RPS Online Asynchronous Day - Thursday April 13, 2023

- Students are advised to keep any/all written work so that it can be submitted once the network is restored.

- **Power Up Students:** We are working on a way for you to access Edgenuity without ClassLink. Please send an email to Mr. Couillard at dtcouillard@yahoo.com and he will help you get set up.

- **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**

**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**
  - Thankful Thursday-write something you are thankful for. I am thankful for ________________.
- **Math**
  - Draw and cut out a triangle, square, rectangle, trapezoid, circle and hexagon (six sides).
- **Stem/Art:** 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
    ■ Thursday: Thankful Thursday-write something you are thankful for
● 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.

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.
  - Thankful Thursday: Write something you are thankful for. Try to stick to one idea and give details about it. Aim 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 169
- **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)

**Grade 3**
- If you can still access Lexia, Epic, xtra math, Vocab A-Z, and SplashLearn, then continue to do those.
- **Math-Journal page 213**
  - 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
- **PE (Strain)**
  - Let's start a Spring exercise/activity Journal. Try to get 30 minutes of exercise every PE day, and even 30 minutes of bonus time on days we don't have PE.
  - Here is what you can include in your Journal:
    - What is my exercise or activity?
    - Who am I doing it with? Is it at home, or somewhere else?
    - How hard am I working? Is my heart beating faster? Am I working up a sweat?
    - How does exercise, or playing an active game, make me feel?
  - We will discuss your Journals when we can finally meet face to face again.
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.
- **Social Studies book:** read pages 148-153 and answer “Review” questions from the bottom of page 149 and 151 in your ASYNCHRONOUS NOTEBOOK.
- **Writing Prompt:** Write a story about a Tapir that lives in Minnesota in your ASYNCHRONOUS NOTEBOOK. Please have at least 7 sentences.
- **Math**
  - Journal #1: page 98 and page 82
  - Journal #2: page 160 (#1 and #4)
- 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
- **Music**
  - Sing your favorite song 3 times or make an instrument!

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 future. 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 Use the cards you cut out on Wednesday (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 and they must be different from the ones you created on Wednesday.
  - Math Journal 1 pg. 108
- 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

- Multi-Language Learners:
  - Journal #3:
    - If Mrs. Wasmundt had to do another job, what should it be? Why?
- 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!
- PE (Vesel)
  - Complete the following videos (if you are able):
    - Spring This or That - https://www.youtube.com/watch?v=qnUObO0WWUM
    - Spring Spot It - https://www.youtube.com/watch?v=WK3-ZLWt4Bk
    - 15 Minute Fitness - https://www.youtube.com/watch?v=NFiYVvBTRU&t=4s

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:
    - You ask your teacher to take a break and they say no, but you really need a break.
    - Your electricity goes out at home and you are bored and can't find anything to do.
    - You raise your hand and answer a question in class- and one of your classmates starts laughing, even though what you said wasn't funny
  - Please have your learning partner assist you in writing down a summary of what was discussed so you can share with Mrs. Fox.

- Math
  - Option 1
    - Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
    - Find 100 of the same small objects around your house (pennies, buttons, hair clips, crayons, or anything you have 100 of).
    - Separate the items into groups of 10. Then skip count, 10, 20,30,40, 50,60,70, 80, 90, 100.
    - Then separate the items into groups of 5 and skip count by 5s.
    - Can you do it by 2s? 3s?
  - Option 2
    - Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
    - Go around your house and collect items of 10. Can you find and count 10 markers? 10 hair bands? 10 cheerios? What can you find and count 10 of?

- 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 different 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 what examples of figurative language you found! Write down your favorite figurative statement! You will share this with me when we return to class.

- **Grades 3, 4, and 5 Reading**
  - Find a different 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?
    - Did the character surprise you in any way?
    - Would you want the character as a friend? Why or why not?
  - 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 skip count by 5s to 200.
- 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 see how many birds you see. What was that number?
- Math - Look at a flower for groceries. Pick 10 items you would want to buy. How much would they cost?
- Writing - Write your name and tell me your favorite spot in the house.
- Project - Draw a picture of an iPad and show me what you miss most about school.

**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/middleschoolmusicrpso/home](https://sites.google.com/view/middleschoolmusicrpso/home)
Thursday, April 13th
(Use your notebooks to complete each assignment)

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
</table>
| **KEY WORD:** Haiku: A type of poem made up of 3 lines. The first and third lines have five syllables each and the second line has 7 syllables. These poems usually depict a scene in nature. In the wind garden. (5 syllables) I am dizzy with flowers. (7 syll.) I choose a small vase (5 syll.) | Sketch a picture of the moon in your notebook tonight. Answer these Questions:  
- Is it a full moon?  
- How long does it take the moon to orbit the Earth?  
- What do you think happens during a lunar eclipse?  
- What else do you know about the moon? | **Project Time**  
This month, we celebrate Earth Day! Write a letter to your mayor stating 3 ways we can change our habits in Rochester to help protect our environment. | Listen, watch, or read about something happening in our world today. Write a 3-5 sentence summary explaining what you learned. |

**YOUR JOB:** In your ELA notebook, go outside and create a haiku poem based on what you see.  

- **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.  
  - Thursday- 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!  
  - Complete a 20 minute Workout of the Day. I do not believe that we can access our DownDog accounts at this time so be creative and do your own. Make sure to describe what you did in your notebook.  

- **Grade 7**  
  - **English (Jones)**  
    - Watch these videos:  
      - [https://www.youtube.com/watch?v=cIJ0FoMr4DM](https://www.youtube.com/watch?v=cIJ0FoMr4DM)  
      - [https://www.youtube.com/watch?v=cIJ0FoMr4DM](https://www.youtube.com/watch?v=cIJ0FoMr4DM)  
    - Respond:  
      - Over the course of the last couple of days what sticks out to you about Japanese mythology? Are there similarities from other stories you’ve heard? Are there things that remain consistent throughout Japanese mythology? Write a paragraph of your thoughts on these questions.  
  
  - **English (Miller) + Social Studies (Hengel) + Math (O’Byrne and Gaddis)**  
    - Continued with the country project:  
      - Social Studies: Looking at a world map, let’s figure out where your country is. Try to find or think of countries that have similar climates (temperatures and seasons) that your country has. Find a location of your country. Create a list of other countries that are near your country. Now thinking of your country what can be grown or found on your country. What resources does your country have that they can sell to other countries to make a profit? This is called exports, exports are products that are being sold from one country for money from another country. What products do the countries have that are around your country? What can your country buy from these countries. Create another list of countries and imports for your country.  
      - List one: Products that your countries has
• List two: Products that other countries around you have that you want
  ■ English: Developing the story of your myth, you created your character and the setting for your myth now it is time to write out your story. Think about the story themes and how a story goes. What did your character do to deserve the myth and what did they do to be "worshipped" or honored with a national day or holiday for your country. Think about the story behind Columbus for the United States discovery...or think about the myths in greek mythology. Write out your characters story.
  ■ Math: When at the grocery store think of your 10 favorite foods. Create a list of those foods, find the prices and write out how you would pay for them using your currency for your country. What denominations did you create for your currency. Do you need to reflect and change what your denominations are, or add change? Write down a couple sentences if you needed to change your currencies?

• Science (Lawstuen)
  ○ The climate change in your country has now affected the food that is available in your country. The food your animal once ate is now different. What you need to do:
    ■ Choose number 2 or number 3 whichever applies to your animal and complete that one only.
      ● 2. If your food source was hard to begin with, the food is now very soft and mushy.
        ○ Describe in 2 full sentences how your animal will have to change to be able to eat that food
      ● 3. If your food source was soft to begin with, the food is now very hard.
        ○ Describe in 2 full sentences how your animal will have to change to be able to eat that food

• 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.
  ○ Thursday- 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!
  ○ Complete a 20 minute Workout of the Day. I do not believe that we can access our DownDog accounts at this time so be creative and do your own. Make sure to describe what you did in your notebook.

• Health (Anglin and Russell) - 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)
  ○ 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)
Find the Spanish alphabet online or from a book. Practice saying all of the letters out loud, then try to say them all without looking!! Can anyone do it? Show me when we have class.

Grade 8 -

- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
  - Continued with the country project:
    - Social Studies: Looking at a world map, let’s figure out where your country is. Try to find or think of countries that have similar climates (temperatures and seasons) that your country has. Find a location of your country. Create a list of other countries that are near your country. Now thinking of your country what can be grown or found on your country. What resources does your country have that they can sell to other countries to make a profit? This is called exports, exports are products that are being sold from one country for money from another country. What products do the countries have that are around your country? What can your country buy from these countries. Create another list of countries and imports for your country.
      - List one: Products that your countries has
      - List two: Products that other countries around you have that you want
    - English: Developing the story of your myth, you created your character and the setting for your myth now it is time to write out your story. Think about the story themes and how a story goes. What did your character do to deserve the myth and what did they do to be "worshipped" or honored with a national day or holiday for your country. Think about the story behind Columbus for the United States discovery...or think about the myths in greek mythology. Write out your characters story.
    - Math: When at the grocery store think of your 10 favorite foods. Create a list of those foods, find the prices and write out how you would pay for them using your currency for your country. What denominations did you create for your currency. Do you need to reflect and change what your denominations are, or add change? Write down a couple sentences if you needed to change your currencies?

- Science (Lawstuen)
  - We will be starting our unit on weather eventually. To get you started, you are going to describe the weather of your country. You are going to describe the climate of your country. What you need to do:
    - Explain in one full sentence the difference between weather and climate
    - Describe the weather of your country
    - Describe the climate of your country

- Global Studies (LaRochelle)
  - Continue your mapping of Asia today with the Seterra map of “Asia: 12 Landmarks.”
  - 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.
  - Thursday- 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!
  - Complete a 20 minute Workout of the Day. I do not believe that we can access our DownDog accounts at this time so be creative and do your own. Make sure to describe what you did in your notebook.

- Communication Arts (Werning)
  - On page three of your homemade analysis:
If you have a cell phone, record two of your most favorite commercials on TV. If you can’t record the advertisements, you will need to be super descriptive. After you have recorded these two commercials: write on paper the commercial name/product, describe what you saw, and what you heard during each commercial in one paragraph for each commercial. So, you will have two paragraphs.

- Health (Russell) - 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)
  - 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

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 these prompts in writing:
    - What career are you most interested in? Why?
    - What do you think you might be doing in 20 years? (and why?)
    - Where do you want to go to college? (and why?)
    - What are you most excited about doing when you are a teen/college student/adult? (and why?)

- 4th Hour Study and Organizational Skills
  - How is self control related to positive decision-making skills?
  - Give two examples of times when someone might use self control with friends or at home?

- 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
  - There were 3 pizzas in total at the pizza shop. A customer bought 1 pizza. How many pizzas are left?
  - Your friend said she had 11 stickers. When you helped her clean her desk, she only had a total of 10 stickers. How many stickers are missing?
Adrianna has 100 pieces of gum to share with her friends. When she went to the park, she shared 10 pieces of strawberry gum. When she left the park, Adrianna shared another 10 pieces of bubble gum. How many pieces of gum does Adrianna have now?

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?
  - Take a look around your kitchen. What utensils does your family use all the time? Are there any items you do not use?
  - Spend some time in Boom Cards and practice your skills.
  - Help your family put things away in the kitchen. This could be washing and putting away the dishes or putting food where it goes. Does it go in the cupboard or fridge?
  - Please practice your personal information such as your name, address, and phone number.

- **Adventure Lit (Mash)**
  - Welcome to day 3 of “Life is an Adventure”! Today, we’re focusing on bucket lists: a list of experiences or achievements that a person hopes to accomplish during their lifetime. Read and respond to the 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: Create a bucket list with at least 15 or more adventures or experiences you would like to accomplish during your lifetime.
    - 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](https://app.classkick.com/#/login/5E77BW)
        - Period 2: [https://app.classkick.com/#/login/WEGVN5](https://app.classkick.com/#/login/WEGVN5)
        - Period 6: [https://app.classkick.com/#/login/PAJ3AD](https://app.classkick.com/#/login/PAJ3AD)
    - Thursday: Slides 5 and 6
  - **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.

- Thursday: Slides 5 and 6

- Art 1 (Anderson)
  - What we have done, so far:
    - 1- 3 rough sketches. These should be 3 different ideas. These are very simple sketches, no pressure, just get ideas on paper.
    - 2- 1 Developed Composition. Choose your favorite rough sketch and do a nicer version. Look at reference images, take longer, shade it in.
    - 3- Write out your intent. What are you trying to say about social media?
  - Now that we know WHAT we are creating, we need to figure out HOW to create it.
    - For Thursday and Friday you are to complete 1 study each day. A study is practice. If I have a sunset in my artwork, I will practice drawing a sunset. I might try with colored pencil and paint to see which I like best. You can watch a Youtube video: How to paint a sunset, or how to draw a tree. You can also work from a picture or go outside and draw an actual tree!
      - Remember you can use any medium you like (pencil, colored pencil, paint. etc.) and it can be any style you like. Just make sure it is well planned and you do some studies to build your confidence before we start the final piece next week.
    - Here is a video that explains our entire project if you need it: https://youtu.be/cDqJ2WUJW5g

- 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 are Chromosomes?” |
| 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**

**Ck12 Chromosomes**

**Steps**
1. Read and study the entire page looking for the answers to ?s below.
2. Play with Chromosomes
3. A Plant with more chromosomes than you (Real World)
4. Chromosomes Demystified

**What to write in your Asynch Biology Journal**
1. What are chromosomes? When do they form
2. Identify the chromatids and the centromere of a chromosome?
3. Explain why are chromosomes important for mitosis?
4. How many chromosomes are in a normal human cell?

- **Chemistry (Cochran)**
  - Research the 5 main types of chemical reactions.
    - Name the 5 types and give two examples of each type.

- **Criminal Justice (Speckeen)**
  - Pentagon/DOJ Article - [Ukraine Document Investigation](#)

- **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)**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Theory of Plate Tectonics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of this learning:</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td><strong>Resources to Use/What to do</strong></td>
</tr>
</tbody>
</table>
What to write in your Asynch Earth/Space Journal

1. What is a plate boundary?
2. What three interactions can plates have? These are the three major types of plate boundaries.
3. In general, what does the theory of plate tectonics explain?

- Economics (Brue)
  - For today’s class, we will try to get some expert perspectives on the SVB collapse. To do this you will need to either find TWO people you consider to be knowledgeable about the economy/banking OR call ONE bank to speak with someone there about their perspective. For either option, use the following interview questions as a guide to gain their perspective:
    - 1) How would you explain what happened with Silicon Valley Bank?
    - 2) Do you think the collapse of Silicon Valley Bank highlights any bigger problem in the US economy?
    - 3) Do you think people have a reason to be concerned about their money in banks?
  - Record their responses to your interview questions in your notebook. Please be sure to thank them for their time.

- English 9 (Wood)
  - Welcome to Day 3 of Writing Exploration Week! For today’s writing task, we are focusing on personal identity. If you have a non-school electronic device you may use it; however, we like pen to paper! Your writing should focus on sharing about who you are. Your response must be at least 12 sentences. You will share this work with your teacher when we return to class.
    - Prompts (choose one):
      - Choose 3 songs that represent who you are and share how each connects to you.
      - Think of your favorite TV show or movie. Which character most represents who you are? Why?

- English 10 (Mash)
  - Welcome to Day 3 of Writing Exploration Week! For today’s writing task, we are focusing on personal identity. If you have a non-school electronic device you may use it; however, we like pen to paper! Your writing should focus on sharing about who you are. Your response must be at least 12 sentences. You will share this work with your teacher when we return to class.
    - Prompts (choose one):
      - Choose 3 songs that represent who you are and share how each connects to you.
      - Think of your favorite TV show or movie. Which character most represents who you are? Why?

- English 11 (Mash and Wood)
  - Welcome to Day 3 of Writing Exploration Week! For today’s writing task, we are focusing on personal identity. If you have a non-school electronic device you may use it; however, we like pen to paper! Your writing should focus on sharing about who you are. 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):
- Choose 3 songs that represent who you are and share how each connects to you.
- Think of your favorite TV show or movie. Which character most represents who you are? Why?

- **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 totally 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)**
  - If you have access to a personal device (e.g., cell phone with internet/data access), research one of the 29 officially Francophone (French-speaking) countries in the world! You could consider choosing the country of your favorite Manie Musicale artist! (Keen’V = France; Le Vent du Nord = Canada/Québec; Mentissa = Belgium; LeFloFranco = Haiti; Wejdene = Tunisia; Missy D = Rwanda/Côte d’Ivoire; Zaho & Tayc = Algeria/Cameroon; Smarty & Zeynab & Toofan = Côte d’Ivoire/Burkina Faso/Bénin/Togo/Cameroon; Black M & Amaya & Maysha = France/Guinée/Belgium; Joyce Jonathan = France; Soprano = Comoros; Zaz = France; Nassi = Morocco; Yaniss Odua & Danakil = Martinique/France; Julien Granel = France; Céphaz = Ghana/Mayotte) OR you can simply choose a French-speaking country that interests you!
  - On a piece of paper or digital document, write down: (1) how that country’s name is called/spelled IN FRENCH, (2) its geographical size, (3) its population, (4) its capital, (5) all of its official languages, and (6) any interesting facts about the country (such as what it’s known for, special foods, celebrations or games/sports, any famous people that hail from that country, etc.). BORROW PAPER/PENCIL FROM A CLASSMATE, IF NEEDED! **If you do not have a device with internet/data capabilities, then work together with a partner who DOES have one, but still write down your findings on your own paper! Alternatively, you could check with the para if you can go to the school library and do your research in an encyclopedia or other book(s); but this might not be possible.** 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 out loud: treize avril 2023 (page 11 in cahier for numbers)
  - Say today’s day out loud: C’est jeudi.
  - In your French 1 cahier (cahier), turn to pages 90-91. 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. *Note we have not done the vocabulary review together yet, so just mark the words that you know/can infer from French/English connection.
  - Complete the crossword puzzle on page 92-93, using the vocabulary on pages 90-91.
- Read out loud Exercises B, C and D on page 93-94.
- Complete Exercice E on page 95, using the same vocabulary lists. Note that Catherine is the little girl on the far left hand side of the image.
- 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:  treize avril 2023 (page 11 in cahier for numbers)
- Say today's day outloud: C’est jeudi.
- In your French 1 cahier (cahier), 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.
- In your French 1 cahier (notebook), turn to pages 86. Read the possessive pronouns out loud from the table at the top. We filled in the table before Break. If you don’t have the table filled in, fill it in now, asking a Classmate for help if need be.
- Then, in the middle of the page, sing or say the Possessive Adjectives 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 (4/13/23).
- Next, complete Exercice A at the bottom of page 86, using the Table at the top of the page for help. Work with a partner if possible to check one another’s answers.
- Then, check your work with the answers here:
  - C’est MON voisin. C’est NOTRE oncle.
  - C’est TA/VOTRE soeur. C’est TON/VOTRE enfant.
  - Ce sont LEURS parents. C’est LEUR fils.
- Finally, read the sentences from page 86, Exercise A out loud, even if at a whisper, or out loud with a partner.

**French 2 (Becker)**
- If you have access to a personal device (e.g., cell phone with internet/data access), research one of the 29 officially Francophone (French-speaking) countries in the world! You could consider choosing the country of your favorite Manie Musicale artist! (Keen’V = France; Le Vent du Nord = Canada/Québec; Mentissa = Belgium; LeFLOFranco = Haiti; Wejdene = Tunisia; Missy D = Rwanda/Côte d’Ivoire; Zaho & Tayc = Algeria/Cameroon; Smarty & Zeynab & Toofan = Côte d’Ivoire/Burkina Faso/Bénin/Togo/Cameroon; Black M & Amaya & Maysha = France/Guinée/Belgium; Joyce Jonathan = France; Soprano = Comoros; Zaz = France; Nassy = Morocco; Yaniss Ouda & Danakil = Martinique/Canada; Julien Granel = France; Céphaz = Ghana/Mayotte) OR you can simply choose a French-speaking country that interests you!
- On a piece of paper or digital document, write down: (1) how that country’s name is called/spelled IN FRENCH, (2) its geographical size, (3) its population, (4) its capital, (5) all of its official languages, and (6) any interesting facts about the country (such as what it’s known for, special foods, celebrations or games/sports, any famous people that hail from that country, etc.). BORROW PAPER/PENCIL FROM A CLASSMATE, IF NEEDED! **If you do not have a device with internet/data capabilities, then work together with a partner who DOES have one, but still write down your findings on your own paper! Alternatively, you could check with the para if you can go to the school library and do your research in an encyclopedia or other book(s); but this might not be possible.** 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:  treize avril 2023 (page 11 in cahier for numbers)
- Say today's day outloud: C’est jeudi
- Review page 54-55 in your workbook about how to form the futur proche.
- Complete the translations on page 55-56.
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 outloud: treize avril 2023
  - Say today's day outloud: C'est jeudi.
  - In your French 3 cahier (notebook), turn to pages 74. Read through the Negative Expressions explanation at the top of the page. Read with a partner if possible.
  - Complete Exercices A and B. Then, read through the answers with a partner and check your work.
    - Here are the answers:
      - Exercice A -
        1. B
        2. D
        3. A
        4. C
    - Exercice B -
      1. Pas ou pas encore
      2. Plus
      3. Non, je N'étudies jamais ou pas encore ou plus ou pas du tout
      4. Jamais
  - Finally, complete Exercice B at the bottom of page 74.
    - Exemples: Je ne parle jamais chinois car je ne l'ai pas encore appris. Je ne joue plus au foot car je préfère jouer au tennis. Je ne parle pas encore allemand mais je veux en apprendre.
    - Once done, work with a partner. One partner begins and asks, “Qu'est-ce que tu ne fais jamais?” puis “Qu'est-ce que tu ne fais plus?” puis, “Qu'est-ce que tu ne fais pas encore?” The other partner answers and then partners switch roles.

- **FYEX (Haukos)**
  - Please watch this How to Type Really Fast video until 6:00. You can stop when he is done showing you www.10fastfingers.com
  - Write down three tips you learned so we can discuss next week.

- **Geometry (Andrist)**
  - Fine-tune and work on color-coding/beautifying your work.

- **Geometry and Fine-tune 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 (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 227. Write down your responses to the assignments on pg 226 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 87-88. Write down your responses to the assignments on pg 88 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 INCLUDE 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!

- Human Geography (Speckeen)
  - Water Loss Article - Colorado Water Loss

- Intermediate Algebra (Andrist)
  - Fine-tune and work on color-coding/beautifying your work.

- 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 I (Dovre)
  - Async Students:
    - John Marshall Students
      - Complete the Word Study A and B activities on page 179.
      - Translate the “controversia” passage on page 167.
      - Read through the culture section on Roman Education pages 175-178 and answer the following questions. We will discuss these in class on Friday.
        - What did you find interesting in the reading? Why?
        - What did you find surprising in the reading? Why?
        - After reading this, what is one question that you have?
    - Mayo Students
      - Translate the “controversia” passage on page 167.
• Read through the culture section on Roman Education pages 175-178 and answer the following questions. We will discuss these in class on Friday.
  - What did you find interesting in the reading? Why?
  - What did you find surprising in the reading? Why?
  - After reading this, what is one question that you have?

• Latin 2 (Dovre)
  - Async Students
    - John Marshall Students
      - Translate the “Aristo” passage on page 140
      - Complete Word Study A, B, and C on page 159.
      - Read about the worship of Isis on pages 154-158 and answer the questions below.
        - What is a sistrum?
        - What did you find surprising or interesting from this reading? Why?
        - After reading this, what is one question that you have?
    - Mayo Students
      - Translate the “Aristo” passage on page 140
      - Read about the worship of Isis on pages 154-158 and answer the questions below. We will discuss these questions when we are next in class together.
        - What is a sistrum?
        - What did you find surprising or interesting from this reading? Why?
        - After reading this, what is one question that you have?

• Latin 3 (Dovre)
  - Async Students
    - John Marshall Students
      - Translate the “contentio” passage on page 112-113.
      - Complete the Word Study A and B sections on page 139. If you have extra time, try and complete C as well.
    - Mayo Students
      - Complete the Word Study A and B sections on page 139. If you have extra time, try and complete C as well.
      - Read pages 134-138 on Roman legionary fortresses. Answer the following questions regarding the reading.
        - What sorts of structures found in legionary fortresses seem out of place or unexpected to you? Why?
        - A legionary fortress camp was highly organized. What, to you, is the best example of this that you found in your reading?
        - Where would the legatus live in the camp? What was their place like?
        - What surprised or confused you in this reading? Why?
        - What is one question that you have after reading this?

• Latin 4 (Dovre)
  - Async Students
    - John Marshall Students
      - Study for the Book V Quiz. It will only consist of a translation and grammar section selected from Book V, Chapter 43 or Chapter 44. The last sentence of Chapter 44 will not appear on the quiz.
      - Read the introduction of A Song of War pages 1-9. They should keep these key questions in mind:
        - Who was Vergil? Where was he from?
        - What sort of poems did he write?
        - What sorts of things influenced his writing, especially of the Aeneid?
        - What did you find surprising or interesting from this reading? Why?
        - After reading this, what is one question that you have?
Mayo Students

- Read the introduction of A Song of War pages 1-9. They should keep these key questions in mind:
  - Who was Vergil? Where was he from?
  - What sort of poems did he write?
  - What sorts of things influenced his writing, especially of the Aeneid?
  - What did you find surprising or interesting from this reading? Why?
  - After reading this, what is one question that you have?
  - Pay special attention to pages 7-9 on Vergil’s style. Which of these poetic styles is the most strange to you?
- Take a peek at the first four lines of the Aeneid on page 31 in the Song of War textbook. Can you make sense of it and translate it?

Learning for Successful Transition - LST (Anderson)

- Continue on your document from Wednesday
- This is our Thankful Thursday.......recently we had a couple of "Thankful Thursday" lessons where we watched you tube videos with people who are very moved by nature and the world around us. Your task for today is to go out in nature (a walk in a park or anywhere outside where you will be able to observe nature) spend time looking for and quietly observing 5 living things. Now write about where you completed your observation and the 5 things you observed then add a statement of thankfulness.
- 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 consider and research investment options such as pension plans, 401K, bonds, or stocks. What is a wise investment and how do we determine it is the right fit. Read the following excerpt and respond.
  - “You only live once” is a saying that has been around for over a century, but Drake is responsible for its popularity today. While it’s hard to argue with the logic behind YOLO when it comes to tasting a new food or taking that road trip, YOLO isn’t always the wisest anthem. Why? Because you live a long time. Sure, you want to have interesting experiences now, but you also want to be happy and comfortable later in life. If you only live for “now,” you won’t be prepared for “later.” A lot of what it means to be “happy and comfortable later in life” requires money. When you are 20 years old, it might be fun to share a small apartment with friends. But when you are your parents’ age, you probably want your own place. The good news is that money grows over time if it’s invested well. If you do some planning and saving early in life, you might find that by the time you’re ready to retire, you’ve become a millionaire. If you don’t, you might find that instead of retiring, you have to keep working because you don’t have enough money to live on.
- Today’s Learning:
  - Create a journal entry about a potential financial savings/planning 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 investment options

- Personal Finance (Haukos)
  - Today you are going to be comparing credits cards. Ask your parents if they’ve received any credit card offers in the mail or use the internet to search for credits cards. There are hundreds and hundreds.
  - Please pick three different credit cards. Once you find three, write down the name, interest rate, late fees, and any “perks” you get for using each card. Which do you feel is the best and why? Please keep this information handy for discussion next week.

- 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](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/](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: Complete Problems 2**

  **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.

<table>
<thead>
<tr>
<th><strong>Materials Needed</strong></th>
<th><strong>Resources to Use/What to do</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Notebook or Loose Leaf Paper (form it into a booklet)</td>
<td>1. Go to Positive Physics Website</td>
</tr>
<tr>
<td>Pen or Pencil</td>
<td>2. Login using account you used prior day</td>
</tr>
<tr>
<td>Class code= macdonald</td>
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</tbody>
</table>

  What lessons to complete for the day
  1. Complete Problems 2 (Unit 24 Circuit Analysis)

- 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.

Thursday: Slide 17

- Reading and Writing Skills (Harward)
  - Continued reading book of choice for 30 minutes or more. Reflect on something you read today. How did you make a connection with this?
    - Read
    - Reflect
    - Begin planning your book talk for Monday, 4/17/2023
      - Things to think about- Why did I choose this book/novel? What is the genre? Who's the author and their brief biography? What do you like about your book so far? Would you recommend the book? Why or Why not...including a star rating of One Star to Five Star rating with Five being the Best.

- Social Strategies (Harward)
  - The Scenario:
    - Someone you like has the answers to your midterm exam and is passing them around. You’ve been worried about passing this course—it’s a tough one. There’s little chance of getting caught because almost everyone who’s been approached has taken the answers, so they’re not likely to snitch. What do you do?
  - Journal the difficulty of maintaining your values in the face of pressure to change them. Since another person's value system may be different from your own, keep in mind the quote, “To thine own self be true.”
    - Key Points to consider in your journaling: Remember-The things you value influence everything you do.
  - Today’s Learning:
    - 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 PBS NewsHour 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: https://www.youtube.com/watch?v=WkxuArn7bo8
    - Questions:
      - 1. Before you watch: What was your personal experience with school during the COVID-19 lockdowns? Were you engaged with your class and teacher? Did you learn as much as you would have in-person? Did your experience lead you to enroll in RPS Online?
      - 2. Describe the significance regarding the 4th grade test scores.
      - 3. True or false: Experiences with learning loss were mostly the same across the US.
      - 4. What solutions were described as necessary to combat learning loss?
5. Reflection: At 2:25 you heard about a school where students were learning from a recording instead of an actual teacher. What are your thoughts regarding this set-up? Provide examples from asynchronous learning you've experienced.
6. How does Robert Balfanz suggest schools should spend additional money provided by the government?
7. Provide your reflection on this news segment. Do you believe our society should be concerned? Why or why not?
   ○ 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)
  ○ It is cooking day! Prepare and cook your recipe you selected. Take a selfie with it so we know you tried it! Also take a picture to show the class the food.

• Spanish 2 (Miller)
  ○ It is cooking day! Prepare and cook your recipe you selected. Take a selfie with it so we know you tried it! Also take a picture to show the class the food.

• Speech (Wood)
  ○ Welcome to Day 3 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: Yesterday you interviewed an older family member or friend about their dreams/goals. What did you learn from them? Explain. (Write 12 or more sentences please.)

• 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 NBC News 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: https://www.youtube.com/watch?v=px3bXgRixw8
    ■ 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. What role does Senator Klobuchar suggest large tech companies (ex: Google, Facebook, etc.) play in combating congressional efforts to pass legislation designed to help journalistic organizations publish their work electronically?
      ● 2. How many newspapers does Senator Klobuchar fear may disappear by 2025?
      ● 3. Why does Senator Klobuchar and Chuck Todd (the host) suggest the Communication Decency Act from the 1990s may be outdated?
      ● 4. What concerns does Senator Klobuchar express regarding social media?
      ● 5. Provide your reflection on this news segment. Senator Klobuchar is one of two people representing Minnesota in the US Senate. Google Klobuchar and view some of her stances. Do you feel your voice is accurately represented by Klobuchar? 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
    ■ 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: https://www.youtube.com/watch?v=zSfzFWU5LbY
    ■ Intro and The Bonus Army (0:00 - 3:00):
      ● 1. Why did 20,000 army veterans come to Washington D.C.?
      ● 2. What was President Herbert Hoover's response to the army veterans?
    ■ The Great Depression and The Crash (3:00 - 12:00):
      ● 3. What happened in just three years to the entire 225,000 full-time employees at U.S. Steel?
      ● 4. How many banks failed in just one year after the crash? How many savings accounts were wiped out?
      ● 5. True or False: The national government had very little direct impact on the lives of ordinary Americans.
    ■ Radio (12:00 - 25:00):
      ● 6. What could a dime still allow someone to do during the 1930s?
      ● 7. What was said to be the most important appliance during the 1930s that people could not live without?
      ● 8. What was the area that crossed 25,000 square miles of farmland in the Midwest referred to as?
      ● 9. What was the mode of transportation for the poor during the Great Depression?
- 10. What was a radical movement that started to sweep the country?
- 11. True or False: This was the only time in history that more people were coming to America than leaving America.
- 12. What European leader came to power as a result of extreme economic conditions in their country?
  - 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 compare and contrast the other two inventions you recorded in your notebook on Tuesday to continue our quest to determine – what is the Greatest INVENTION Of All Time? For the two remaining inventions from Tuesday (that you did NOT research yesterday) research the following:
    - 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)
  - Yesterday, you learned that community colleges and technical schools have a policy of open admission - meaning you need only have a high school diploma or GED to enroll.
  - Universities have more requirements. (Course requirements and GPA/ACT)
    - 1. Most universities require that you have taken certain classes.
      - 4 years of English
      - 3 years of mathematics (2 years algebra and 1 year geometry)
      - 3 years of science (1 year biological science and 1 year chemistry or physics—all should include labs)
      - 3 years of social studies (including 1 year U.S. history)
      - 2 years of a world language (American Sign Language is accepted, but no sampler or review courses)
      - 1 year of specified electives (e.g. world cultures, computer science, arts, music)
    - 2. ACT of 21 or better (since COVID some schools will accept students with a cumulative 3.0 GPA or greater rather than straight ACT scores)
      - *Sometimes students cannot meet these requirementt and will begin at a community college.
  - TUITION AND FEES
    - New Vocabulary
      - Tuition - cost for students to take college classes
      - Fees - administrative costs and/or usage costs that the student will also need to pay
    - Open up this site
      - https://www.minnstate.edu/admissions/tuition.html
        - What are 2 takeaways from the first graph?
    - Scroll down to review the remainder of the page. (We will discuss financial aid at a later date)
      - What are the tuition and fees for Rochester Community and Technical College?
    - Look at this site to see costs broken down
• https://www.rctc.edu/eservices/tuition/tuition-rates/
• At Rochester Community and Technical College, what are the fees that EVERY student pays?

• Work Experience Seminar (Haukos)
  o Please login to the portal for MNCIS with your personal login or use the following login/password combination:
    ■ Login: rpsonline
    ■ Password: Rochester1
  o Please complete the Interest Profiler you find when you hover over Assessment.
    ■ Write down your results.