10 (Anglin) - Week-long project
  - We all have a passion, many of us have multiple passions. We do what we love to do and this can benefit our Mental Health. What is a passion you ask? A passion can be anything you enjoy. Some may even call it a hobby. It’s what you think about when your mind has a few minutes to relax, (other than sleep). This week’s assignment is below:
    - Brainstorm Passions (at least 5):
    - Choose Passion you will share with class
    - Produce a product, a quality product is going to have evidence that it has been practiced and extensively worked on by way of its quality (ie: practice, practice, practice!).
      - Some examples of what a product could be are, but not limited to; memorized oral speech, website, power point/slideshow, poem, song, music video, artwork, comic book, short story, children's book, actual examples, poster, skits, etc. ask if you’re unsure.
    - You will create a product to show off your passion to the class. You will present to the class during Passion Week. Date: TBD
- Housing and Interior Design (Duden) Tuesday through Friday
  - How Would YOU Create YOUR Dream Bedroom on a Budget? Keep in mind you are/will be using the “footprint”(measurements) of your current bedroom you had started in floorplanner prior to spring break. You will be working on 2 idea areas listed below per day minimum. Do your best to be specific and detailed (examples, links, etc.)
  - **Here are some Ideas.Start Thinking AND Creating Ideas (Hint: Lists) to Explore!!!!**
    1. Find Your Purpose & Focus: Rest? Work & Rest?
    2. What’s your style: Minimalist, Modern, Bohemian, Cultural, Industrial, Combination, etc.
    3. Pick a color, any color(s) palette: Lighter = larger and airy, dark = smaller feel, when in doubt stay lighter/neutral (dramatic/darker color can be accent effect)
    4. Plan your layout in the bedroom space you have (already measured) - Used bed as focal point
    5. Maximize storage by thinking of functional/multi-use and practical pieces

6. Invest in lighting: adding variety of lighting options can effectively elevate mood(s) to your room
  7. Get the rugs right: adds in personality, dimension and purpose
  8. Add pops of green: liven things up by bringing the outdoors in.
  9. Spruce up the Walls however you like to add to your look
  10. Let your Creativity and Individuality Shine!
- Human Geography (Speckeen)
    - Watch this video:
      - [Crash Course - Population](#)
  - Intermediate Algebra (Andrist)
    - We are going to be creating our own Desmos art, such as the exemplary work following from the past three years of winners: <https://www.desmos.com/art>
    - My expectations are not that it looks so perfect as these winners! Check out the following YouTube video for your directions: <https://youtu.be/jTdWPIRcDY0>
    - Remember, your job is to be creative and persevere. There will be a Flipgrid for you to present your work when accounts are live; this will be entered as an assessment grade. We will go over a rubric when we are together.
    - Choose your design and begin exploration. Set a timer for 45 minutes to work on this.
  - Interpersonal Relationships and Communication (Duden) Tuesday through Friday
    - Following up from our topics of personality, character and the “masks’ YOU wear in different roles YOU hold in your own life.
      - 1) Create a Mask outline on 4 separate pieces of paper. (1/day)
      - 2) Choose 4 different roles you hold: EXAMPLES: friend, child, sibling, co-worker, student, BF/GF/Partner, etc.(feel free to identify your own role(s) which apply to you)
      - 3) Label each paper mask and decorate what YOU let others see in that role: use words, images, cut-outs, if preferred/able you may also create digital “mask” images for each as well.
      - 4) You will be asked to take pictures of each and share with Mrs. T at a later time.
  - Latin 1 (Dovre)
    - Asynch students will inspect their Stage 10 vocab on page 180 of their red textbook. They must use their class time to accomplish the tasks below.
      1. Using the vocab on page 180, they must complete the “Word Study” activities A and B on page 179. They do not need to do part C as we will work on that together when we are next in class together.
      2. Students may use any remaining time in class to study or practice one of the following
        - a. Vocab - Either on their own or with a partner, students must practice their vocab by quizzing themselves or each other
        - b. Noun Endings - Students should be able to complete a declension chart for the Nominative, Dative, and Accusative endings. They can double check their answers on page 148.
  - Latin 2 (Dovre)
    - Asynch students will inspect their Stage 19 vocab on page 160 of their red textbook. They must use their class time to accomplish the tasks below.
      3. Using the vocab on page 180, they must complete the “Word Study” activities A, B and C on page 159.
      4. Students may use any remaining time in class to study or practice one of the following
        - a. Vocab - Either on their own or with a partner, students must practice their vocab by quizzing themselves or each other
        - b. Noun Endings - Students should be able to complete a declension chart for all five cases in each of the 5 declensions. They can double check their answers

on page 186.

- Latin 3 (Dovre)
  - Asynch students will work on translating the “contentio” passage on page 112 and 113. We will review this passage when I am there next in person.
  
- Latin 4 (Dovre)
  - Asynch students will prepare for the Caesar Book V quiz which we will be taking in class the next time I am with them in class. That will be Wednesday for Mayo students and Thursday for Century students. The quiz will feature selections from Chapters 43 and 44 in their entirety. Students should review those chapters and see if they have any questions they would like to review either about the content of the stories, grammar, or translation. They should write those questions down so we can briefly review them the next time I meet with them in person.
  
- Learning for Successful Transition - LST (Anderson)
  - This week, I will ask that you start a document (one page for all four lessons this week), either hand written or using a computer. Each of the 4 days this week you will write an entry after you have completed the task or lesson.....All on the same page to share with me as soon as we are on-line again.
    - Here is your task for Tuesday:
      - Some of you have attended LST class for the entire school year, while others, just a few weeks. We have learned many tips, tricks, and techniques to improve your level of positive student skills and in preparing for a successful transition from school.
      - Write about at least 3 things (tips, tricks, techniques) that you have learned that have or that could improve your level of success at school.
      - Next, spend some time during his class period outside, then write about the weather (temperature, wind speed, rain, sunny etc.). For example: today's temp. is 48, with a low expected of 26. It is calm and sunny today.
  
- Math for College (Gaddis)
  - Create a product you would like to produce. It can be a version of a current product or a completely new product. Include a drawing of your product and an explanation about the product you chose and why. If you are making a version of a product, make sure to cite any websites you used – if you used any. Make sure to include the following items about your product (yes these can be made up – but be realistic):
    - How much does it cost to start-up? (One-time fees – examples: a building, machines to make the product, etc.)
    - How much does it cost to make the product?
    - How much will you sell each product for?
  
- Math Skills (Harward)
  - Students will research a job and the income that is of interest to them. Then based on the income you will earn, create your personal monthly budget. Read the following excerpt and respond:
    - *Once you start making money, how do you make sure that you reach your financial goals? Maybe you need money for a big trip or are saving up for college. Whatever your goal, you're going to need a budget. Budgets help people track their spending and hit their financial goals. A budget lists your income—money coming in from wages, gifts, things you sell, etc.—in one column. All of your expenses—the big and small things you spend money on—are listed in another column. Some budgets break down expenses into two columns: what you plan to spend and what you actually spend. If you are budgeting well and spending responsibly, these columns should be about the same. Usually, budgets are organized by month so that in any given month, you can see how much money you made and how much you spent.*

- Today's Learning:
  - Create a journal entry about a potential income you will have
  - Create a budget for yourself based on your income including expenses and things you may want to buy
  - Journal whether or not you feel you need to reorganize your budget
- Personal Finance (Haukos)
  - If you do not have a computer, your phone should work for this week's assignments.
  - Please complete this [mentimeter](#) about your Spring Break!
  - Then, complete this awesome [edpuzzle](#) on Credit Card interest.
- Physics (MacDonald)

Topic for the Day: <b>Intro to Positive Physics and Start Circuits</b>	
Purpose of this learning: We are in a very strange time right now with all technology being shut down. We all need to do the best we can and still keep up a proper learning experience even if modified. Please complete the simple following exercises each day so when you come back you will have the basic knowledge needed to understand Genetics and Forensics.	
Materials Needed	Resources to Use/What to do
Notebook or Loose Leaf Paper (form it into a booklet)  Pen or Pencil	<a href="#">Ck12 Energy Transfer In Electric Circuits</a>  Steps <ol style="list-style-type: none"> <li>1. <a href="#">Go to positivephysics.org</a></li> <li>2. Create Account</li> <li>3. Username= 1s 2 letters first name then last (example jomacdonald)</li> <li>4. Set your own password</li> <li>5. Class code= macdonald</li> </ol>
Now complete for the day	
<ol style="list-style-type: none"> <li>1. Course= Physics Unit 24 Circuit Analysis</li> <li>2. <b>Complete Inquiry and Vocabulary/Concepts lessons</b></li> </ol>	

- Pre-Calculus (Gendreau)
  - We are going to have you move into the next unit a bit, which starts with a good review of solving systems of equations. I'm hoping and thinking you all have some personal device that you can use to get into a website. (If you don't, please message me at 952-270-2887)
  - I have videos set up in classkick, but *NOT OUR REGULAR CLASSKICK*. You will need to use this link: <https://app.classkick.com/#/login/23UGGJ> (join code is just the 23UGGJ) to get to the assignment. I left you an audio note on the first slide. Listen to that first. One note, make sure you *type your name in the EXACT SAME WAY* every day so that it brings you back to your document. Otherwise it will start you on a new one.
  - Tuesday: Slides 6-7
- Reading and Writing Skills (Harward)
  - This week students in Ms. Harward's P1 & P3 Reading & Writing Skills Classes will work on a Book Talk project to be presented on Monday, April 17, 2023. The Book Talk outline includes

title, author, genre, main character description, plot {beginning, middle, and end}, why you liked the book, a star rating, and who would you recommend the book to. Students should keep some type of writing journal for their book/novel in preparation for the Book Talk.

- **BOOK CHOICE** - Select a book to research and read this week including a brief biography of the author. Begin reading your book to prepare for this week's project. The checklist for today should include the following:
  - Title of your book choice
  - Author with a brief biography
  - Identify the genre
  - Read for a minimum of 30 minutes today and jot down your reflections on your Book Choice
  
- **Social Strategies (Harward)**
  - This week your learning work will be in the area of Confidence Building. Your lesson guides will provide you with positive confidence in who you are as an individual by taking a look at giving and earning respect, identifying strengths, making decisions that are consistent with personal values, improving well-being through good health and physical fitness, and developing personal power.
  - **RESPECT:** In your journal, write your personal definition of respect. Next, look up the definition of RESPECT in a dictionary.
  - **SELF-RESPECT:** Identify the importance of self-respect in your journal. Based on your qualities of respect, journal how those qualities apply to you. Think about a time you demonstrated one of those qualities. Describe that time by writing about it in your journal. It could be one of the following examples:
    - Standing up for a friend
    - Getting a job
    - Studying hard to pass a difficult test
  - Next, describe in your journal the negative moment you would be happy to forget.
  - After completing your journal entry today about Respect / Self-Respect / Negativity- Go take a 20-minute walk outside and breathe the fresh air. Note how long you were outside in your Journal.
  
- **Sociology (Pfeifer)**
  - Directions: Watch the YouTube video from Crash Course and answer the questions. If you do not have access to YouTube, please complete the alternative assignment described at the bottom of this assignment. You may write your answers using the method of your choice (ex: paper/pencil) and we will find a way for you to turn it in once we return to normal. Please contact Pfeifer at [sjpf17@smumn.edu](mailto:sjpf17@smumn.edu) if you have any questions.
    - Video Link: [https://www.youtube.com/watch?v=S294zRodS\\_4](https://www.youtube.com/watch?v=S294zRodS_4)
    - Questions:
      - 1. \_\_\_\_\_ is the social institution through which society provides its members with important knowledge.
      - 2. Historically, education was a privilege of the \_\_\_\_\_.
      - 3. The amount of schooling the average person gets in most societies is closely tied to the country's level of \_\_\_\_\_.
      - 4. By \_\_\_\_\_, all states had passed mandatory education laws.
      - 5. Most private schools in the U.S. are \_\_\_\_\_ affiliated.
      - 6. What percentage of students in the U.S. are home-schooled?
      - 7. \_\_\_\_\_ is one of the highest barriers to getting a post-secondary education.
      - 8. Provide an example of a manifest function of schools.
      - 9. A diploma or degree is documented proof of one's \_\_\_\_\_.
  - Alternative Assignment (Should only be completed by students without YouTube access):
    - Watch at least 30 minutes of news on TV or read a news article from a newspaper. Write two paragraphs about what you saw or read.
    - Paragraph One: Write a 3-5 sentence summary of the news.







- This week we will be searching for the G.O.A.T. Specifically the Greatest INVENTION Of All Time. To do this, we will be exploring 4 great inventions created by humans, then comparing/contrasting them to determine – which invention has had the greatest impact in human history?
- Today your challenge is to ask 4 people what they think is the greatest invention of all time and WHY they think that. This could be your parents, siblings, friends, relatives, or even the cashier at Hy-Vee. In your notebook record:
  - 1) Their name
  - 2) What invention they picked
  - 3) WHY do they think that invention was so important?
- An IMPORTANT DETAIL of this project is that we will need 4 DIFFERENT inventions to compare. If someone you ask picks an invention that someone else you have interviewed already selected, please kindly ask them what their next best choice would be.
- Work Based Learning (Thompson) -Tuesday and Wednesday
  - I realize that some of you are still working on your career research project. We will come back to that when we are able to meet on google meet. For now, we will move ahead into discussing post-secondary options (choices for after high school). We will begin looking at and talking about colleges and universities. We will dive into the state colleges and universities. I will help students explore the University of MN system or private colleges on an individual basis.
  - When finished, please email me your assignment to [anthompson5@icloud.com](mailto:anthompson5@icloud.com)
  - INTRODUCTION
    - To get back into thinking about life after high school go to this website - <https://www.minnstate.edu/careerexploration/realitytool.html>
    - Take time to complete and think about the activity.
    - What 4-5 important points did you learn about your desired life-style and future career choice.
  - TALKING POINT #1
    - A **University** is a school where students attend to work towards a Bachelor's Degree (4 years of study). If needed for their career choice, students may earn this degree and then continue to study to earn additional degrees.
    - Community Colleges and Technical Colleges are a little different.
      - Students typically attend a **community college** as a more local and cheaper way to start on a Bachelor's Degree.
      - Student attend a **technical college** to get specific skills for a very specific careers. - example auto mechanic, cosmetologist, welder
  - TALKING POINT #2
    - Across the state of MN we have 26 STATE colleges (community and technical) and 7 STATE Universities.
    - Open up this website and then follow along below with discussion questions and activities. <https://www.minnstate.edu/>
    - Take time to review the map and then answer a couple of questions.
      - There are 7 STATE universities in MN. List them here.
      - There are 26 colleges (community and/or technical). List 2 that are near where we live.
  - TALKING POINT #3
    - Click the admissions tab located across the top of the page (blue area) – then go to the Admissions Process tab (in the green).
    - Read over the 5 Next Steps and complete any activities or look at links and then answer a few questions. NOTE - students typically start to tour colleges their 11 grade year and into that summer. Students start to apply for colleges Aug-Feb of their senior year.
      - What does open admissions mean?
      - What ACT requirement must a student meet in order to attend a University?
- Work Experience Seminar (Haukos)
  - If you do not have a computer, your phone should work for this week's assignments.

- We are using MNCIS all week and starting our Career Research this week:
- Please login to the portal for [MNCIS](#) with our personal login or use the following login/password combination:
  - Login: rponline
  - Password: Rochester1
- Please complete the **Reality Check** when you hover over the Assessment tab.
  - Write down your results.