

RPS Online Asynchronous Day - Wednesday April 12, 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-rpsa/home>
- Wednesday 4th and 5th 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
 - Signs of spring—One sign of spring is_____.

- Math
 - Write the numbers from 1 to 100.
- 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)
- Art (Rosendahl)
 - Shapes are all around us and there are 2 main kinds: Geometric shapes and Organic Shapes.
 - Geometric shapes include: Circles, triangles, squares, rectangles, ovals, hexagons, octagons, diamonds, etc. Shapes that have a specific name.
 - Organic Shapes include: All the other shapes that make up objects like a leaf shape or a cloud shape or a cow spot or rain drip.
 - Create an abstract (that means it doesn't look like anything) artwork using at least 3 different geometric shapes and 3 different organic shapes. (You can use more if you want to)
 - Fill your shapes with as many patterns you can think of.
 - If you want to add extra to your picture, you can use a variety of materials as well such as water colors, oil pastels, colored pencils, and the paper pieces I gave to you in your pick up at the end of February.
 - Have fun creating abstract art!

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
 - Wednesday: Signs of spring
- 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)

- PETS (Fritcher)
 - This asynchronous lesson can be completed any day this week.
 - Please use the Max the Magician packet that you picked up at the materials pick up before Spring Break.
 - Turn to page 2: Designer Details.
 - This page is full of unique shapes that match.
 - Each shape with a letter has a matching shape with a number.
 - Look carefully at the details as shapes are turned in multiple directions.
 - Every shape will have one match.
 - Trace each pair in the same color.
 - * If you do not have the page, draw a unique doodle or shape. Then turn it in a different direction and draw a copy of the turned shape. Do this for a variety of shapes. Notice how the shape appears to change as you turn it. Then turn the shapes back so that they match.
- Art (Rosendahl)
 - Shapes are all around us and there are 2 main kinds: Geometric shapes and Organic Shapes.
 - Geometric shapes include: Circles, triangles, squares, rectangles, ovals, hexagons, octagons, diamonds, etc. Shapes that have a specific name.
 - Organic Shapes include: All the other shapes that make up objects like a leaf shape or a cloud shape or a cow spot or rain drip.
 - Create an abstract (that means it doesn't look like anything) artwork using at least 3 different geometric shapes and 3 different organic shapes. (You can use more if you want to)
 - Fill your shapes with as many patterns you can think of.
 - If you want to challenge yourself, think about making your artwork symmetrical. This means the same thing happens on both sides.
 - Have fun creating abstract art!
- PE (Vesel)
 - Complete the following videos (if you are able):
 - Rabbits on the Run - <https://www.youtube.com/watch?v=DHO99Kbl7g4>
 - Spring This or That - <https://www.youtube.com/watch?v=qnUObO0WWUM>
 - Spring Run - <https://www.youtube.com/watch?v=3zfNafD1xyo>

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.
 - Signs of spring: Look outside or go for a walk. Look for signs of spring. Write about what you see, smell, feel, and hear. Please 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 168.
- 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)
- Art (Rosendahl)
 - Using the sketchbook provided to you at the beginning of the year, flip to the first page.
 - Create your own silly scene to tell a story using 1 adjective, 1 Noun, and one verb listed on the page
 - You can use any materials you would like to create your image.
 - Have fun creating and don't forget to use your best craftsmanship!
 - *** If you don't have your sketchbook, create your own silly picture with imaginary characters and actions.***
- PE (Vesel)
 - Complete the following videos (if you are able):
 - Rabbits on the Run - <https://www.youtube.com/watch?v=DHO99Kbl7g4>
 - Spring This or That - <https://www.youtube.com/watch?v=qnUObO0WWUM>
 - Spring Run - <https://www.youtube.com/watch?v=3zfNafD1xyo>

Grade 3

- If you can still access Lexia, Epic, xtra math, Vocab A-Z, and SplashLearn, then continue to do those.
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- Read 30-60 minutes (Bingo sheet)
- Journal-Write about something that makes you smile. Explain why. (Needs to be at least 5-10 sentences- Keep in your notebook).
- Math-Journal page 210
- Choose to do 1 activity each day
 - -Play outside
 - -building blocks/Legos
 - -Do a puzzle
 - -Sidewalk chalk
 - -Create something using folding paper (origami, etc).
 - -Imagination play
 - -Play Doh/clay
 - -Board games/card games
 - -Art/Fine Motor-draw
 - -Help your parents with a project around the house
 - -Help bake something
 - -Call a family member you haven't talked to for awhile
- Art
 - Use your drawing journal to do a self-portrait!

Grade 4

- Parents, please send me a picture of your kiddo's work each day on email (flan1991@yahoo.com).
- Assignments NEED to be completed in order.
- Sciencesaurus book: read pages 114-115 and draw/label the picture from page 114 in your ASYNCHRONOUS notebook.
- Writing Prompt: Write your answers to this question in your ASYNCHRONOUS NOTEBOOK.
 - What are the 3 kinds of muscles and what are they used for?
- Math
 - Journal #1: page 97 (#2,3,4)
 - Journal #2: page 158 (#3,4,5)
- Social Studies
 - Read pages 142-145 and answer questions #1 and #2 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
- Art (Rosendahl)
 - Using the sketchbook provided to you at the beginning of the year, flip to the first page.
 - Create your own silly scene using 1 or 2 characters, 1 location, 1 action, and 1 prop listed on the page.
 - You can use any materials you would like to create your image.
 - Have fun creating and don't forget to use your best craftsmanship!

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. Add to your 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 life in the ocean. Write a short story for the illustration you created. Your short story should be a minimum of 8 full paragraphs.
- Science:
 - Watch the news and keep track of temperatures and weather in a notebook. Write a short paragraph of what the weather is like today (make sure you write the date for the journal entry)
- Math:
 - Math Journal 1 cut out the cards on Activity Sheets 10-14 in the back of your journal. (keep these cards in a baggie for future use). Create a pile of fractions cards and a pile of wild cards. Draw a card from the fractions and one from the wild card. Follow the directions on the wild card and create a list in your notebook. You will need to do this a minimum of 10 times.
 - Math Journal 1 pg. 109
- Multi-Language Learners:
 - Journal #2:
 - If you could learn about anything, what would you want to learn about? Explain.
- 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
- If you need help, please have a parent or caregiver reach out to Mrs. Hill at 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
 - Remind your partner about the coping skills we have been learning about in class for when we are feeling anxious, angry, or hyper.
 - 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:
 - Your friend or sibling keeps hiding something of yours and thinks it is funny. You do not find it funny.
 - Your teacher left you directions for an assignment, but you don't understand what you need to do.
 - You are very excited to see a new movie after school, and that is all you can think about. You can't wait for the end of the day.
 - 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).
 - Lay out some of the items on the floor or a table.
 - Have your learning partner add some objects while you are looking away.
 - Answer, how many objects were added? How many objects are there now?
 - (Example: There were 3 clips on the floor, when the student looked away, you added 4 more, The student would say "There were 3 clips, now there are 7, that means that 4 were added. So $3+4=7$.)
 - Repeat the game with your partner, you can take turns adding items
 - If you would like to use more than 10 objects, you can! Try 20, 30, 40 + Challenge yourself!
 - add items in groups of 5s or 10s.
 - 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.
 - You will need pencil and paper OR a whiteboard and marker
 - Share with your learning partner the words that you are working on writing (magic e OR blends, OR digraphs (ch, sh, th))
 - Together think of words that you can sound out with your partner (example: kite, vote, pine OR clip, stop, fast, calm OR three, shop, chip)
 - Sound out 15 words with your partner and write them down and take a picture to share with Mrs. Fox next week.
- 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 and paragraph writing.
 - 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?

- Write 5 sentences about the main character. One to introduce them, 3 details, and a conclusion. (Example: Harry Potter is the main character in the book Harry Potter. Harry is a young Wizard. He is brave. His best friends are Ron and Hermione. In the end, Harry defeats Voldemort and saves the Wizarding world.)
- Please keep this 5 sentence paragraph to show Mrs. Fox and Ms. Darci next week.

Ms. Heather

- Morning Meeting - Talk about the date and day of the week. Then count to 100 by 1s.
- 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 check out the signs of spring.
- Math - Count how many windows and doors there are in your house.
- Writing - Write your name and one thing that you see outside.
- Project - In your memory book, add a page with something that you have enjoyed learning this year. (Draw a picture and write a sentence.)


Middle School

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

6th, 7th, and 8th Grade Music (Light-Diede)

- Please access assignments here: <https://sites.google.com/view/middleschoolmusicrps/home>

Grade 6 -

Wednesday, April 12th (Use your notebooks to complete each assignment)			
ELA	Math	Science	Social Studies
<p>KEY WORDS: <u>Personification:</u> giving human characteristics to inanimate objects/things. <i>The TV talked all night long.</i> <i>The flowers danced in the wind.</i> <u>Concrete:</u> a type of poem that makes a picture of what the poem is describing.</p>  <p>YOUR JOB: In your ELA notebook, create a concrete poem that uses personification.</p>	<p>Find the sum.</p> $\begin{array}{r} 45.89 \\ + 6.09 \\ \hline \end{array}$ <p>Find the difference</p> $\begin{array}{r} 84.28 \\ - 8.37 \\ \hline \end{array}$ <p>Find the product.</p> $\begin{array}{r} 67.8 \\ \times 0.45 \\ \hline \end{array}$ <p>Find the quotient.</p> $2.8 \overline{) 68.32}$	<p>Build a table out of paper that will hold up as many books as possible.</p> <p>Rules:</p> <ul style="list-style-type: none"> ● The table must be 6 inches high or higher ● You may use tape to put paper together, but not to strengthen paper. ● Must have at least 3 legs. ● You may use up to 10 pieces of notebook paper. <p>Take a picture of your table holding some books to send to me later!</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;">Project Time</p> <p>This month, we celebrate Earth Day! In your notebook, draw a picture of our Earth and list all of the beautiful things about it!</p>

- PE (Nguyen)
 - WOW - This is the best week ever to have school be 100% asynchronous!!! 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.
 - Wednesday - 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!

- Is your bike out of the garage and ready to go for the season? If so, go for a 30 minute bike ride today. In your notes, tell me where you went on your bike ride and report back on something UNUSUAL that you saw on your trip.
- Energy & Environment (Myran)
 - Today we are going to do a list transfer of heat test.
 - 1) Grab paper and a pen so you can document your findings.
 - 2) Gather 8 or more different materials that you could use to allow an ice cube to melt in.
 - 3) arrange the 8 or more materials, place an equal sized ice cube in or on each material and start a timer.
 - 4) We are going to record the time it takes for each ice cube to melt.
 - 5) Before you get to far, make a prediction for how long you think each cube will take to melt completely.

Grade 7-

- English (Jones)
 - Watch these 3 videos:
 - Izanami and Izanagi - Underworld Blues - Extra Mythology:
 - <https://www.youtube.com/watch?v=BGPo-TvqiGc&t=327s>
 - Amaterasu -Goddess of the Sun:
 - <https://www.youtube.com/watch?v=-N7I7ZOspTo>
 - Moon Princess Kaguya - Bamboo & Heart Break - Japanese Mythology - Extra Mythology:
 - <https://www.youtube.com/watch?v=gFRKC4linP4>
 - Respond in writing:
 - What are you noticing about these Japanese myths? Are they different from other stories you've heard before? Are there similarities? Write 2-3 sentences on what you're currently noticing.
- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
 - Continuing our country project from Tuesday we are extending this project to include:
 - Social Studies: Looking at your country, what laws will you have in your country. Who decides the laws, and how do they have the power to decide the laws. Creating a government style for your country and laws of your land. Write out a constitution that fits the rights to your country. The first section should include the government powers. The second section should include the people's rights
 - English: Your Myth's character, yesterday for english you created the setting of a myth. Now think about the who. Who is in your myth, create one or more characters that helped create the island or discover the island. Where did they come from? Did they travel there or were they born there? Write out your mythological characters backstory and physical appearance in a short paragraph. If you have extra time and want to draw out your character we would love to see it!
 - Math: Writing out what is your currencies material, what is it made out of. If you drew a coin find the circumference of the coin if you. If drew a dollar, what is size of your dollar around the edges? Problem solve: what is included in your dollar to make sure it is not easily recreated and what is in it to prevent counterfeiting from happening with your currency you created?How is your currency durable and going to hold up over time?
- Science (Lawstuen)
 - The climate of your country changed. How will this affect your animal? What you need to do:
 - Choose number 2 or number 3 below whichever one applies to your animal and complete everything under that number only.
 - 1. If your animal likes cold temperatures:
 - The climate warmed up to extremely hot temperatures. How will this affect your animal species? Describe in 2 full sentences

- How will your animal change to survive in the hotter temperatures? Describe the changes in 2 full sentences.
- 2. If your animal likes warm temperatures:
 - The climate cooled down to extremely cold temperatures. How will this affect your animal species. Describe in 2 full sentences
 - How will your animal change to survive in the colder temperatures? Describe the changes in 2 full sentences.
- PE (Nguyen)
 - WOW - This is the best week ever to have school be 100% asynchronous!!! 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.
 - Wednesday - 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!
 - Is your bike out of the garage and ready to go for the season? If so, go for a 30 minute bike ride today. In your notes, tell me where you went on your bike ride and report back on something UNUSUAL that you saw on your trip.
- 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)
 - Continue the Spanish speaking country presentation
- 21st Century Business (Myran)
 - This week we are going to dive into some research dealing with colleges and careers. You can write or type your findings wherever you have access to, use paper if need be. We will work on this for 5 days, plan Tuesday through next Monday.
 - A) Research 5 colleges that somebody could attend. Please list the following for each college.
 - -How many students attend the college (enrollment)
 - -What city/state is it located in?
 - -How many miles is it from Rochester, MN?
 - -What is a program they offer that you could study?
 - B) Research 5 careers that somebody could have one day. Please list the following for each career.
 - -What are 2-3 responsibilities this job has?
 - -How much education do you need to obtain this job?
 - -How much does this job pay (salary)?

Grade 8 -

- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
 - Continuing our country project from Tuesday we are extending this project to include:
 - Social Studies: Looking at your country, what laws will you have in your country. Who decides the laws, and how do they have the power to decide the laws. Creating a government style for your country and laws of your land. Write out a constitution that fits the rights to your country. The first section should include the government powers. The second section should include the people's rights
 - English: Your Myth's character, yesterday for english you created the setting of a myth. Now think about the who. Who is in your myth, create one or more characters that helped create the island or discover the island. Where did they come from? Did they travel there or were they born there? Write out your mythological characters backstory and physical appearance in a short paragraph. If you have extra time and want to draw out your character we would love to see it!
 - Math: Writing out what is your currencies material, what is it made out of. If you drew a coin find the circumference of the coin if you. If drew a dollar, what is size of your dollar around the edges? Problem solve: what is included in your dollar to make sure it is not easily recreated and what is in it to prevent counterfeiting from happening with your currency you created? How is your currency durable and going to hold up over time?
- Science (Lawstuen)
 - Adding onto the volcano you drew yesterday. Now it is 10,000 years in the future and your volcano has fully developed. What you need to do:
 - Draw your fully formed volcano
 - List the type of volcano it is
 - The type of eruptions it has
 - Describe in 2 full sentences how the nearest city and/or town can protect itself if that volcano ever erupted.
- Global Studies (LaRochelle)
 - Continue your mapping of Asia today with the Seterra map of "Asia: Physical Features."
 - <https://www.geoguessr.com/seterra/en/vgp/3454>
 - Save a screenshot of your best attempt today. I will collect these when we regain access to Google services.
- PE (Nguyen)
 - WOW - This is the best week ever to have school be 100% asynchronous!!! 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.
 - Wednesday - 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!
 - Is your bike out of the garage and ready to go for the season? If so, go for a 30 minute bike ride today. In your notes, tell me where you went on your bike ride and report back on something UNUSUAL that you saw on your trip.
 -
- Communication Arts (Werning)
 - In a microwave world, we will be putting together a homemade "from scratch" advertising analysis. As you go through this assignment, feel free to include your doodles and drawings.
 - On page one-two of your homemade analysis.
 - Search the phrase *26 Common Advertising Techniques and Why They Work*
 - On a piece of paper, write each advertising technique with a 1-2 sentence description of each.
- Automation and Robotics (Myran)

- We are going to start off by using the next 5 days to do some basic research about robots around the world! You can write or type your findings wherever you have access to, write on paper if you have to.
 - -Find 10 different types of robots around the world
 - -For each robot, list several of its capabilities
 - -If you can find the cost of the robot, list that
 - -When did the robot launch?
 - -What other interesting pieces of information can you find for the robot?

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 in writing: What's your favorite...
 - season & why?
 - activity to do with family? (and why?)
 - activity to do with friends? (and why?)
 - activity to do at recess? (and why?)
 - board or card game? (and why?)
- 4th Hour Study/Organizational Skills
 - Respond in writing to these two prompts:
 - What strategies work best for you when listening to a lecture?
 - What strategies work best for you when working on a group project?
- 6th Hour Reading and Writing Skills
 - 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
 - Make a graph that represents how many people are in your house from 1:00AM until 9:00PM.

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? Were people following the rules of the signs?
 - 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. If you

do not have laundry, practice doing the dishes. Either load the dishwasher or help put dishes away.

- Please practice your personal information such as your name, address, and phone number.
- Adventure Lit (Mash)
 - Welcome to Day 2 of “Life is an Adventure”! Today, we’re focusing on past adventures. Read and respond to the writing prompt below. If you have a non-school electronic device you may use it; however, I like pen to paper! You will share this work with me when we return to class.
 - Prompt: Think of an adventure you’ve gone on or experienced in life so far. Share about what happened on this adventure and how it changed you or why it stands out as an adventure in your life. Your writing must be at least 12 sentences and should provide thorough explanation/detail.
 - Remember: By Friday, you need to have completed an “adventure” from the list you created on Tuesday. On Friday, you will write about this adventure!
- 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>
 - Wednesday: Slides 3 and 4
 - 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.
 - Wednesday: Slides 3 and 4
- Art 2 (Klocke)
 - Each day work on 1 of the 5 parts of the Charcoal Drawing portfolio
 - 1. Inspiration images - these should be related to portraits or charcoal artists
 - 2. Take a picture of your grid on the "important person" photo
 - 3. Take a picture of your grid and portrait sketch on large paper
 - 4. Take a progress photo of your project when you get about 50% complete

- 5. Think about or sketch an added feature like the person's signature or a background (real or abstract) relevant to who the person is.
- Art Independent Study (Klocke)
 - Continue working on your landscape project. Take a picture when you get about 50% complete
- Biology (MacDonald)

Topic for the Day: Intro to Genetics and Forensics "What is the Cell Cycle"	
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	<p>Ck12- The Cell Cycle https://flexbooks.ck12.org/cbook/ck-12-biology-flexbook-2.0/section/2.32/primary/lesson/cell-cycle-bio/</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Read and study the entire page looking for the answers to ?s below. 2. Watch/Read/Play the following (all on the CK12 page) upper corner ---tools---Related Content <ol style="list-style-type: none"> a. Phases of the Cell Cycle (Simulation) b. Cell Cycle (Teachers Pet) 3. Answer the questions below in your journal (New date- Title it "Cell Cycle".
What to write in your Asynch Biology Journal <ol style="list-style-type: none"> 1. Identify the main phases of the eukaryotic cell cycle? 2. What happens during interphase? 3. Connect the word Cancer to todays concepts the Cell Cycle <ol style="list-style-type: none"> a. How is the cell cycle regulated? 	

- 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
- Digital Media (Ryan)
 - Complete the following this week:
 - "Exploring Podcasts"
 - Access NPR's website or podcast app of your choice. Choose an NPR podcast and episode that seems interesting (& school appropriate) to you.
 - Example: *Louder Than a Riot*--"Taking Cover: Danger Close" (50:17)

- Listen to at least 2 episodes of your choice. (Length 30-60 minutes minimum.)
- Write about each episode (1/2 page each). Include a summary, purpose of episode, enjoyment factor, lessons you learned about, etc. Be prepared to share about your podcast once we are back together in our online space.

- Earth and Planetary Science (MacDonald)

Topic Earth's Tectonic Plate Motion	
<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>	
Materials Needed	Resources to Use/What to do
<p>Notebook or Loose Leaf Paper (form it into a booklet)</p> <p>Pen or Pencil</p>	<p>Ck12- Earth's Tectonics Plate Motions</p> <p>Steps</p> <ol style="list-style-type: none"> 1. Read and study the entire page looking for the answers to ?s below. 2. Tectonics Plate Motions (Simulation) 3. Putting plates Together (Real World Learning) <ol style="list-style-type: none"> a. Earth 100 million years from now
<p>What to write in your Asynch Earth/Space Journal</p> <ol style="list-style-type: none"> 1. What would the Earth Look like without the biosphere and atmosphere? 2. What are plate and how fast are they moving? 3. What happens at the ridges, subduction zone and what heats the earth's interior? 	

- Economics (Brue)
 - Today we will try to get an overview of what exactly happened to Silicon Valley Bank (SVB) in March 2023. Have your list of terms from yesterday available to help better understand the banking terminology used in the video. Begin by searching YouTube for "How Silicon Valley Bank Collapsed in 36 Hours – WSJ", you should find a 7-minute, 10-second video by the Wall Street Journal. As you watch the video, answer the following questions to the best of your ability in your notebook.
 - 1) Who were some of SVBs main depositors?
 - 2) How did SVB do during the COVID-19 pandemic? What did they do with their money? Was this normal?
 - 3) Why did SVB begin to lose money?
 - 4) Why did people withdraw their money from SVB?
 - 5) What happened to the depositor's money who had more than \$250,000 in SVB?
- English 9 (Wood)
 - Welcome to Day 2 of Writing Exploration Week! For today's writing task, we are focusing on imagery (i.e. sight, sound, touch, taste, and smell). If you have a non-school electronic device you may use it; however, we like pen to paper! Your writing should include all 5 senses and create an image for the reader. Your response must be at least 12 sentences. You will share this work with your teacher when we return to class.
 - Prompts (choose one):
 - Take a nature walk or sit outside for 10-15 minutes. Write about what you observe using all of your senses.

- Choose a room/space in your house that you don't usually spend time in. Write about what you observe using all of your senses.
- English 10 (Mash)
 - Welcome to Day 2 of Writing Exploration Week! For today's writing task, we are focusing on imagery (i.e. sight, sound, touch, taste, and smell). If you have a non-school electronic device you may use it; however, we like pen to paper! Your writing should include all 5 senses and create an image for the reader. Your response must be at least 12 sentences. You will share this work with your teacher when we return to class.
 - Prompts (choose one):
 - Take a nature walk or sit outside for 10-15 minutes. Write about what you observe using all of your senses.
 - Choose a room/space in your house that you don't usually spend time in. Write about what you observe using all of your senses.
- English 11 (Mash and Wood)
 - Welcome to Day 2 of Writing Exploration Week! For today's writing task, we are focusing on imagery (i.e. sight, sound, touch, taste, and smell). If you have a non-school electronic device you may use it; however, we like pen to paper! Your writing should include all 5 senses and create an image for the reader. Your response must be at least 16 or more sentences. You will share this work with your teacher when we return to class.
 - Prompts (choose one):
 - Take a nature walk or sit outside for 10-15 minutes. Write about what you observe using all of your senses.
 - Choose a room/space in your house that you don't usually spend time in. Write about what you observe using all of your senses.
- Foundations of 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 different episode of a cooking show AND include the following reflective **OR**
 - **3)** Do a combination of #1 & # 2 totaling 4 days worth of assigned work
 - For ALL "LAB" OPTIONS BE SURE TO INCLUDE the following:
 - 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, 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
- French I (Becker)
 - Using the -ER verbs from your French paper workbook (or looking on in a partner's workbook), have conversations with your classmates in the computer lab, OUT LOUD and IN FRENCH, about the activities you typically do. Remember to conjugate the -ER verbs – meaning you need to cut off the -ER ending and change it to the new ending. For example, when you ask your classmate a question, use the "tu" form; that means whatever verb/activity you choose to ask them about will need to end in -es. Then, when your classmate replies, it will be in the "je" form and the new ending will simply be -e. So, one line of a conversation could sound like this: "Tu joues au basket?" "Oui, je joue au basket / Non, je ne joue pas au basket." Keep the conversation going, switch roles, and switch partners eventually! Learn more about the people

in our class and what you have in common. PLEASE BRING A PERSONAL DEVICE (e.g., cell phone with internet/data access) TOMORROW, IF YOU ARE ABLE TO!

- French 1 (Chastain)
 - Say today's date outloud: douze avril 2023 (page 11 in cahier for numbers)
 - Say today's day outloud: C'est mercredi.
 - In your French 1 cahier (notebook), turn to pages 81-82. You will practice singular and plural adjectives.
 - Complete Exercices A, B, and C on page 81-82.
 - 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: douze avril 2023 (page 11 in cahier for numbers)
 - Say today's day outloud: C'est mercredi.
 - In your French 1 cahier (notebook), turn to pages 81-82. Read the vocabulary lists out loud, either to yourself (at a whisper is fine) or with a friend. 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 the crossword puzzle on page 83, using the vocabulary on pages 81-82.
 - Read out loud Exercices B, C and D on page 84. We already completed this page as a class so now you need to read the sentences/statements out loud to practice. Read with a partner if possible. If you did not complete this page, complete it now. If you need help, ask a classmate.
 - Complete Exercice E on page 85, using the same vocabulary lists. Note that Catherine is the little girl on the far left hand side of the image.

- French 2 (Becker)
 - Using the -ER, -IR, and -RE verbs that you know and that can be found in your French paper workbook, have conversations with your classmates in the computer lab, OUT LOUD and IN FRENCH, to ask about the activities they did over Spring Break. This means you will need to put the verbs into the *past tense*! Remember, when you ask your classmate a question, you will start by conjugating the verb "avoir" for the "tu" form, and when you answer, conjugate "avoir" for the "je" form. Then, change the activity verb you want to ask them about into the past participle form and add it to the sentence. -ER ending changes to -é, -IR ending changes to -i, -RE ending changes to -u. So, one line of a conversation could sound like this: "Tu as joué...?" / "Tu as fini...?" / "Tu as entendu...?" → "Oui, j'ai joué/fini/entendu..." OR "Non, je n'ai pas joué/fini/entendu...". Keep the conversation going, switch roles, and switch partners eventually! Learn what people in the class did over break. PLEASE BRING A PERSONAL DEVICE (e.g., cell phone with internet/data access) TOMORROW, IF YOU ARE ABLE TO!

- French 2 (Chastain)
 - Say today's date outloud: douze avril 2023 (page 11 in cahier for numbers)
 - Say today's day outloud: C'est mercredi.
 - Review page 26-27 in your workbook about how to form the futur proche.
 - Complete the translations on page 27-28
 - Complete Exercice B on page 28.

- French 3 (Janousek)
 - Say today's date outloud: douze avril 2023
 - Say today's day outloud: C'est mercredi.
 - In your French 3 cahier (cahier), turn to pages 73. Read through page 73 out loud with a partner or on your own at a whisper.
 - On a sheet of paper, follow the models on page 73, using each negative expression, and write down 8 original sentences using different subjects in each to practice using these negative expressions. Start with NE...JAMAIS.
 - Exemple: Je ne mange jamais de haricots verts.

- Then go onto NE...PAS ENCORE.
- Exemple: Elles ne jouent pas encore de la harpe.
- Then onto the following six negative expressions, writing complete, original sentences with different subjects each time.
- When done writing your 8 sentences, say them out loud to a partner or whisper them to yourself.
- FYEX (Haukos)
 - Please watch this [Proper Keyboarding Video](#). Write down three things you learned so we can discuss next week.
- Geometry (Andrist)
 - Continue working on your Desmos design. Work to wrap up the equations this day. Set a timer for 45 minutes.
- 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 (Zaczkowski)
 - 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 220. Review the new clothing vocab and your work from yesterday with a partner. Finish any work you didn't get to yesterday and keep working through page 224. Write down your responses to the assignment on pg 224 on paper.
- German 4 (Zaczkowski)
 - In-person, hybrid students
 - Hallo! Speak German with each other for 5 minutes and then get the Deutsch Aktuell 3 Buch. Review your work from yesterday with a partner and work through pages 85-86. Write down your responses to the assignments on pg 86 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 totalling 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
- Graphic Design
 - Each day work on 1 of the 5 parts of the Surrealism Project

- Reminder: Surrealism can be a transformation, juxtaposition, or a dream-like effect. You will need at least 2 images for this project.
 - 1. Sketch 5 ideas for your surrealism project on page 18-19 or on scratch paper
 - 2. Choose one sketch and take the photos needed to complete this image. Ex. a sketch of a cat trying to catch a computer mouse would require a photo of a sneaky cat and a computer mouse. At least 1 photo must be taken by you. Note: We will work on combining our own surreal images when all services are back online.
 - 3. Find at least 3 examples of Surrealism in Magazines, newspapers, or online media. Look for transformation, juxtaposition, or a dream-like effect.
 - 4. Fold a blank sheet of paper in thirds. In the top section, draw the head of a creature and fold this section under so you can't see it. In the middle section, draw the body of a creature and fold it under. In the bottom section, draw the legs (or fin, or mechanical parts). Unfold and color your creature. This process was used by the Surrealists and is called, "Exquisite Corpse".
 - 5. Use magazines, newspapers, or junk mail to cut out 30 words that you find interesting. Cut out 10-20 "filler" words like "the", "and", "with", etc. Try to cut out words in different colors, sizes, fonts, etc. Arrange these words to create at least 5 lines of a poem and glue them on a blank sheet of paper. The poem should sound surreal when it is finished. This is called, "Found Poetry" and relates to the process used by Surrealists called, "Automatism".
- 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!

- Intermediate Algebra (Andrist)
 - Continue working on your Desmos design. Work to wrap up the equations this day. Set a timer for 45 minutes.
- 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)
 - JM 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 do one of the following
 - a. Complete translating the “controversial” passage on page 167
 - b. Study their vocab or noun endings. They can check their noun answers on page 148
 - Century students will do the same as the previous day (working on the Word Study A and B) and if they finish before class time is over they should spend their time reading the culture of Roman Education on pages 175 - 178. They must answer the following questions about the reading.
 1. What did you find interesting in the reading? Why?
 2. What did you find surprising in the reading? Why?
 3. After reading this, what is one question that you have?
- Latin 2 (Dovre)
 - JM students should finish the “Aristo” passage on page 140. They should use any remaining time to complete Word Study A, B, and C on page 159.
 - Century students should finish the Word Study A, B, C assignment and read through pages 154-158 on the worship of Isis. They must answer the following questions.
 1. What is a sistrum?
 2. What did you find surprising or interesting from this reading? Why?
 3. After reading this, what is one question that you have?
- Latin 3 (Dovre)
 - Async students will use their class time to finish the “contentio” passage on page 112-113.
- Latin 4 (Dovre)
 - Async students will use their class time to prepare for the Caesar Book V quiz. This quiz is Thursday for the Century students and Friday for the John Marshall students. They should write down any questions they have so we can discuss them when I am next with them in person. If they feel confident for the quiz they should read the introduction of *A Song of War* pages 1-9. They should keep these key questions in mind:
 1. Who was Vergil? Where was he from?
 2. What sort of poems did he write?
 3. What sorts of things influenced his writing, especially of the *Aeneid*?

4. What did you find surprising or interesting from this reading? Why?
5. After reading this, what is one question that you have?
6. Pay special attention to pages 7-9 on Vergil's style. Which of these poetic styles is the most strange to you?

- Learning for Successful Transition - LST (Anderson)
 - Continue on your document from Tuesday
 - List the struggles (at least three) you have encountered being an on-line student. (Examples might include: procrastination, poor attendance, distractions, reading issues). Then write how you might work to overcome these struggles.
 - Next, list at least two things that are going well for you in regards to online school.
 - Next, spend the remaining time outside, then report the weather (temp., wind, rain, sunny etc.)
- 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 and consider the many ways of banking and managing a bank account. Read the following and respond:
 - *There are a lot of advantages to keeping your money in a bank account rather than in a piggy bank at home. Banks keep your money safe and secure. If you keep it at home, it could be lost or stolen, but in a bank account, you know where it is and can access it when you need it. Also, banks are insured by the government, so even if they go out of business, nothing will happen to your money. And if you choose the right account, your money can earn more money, or interest, just by sitting in it.*
 - Today's Learning:
 - Create a journal entry of banking accounts you have considered
 - Why have you chosen this route
 - What are the potential risks
 - Journal whether or not you feel you need to explore other options
 - Jot down any questions you may have about banking options
- Personal Finance (Haukos)
 - Please talk to your parents/grandparents/guardians/siblings about their experience with credit. Find out how old they were when they got their first credit card. Also, ask them if they are familiar with their credit score and if that score has ever affected them positively or negatively.
 - Please write a paragraph about what you learned.
- Physics (Cochran)
 - If you have a phone/device:
 - Read:
<https://flexbooks.ck12.org/cbook/ck-12-middle-school-physical-science-flexbook-2.0/section/20.11/primary/lesson/electric-circuits-ms-ps/?referrer=crossref>
 - Then go to: <https://www.positivephysics.org/>
 - Select "Create Account", then "I'm a student/learner", then "Yes, my teacher uses this site", then enter the Classcode: Cochran

- **Username:** Your username should be your **last name followed by your first name** (Example: cochranmolly) and then choose any password you want.
- Complete the “Inquiry” and “Vocabulary and Concepts” under Unit 24: Circuit Analysis
- If you **do not** have a phone/device:
 - Interview 4 people about electricity and circuits (one person can be yourself). Ask each person, “What do you know about electricity and circuits?” You will need to write a paragraph for each person, so if someone says they don’t know anything, ask around until you find someone to tell you enough information to write a paragraph. (The information doesn’t have to be perfectly correct, just what the other people think they know.)
- Physics (MacDonald)

Topic for the Day: Light Bulbs 1 and Complete Problems 1	
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	1. Go to Positive Physics Website 2. Login using account you used prior day Class code= macdonald
What lessons to complete for the day 1. Light Bulbs 1 under Unit 24 Circuit Analysis 2. Complete Problems 1 Under Unit 24 Circuit Analysis0	

- 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.
 - Wednesday: Slide 16
- Reading and Writing Skills (Harward)
 - Continue reading the book of choice for 30 minutes or more. Find a quote from today’s reading and reflect on the connection made from today’s reading. The checklist for today should include the following:
 - Provide a Main Character description
 - Explore the plot of the book starting with the beginning by providing a brief
 - Reflect today why you chose this book and how do you like it so far

- Social Strategies (Harvard)
 - Journal your noted strengths and describe a time you used your strengths in either a positive situation or negative situation.
 - Hold on to your journal entry and we will share this once we are back together online
 - After completing your journal entry today about your strengths- 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 if you have any questions.
 - Video Link: <https://www.youtube.com/watch?v=hYMk3Bk08NA>
 - Questions:
 - 1. What is a meritocracy?
 - 2. Which sociological paradigm helps explain how our educational system can both cause and perpetuate class differences? (Functionalism, Conflict Theory, or Symbolic Interactionism)
 - 3. In the US, school funding is determined at the _____ level. What does this result in?
 - 4. True or False: There are already school districts in the US that are already spending a lot of money per student and are still struggling to improve their students' outcomes.
 - 5. Why is it important for parents to read to their students at a young age?
 - 6. True or False: Black students with the same standardized test scores as their white classmates were less likely to be nominated for gifted programs if they had a non-black teacher.
 - 7. What is tracking?
 - 8. The _____ to _____ pipeline refers to an informal tracking for students that criminalizes deviant behavior in schools.
 - 9. How does Nicole Sweeney suggest tracking contributes to the gender pay gap?
 - 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.
 - Paragraph Two: Write a 3-5 sentence personal reflection about what you saw or read. Some suggestions on what you could reflect on include: How did the news make you feel? What can be done to change or fix things? How does this affect your life? How does this affect society?

- Spanish 1 (Miller)
 - Find a recipe for a food you might like from a Spanish speaking country and check to see if you have all the ingredients. This can be as simple as a *horchata* or *batida*. Put anything you need on the shopping list. Thursday is preparing or cooking!

- Spanish 2 (Miller)
 - Find a recipe for a food you might like from a Spanish speaking country and check to see if you have all the ingredients. This can be as simple as a *horchata* or *batida*. Put anything you need on the shopping list. Thursday is preparing or cooking!

- Speech (Wood)
 - Welcome to Day 2 of Dream Exploration Week! Our final speech will ask you to share one dream (a goal you want to achieve) and explain how you will achieve it. This week we will begin

thinking about our dreams/goals through interviews and writing prompts. If you have a non-school electronic device you may use it; however, I like pen to paper! You will share this work with me when we return to class.

- **Prompt:** Interview an older family member or friend about their dreams/goals when they were your age. Did they achieve their dreams/goals? Why or why not? What advice do they have for you in achieving your dream/goals? (Write their responses down.)

- **Statistics (Gaddis)**

- This week you are going to create a survey and collect data to create your own confidence intervals. Create a question that you can survey at least 30 people on. (Over 30 even better!). If you can get 30 you will be able to say the data is normally distributed – if you cannot survey as many as you can. An example is the coffee survey activity where we asked the number of coffee drinks consumed during a typical week (sorry you can't use that question). It can be almost anything – texts sent, snaps, tweets, exercise, money spent eating out, etc. Create your question and collect the responses Tuesday – Thursday.

- **Ukulele (Wright) Tuesday through Friday**

- For online ukulele, I'd like for my students to create a drawing/coloring/painting that includes at least 6 chords that we have learned so far this year. Start by creating a drawing in notebook paper to design and edit what you would like it to look like, then create your art using colors of your choice on larger paper (at least 11x14, but it could be posterboard size as well!). Find a creative way to show the 4 strings moving around your artistic creation, with areas of the strings that demonstrate the G chord, C chord, Am chord, F chord, and your choice of 2 of these chords: C7, G7, A, D, Em, or B7. The art should correctly identify your 6 chords, but it should also use several colors to represent the colorful creations music can make.
- This can be a 2 week art project, and when we are able to present, we will present it next Friday in class.

- **US Government (Pfeifer)**

- **Directions:** Watch the YouTube video from KAAL 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 sjfe17@smumn.edu if you have any questions.
 - **Video Link:** <https://www.youtube.com/watch?v=Z-vdHQUHQp8>
 - **Rubric (Use as a guide for your writing):**
 - 80 Points = Your answers are written in complete sentences.
 - 90 Points = Your answers also include proper APA or MLA citations.
 - 100 Points = Your answers also include academic language.
 - **Questions:**
 - 1. How did Senator Smith describe her early symptoms of depression?
 - 2. In what ways has Senator Smith shared her experiences with depression and other struggles with her mental health?
 - 3. Your Opinion: Why do you think a public figure like Tina Smith would choose to make intimate details from her personal life so public?
 - 4. How is Senator Smith using her position in the US Senate to try to help others struggling with their mental health?
 - 5. Provide your reflection on this news segment. Senator Smith is one of two people representing Minnesota in the US Senate. Google Smith and view some of her stances. Do you feel your voice is accurately represented by Smith? Explain.
 - **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.

- Paragraph Two: Write a 3-5 sentence personal reflection about what you saw or read. Some suggestions on what you could reflect on include: How did the news make you feel? What can be done to change or fix things? How does this affect your life? How does this affect society?
- US History (Pfeifer)
 - Directions: Watch the YouTube video 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 sjpfei17@smumn.edu if you have any questions.
 - Video Link (Start around 20:25): <https://www.youtube.com/watch?v=RN7ftyZigYs>
 - Women (20:25 - 27:02)
 - 1. Describe how the lives of women changed in the 1920s.
 - 2. What was a flapper?
 - 3. What was the subject of the Scopes Trial?
 - Ku Klux Klan (27:02 - 31:01) (Note: Contains images of graphic violence and hate)
 - 4. The KKK population grew to _____ million in the 1920s.
 - 5. Approximately how many people were lynched by the Klan in the 1920s?
 - Sports (31:01 - 37:08)
 - 6. What did Babe Ruth set a record for in 1927?
 - 7. What did Charles Lindbergh accomplish? What were the only two items on him when he landed?
 - Little America (37:08 - 40:00)
 - 8. What was the last unexplored frontier?
 - Blue Skies (40:00 - 44:15)
 - 9. What happened to the stock market in October 1929?
 - 10. How did the stock market crash affect the American people?
 - 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.
 - Paragraph Two: Write a 3-5 sentence personal reflection about what you saw or read. Some suggestions on what you could reflect on include: How did the news make you feel? What can be done to change or fix things? How does this affect your life? How does this affect society?
 - World History (Brue)
 - Today we will begin to compare and contrast the inventions you recorded in your notebook on Tuesday to continue our quest to determine – what is the Greatest INVENTION Of All Time? Pick TWO of the inventions you recorded yesterday and research the following about each of them:
 - 1) When were they invented?
 - 2) Who invented them?
 - 3) Where were they invented?
 - 4) How did they change society/people's lives?
 - After you have recorded this information in your notebook, compare the two inventions you researched today and make your pick of which YOU think was the most important in World History. Place a star by the invention you think was more important than the other.
 - 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
- 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)
 - Again, we are using MNCIS all week. Please login to the portal for [MNCIS](#) with your personal login or use the following login/password combination:
 - Login: rponline
 - Password: Rochester1
 - Please complete the **Career Cluster Inventory** when you hover over Assessment.
 - Write down your results.