

RPS Online Asynchronous Day - Friday April 14, 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

Music with Mr. Manansala

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

Kindergarten

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

- Friday Favorite-Tell me about your favorite food. My favorite food is _____.
- Math
 - Shape search: Find these 3D shapes at your house and draw them in your math journal (the back blank pages) or in your regular journal: sphere, cylinder, cube, cone.
- 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)
- Music (Weinmann)
 - Theme: Dinosaurs
 - Listen to the songs inspired by dinosaurs and:
 - Dance like a dino!
 - Draw to the music!
 - <https://www.classnotes.org/story/2020/04/30/themed-lesson-dinosaurs>

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
 - Friday: Friday Favorite-Tell me about your favorite food
- 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.
 - Friday Favorite-Tell me about your favorite food. Describe how the food looks, tastes and smells. Where do you get this food? Who makes it? 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 170
- 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)
- PETS (Fritcher)
 - We will continue working with tangrams. Cut out the tangrams and use the Visual Thinking packet from materials pick up.
 - Use the Tangrams as you take on the Leave One Out butterfly challenges.
 - In these you will use all of the tangrams except one. At the bottom of the page, circle the tangram that you did not use.
 - Remember the following tangram rules:
 - Tangrams must touch on the edge.
 - Tangram pieces cannot overlap.
 - All spaces inside the figure must be filled.
 - Tangrams may not go beyond the border of the figure.
 - Be sure to save your tangram pieces for next week's challenge.
 - *If you do not have the materials from the latest pick up, you may continue to practice tangrams on the following website <https://mathigon.org/tangram> .

Grade 3

- If you can still access Lexia, Epic, xtra math, Vocab A-Z, and SplashLearn, then continue to do those.
- Read 30-60 minutes (Bingo sheet)
- Journal-Tell me about your favorite video game/book/board game. Explain in detail how to play it, or what the plot is. (Needs to be at least 5-10 sentences Keep in your notebook).
- 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
- Music
 - Sing your favorite song to someone else!

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 154-155. Answer #1 from "Activities" in your ASYNCHRONOUS NOTEBOOK, which is at the bottom of page 155.
- Writing Prompt: Write a poem about your favorite color or animal or person or place in your ASYNCHRONOUS NOTEBOOK.
- Math
 - Journal #1: page 100 and page 94
 - Play any of the math games in the back of your black binder or with your math card deck.
- Choose at least one activity each day:
 - Building blocks/Legos
 - Do a puzzle
 - Sidewalk Chalk
 - Create something using folding paper (origami, paper airplanes)
 - Help in the kitchen
 - Imagination play
 - Play Doh/clay
 - Board games/card games
 - Art/Fine Motor
 - Draw
 - Play outside
 - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
 - Art with Nature
- PE (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 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 past (Choose any point in history). 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 or Thursday.
 - Math Journal 1 pg. 114-115
- **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 #4:
 - Write 2 sentences or more about something you really like.
- 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:
 - You tell your teacher you are really worried about something, but they are busy and tell you not to worry about it.. but you are still worried.
 - Your parents tell you that they have a surprise for you, you are really excited, but it is ALL you can think about during class.
 - Your friend said something to you that you feel is mean, they don't think it was mean, and they don't apologize.

- 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.
 - You will be counting backwards from 50 (or a smaller number if needed). Find 50 of something edible (cereal might work best!)
 - Start with counting out 50 pieces and put them on a plate
 - Count backwards as you eat the cereal (Example: Start at 50. As you eat count backwards, eat a piece, 49, eat another, 48, eat another 47) If you get full, you can put the cereal to the side, don't give yourself a belly ache.
 - * Some students are not ready to count back from 50. If your student is struggling, have them start at 20 or 10 and go through the process more than once.*
- 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.
 - Read with your partner for 15 minutes
- Grades 3, 4, and 5 Reading
 - Find a **non-fiction (true story/ facts)** 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 paragraph writing and details.
 - Write 5 sentences about what you learned from your book. One sentence to introduce the book, 3 details naming what you learned, and a conclusion. (Example: The story *Wild Rides* is about amusement parks around the world. I learned that the tallest rollercoaster in the world is in New Jersey at Six Flags. I also learned that the largest amusement park in the world is Disney World! Finally, I learned that there is a Hello Kitty Themed amusement park in Japan. In conclusion, there are a lot of different kinds of amusement parks around the world with all types of rides.
 - 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 quarters to \$5.00..
- 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 talk about the shapes of the clouds.
- Math - Look out the window. List all the shapes that you see.
- Writing - Write your name and tell me why your favorite spot in the house is your favorite.
- Project - Draw Ms. Heather and tell me what we should do next week.

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>

Friday, April 14th (Use your notebooks to complete each assignment)			
ELA	Math	Science	Social Studies
<p>KEY WORD: <u>Rhymed Riddle:</u> A type of poem that uses 4 lines to tell a riddle because you will need to guess what they are describing. The first two lines and the last two lines must rhyme.</p> <p><i>Running across the floor on its face Doing its job with the utmost distaste Grumbling while working away Thank goodness it's not all day!</i></p> <p>YOUR JOB: In your ELA notebook, choose an object in your room and write a rhymed riddle!</p>	<p>Use Order of Operations to solve.</p> $4^3 - (24 \div 6) + 8$ <hr/> <p>Find the quotient.</p> $\frac{3}{4} \div \frac{1}{3} =$ <hr/> <p>What division problem is being modeled?</p>	<ul style="list-style-type: none"> Think about an invention that you could create to solve a problem.. Write down the problem, and then sketch the invention that would solve it! Come up with a cool name for your product and be prepared to share it when we get back. 	<p>Listen, watch, or read about something happening in our world today. Write a 3-5 sentence summary explaining what you learned.</p>
			Project Time
			<p>This month, we celebrate Earth Day! In your notebook, come up with at least 3 ideas for our next project that would relate to Earth Day!</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.
 - Friday- 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!
 - With a friend or a sibling go play outside for 30 minutes. Go to your neighborhood park. Play wall ball. Shoot hoops. Draw with chalk on the sidewalk and create an obstacle course for your scooter or rollerblades. Go for a monster bike ride (make sure you tell an adult that you are going for a bike ride first). Get outside, move your body, have fun in the sun!
- Energy & Environment (Myran)
 - You finished the heat transfer experiment, now onto the results segment. I have left the experiment steps below in case you need a refresher:
 - 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.
 - RESULTS- Write a 1/2 page paper detailing your specific findings, include the following:
 - A) Discuss which materials melted the fastest and which ones took the longest.
 - B) Which variables did you need to control so the experiment turned out accurately?
 - C) How could you do an experiment similar to this to investigate heat transfer.

Grade 7-

- English (Jones)
 - Spend at least 10 minutes outside just observing your surroundings. Notice the smells and sounds. Are there more planets and trees or is it more urban with streets and cars? What are things that you have and haven't noticed every time you're outside? How does that make you feel?

- Write at least one paragraph.
- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
 - Project Continued
 - Social Studies: Creating a flag for your country. Look at other countries flags for inspiration. Consider what symbols are used, what colors are used, and shapes are used. Create your countries flags based off the beliefs of your country, either their culture, myths, or government. On the back write a short paragraph on why you chose that design and what it all represents.
 - English: Final story edits, make sure your proof read, and finish writing your final myth of your character.
 - Math: Looking at the maps created in Social Studies find the circumference of your island to the best of your ability. Show your work :)
- Science (Lawstuen)
 - You will now pick a real already existing animal and explain what it does to change and survive in its environment. What you need to do to complete today's assignment
 - Pick an animal that exists already
 - List two characteristics that the animal has to help it survive in its environment
 - Explain in 3 full sentences
 - How the characteristics help it survive
 - What could have happened to make the animal develop these characteristics
- PE (Nguyen)
 - Describe how your country (from your project) is going to participate in the Olympics. The Olympics are a global sports competition, write out which sport/ competition your country will take part in. List out five rules for that sport, and number of players. Create a description of the sport court or arena or area that it takes part in. Consider what season for the olympic sport activity it is in.
 - 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.
 - Friday- 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!
 - With a friend or a sibling go play outside for 30 minutes. Go to your neighborhood park. Play wall ball. Shoot hoops. Draw with chalk on the sidewalk and create an obstacle course for your scooter or rollerblades. Go for a monster bike ride (make sure you tell an adult that you are going for a bike ride first). Get outside, move your body, have fun in the sun!
- 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)
 - <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)
 - Find basic Spanish phrases or questions from an online source or travel book like Lonely Planet. Make a list in your notebook or a digital copy and we will share them. Extra bonus: write a short conversation in all Spanish and we will check them when we have class!

Grade 8 -

- English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)
 - Project Continued
 - Social Studies: Creating a flag for your country. Look at other countries flags for inspiration. Consider what symbols are used, what colors are used, and shapes are used. Create your countries flags based off the beliefs of your country, either their culture, myths, or government. On the back write a short paragraph on why you chose that design and what it all represents.
 - English: Final story edits, make sure your proof read, and finish writing your final myth of your character.
 - Math: Looking at the maps created in Social Studies find the circumference of your island to the best of your ability. Show your work :)
- Science (Lawstuen)
 - You are going to start your weekly weather journal. You will need to include the following things in your weather journal.
 - Date (Day, month, and year)
 - Time you did your weather journal
 - Location you are at
 - Temperature
 - Was it sunny, partly cloudy, or cloudy
 - Was there precipitation at all that day (snow, rain, fog, sleet, ice)
 - Was it windy when you made your observation, if so how fast and what direction
- Global Studies (LaRoche)
 - Continue your mapping of Asia today. Work on the map that you got the lowest score on this week.
 - Monsoon Asia: Countries
 - <https://www.geoguessr.com/seterra/en/vgp/3635>
 - Asia: Physical Features
 - <https://www.geoguessr.com/seterra/en/vgp/3454>
 - Asia: 12 Landmarks
 - <https://www.geoguessr.com/seterra/en/vgp/3917>
 - Save a screenshot of your best attempt today. I will collect these when we regain access to Google services.
- PE (Nguyen)
 - Describe how your country (from your project) is going to participate in the Olympics. The Olympics are a global sports competition, write out which sport/ competition your country will take part in. List out five rules for that sport, and number of players. Create a description of the sport court or arena or area that it takes part in. Consider what season for the olympic sport activity it is in.
 - 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.
 - Friday- 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!

- With a friend or a sibling go play outside for 30 minutes. Go to your neighborhood park. Play wall ball. Shoot hoops. Draw with chalk on the sidewalk and create an obstacle course for your scooter or rollerblades. Go for a monster bike ride (make sure you tell an adult that you are going for a bike ride first). Get outside, move your body, have fun in the sun!
- 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)
 - <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

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
 - Please respond in writing:
 - If you could...
 - meet one celebrity, who would it be?
 - meet a historical figure, who would it be?
 - meet one book character, who would you pick?
 - meet any athlete you admire, who would it be?
 - meet a musician or group, who would it be?
- 4th Hour Study and Organizational Skills
 - Respond in writing to these two prompts:
 - Estimate how long it might take you to organize all of your school binders.
 - How can estimating the time to complete something help you manage your time?
- 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 Skills
 - Respond in writing: If you could...
 - meet one celebrity, who would it be?
 - meet a historical figure, who would it be?
 - meet one book character, who would you pick?
 - meet any athlete you admire, who would it be?
 - meet a musician or group, who would it be?

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. This could be warming something up in the microwave. 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 either read or look for signs of spring. What did you think of reading outside? What signs of spring did you see?
 - Spend some time in Boom Cards and practice your skills.
 - Plan food for a meal for your family. What would you serve? You do not have to actually prepare this meal. What would you make for the entire meal including a drink?
 - Please practice your personal information such as your name, address, and phone number.
- Adventure Lit (Mash)
 - Welcome to day 4 of “Life is an Adventure”! Today, we’re reflecting on the adventure you went on this week. At the beginning of the week, you brainstormed 5 ways you could add “adventure” into your life. You were tasked with completing at least one of these adventures throughout the week. Read the prompt below and create a response. Choose how you want to create that response from the options below.
 - Prompt: In what ways is adventure all around us? In your response, be sure to share about the adventure you went on this week.
 - Ways to respond (choose one):
 - Write a 12 sentence journal response
 - Create a 2 minute video response
 - Write a 20 line poem response
- 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>
 - Friday: Slides 7 and 8
 - 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.
 - Friday: Slides 7 and 8
- 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 is Mitosis?"

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 Mitosis Stages Steps <ol style="list-style-type: none"> 1. Read and study the entire page looking for the answers to ?s below. 2. Wound healing process 3. The amazing cell process Mitosis 4. Split down the middles: Half Male/Half Female

What to write in your Asynch Biology Journal

1. Describe the difference between how the sex chromosome (x and y) determine sex in humans in comparison to butterflies?
2. Explain what happens during mitosis that cause a butterfly to be produced that is half male and half female?
3. Why aren't there any human gynandromorphs?

- Chemistry (Cochran)
 - Write at least 5 sentences (in your own words - not copied from the internet) about the differences between the 5 main types of chemical reactions.
- Criminal Justice (Speckeen)
 - Visual Stats - [Mass Incarceration Visualized](#) and America's Criminal Justice Reform - [Poverty and Criminal Justice](#)
- 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 Divergent Plate Boundaries in the Oceans

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

Notebook or Loose Leaf Paper (form it into a booklet)

Pen or Pencil

Resources to Use/What to do

[Ck12](#) Divergent Plate Boundaries in the Oceans Steps

1. Read and study the entire page looking for the answers to ?s below.
 - a. [Tectonic Plate motions \(simulation\)](#)
 - b. [Geothermal Power in Iceland \(real world\)](#)
 - c. [Divergent Boundary](#)

What to write in your Asynch Earth/Space Journal

1. In what direction are the plates moving at a divergent plate boundary?
2. How does a convection cell in the mantle lead to volcanism at the mid-ocean ridge?
3. How does a continent break apart to form an ocean basin?

- Economics (Brue)
 - For today's class, we will summarize our understanding of what happened with the Silicon Valley Bank and our thoughts as to whether or not we should be concerned about its collapse. In your notebook, please write a two-paragraph summary that includes the following:
 - 1) Paragraph #1 – A summary of what happened to Silicon Valley Bank. Use a minimum of THREE terms from your list on Tuesday in your summary.
 - 2) Paragraph #2 – Your reasoning for why people should or should not be concerned about the Silicon Valley Bank collapse. Please also include whether or not your perspective agrees with the individuals you interviewed on Thursday.
- English 9 (Wood)
 - Welcome to Day 4 of Writing Exploration Week! For today's writing task, we are focusing on poetry and literary devices. If you have a non-school electronic device you may use it; however, we like pen to paper! Your poem should focus on the prompt below and should include two literary devices. You will share this work with your teacher when we return to class.
 - Prompt: Write a 12-15 line poem that expresses your experience learning with limited technology this week.
 - Literary Devices (choose two to include in your poem):
 - Rhyme
 - Imagery: Describing with the 5 senses
 - Simile: Comparison using like or as
 - Metaphor: Comparison saying one thing IS another thing
 - Onomatopoeia-Word that sounds like the noise it describes (eg. buzz, sizzle, zap, ect.)
 - Personification: giving a non-human object/thing human qualities
- English 10 (Mash)
 - Welcome to Day 4 of Writing Exploration Week! For today's writing task, we are focusing on poetry and literary devices. If you have a non-school electronic device you may use it; however, we like pen to paper! Your poem should focus on the prompt below and should include two literary devices. You will share this work with your teacher when we return to class.
 - Prompt: Write a 12-15 line poem that expresses your experience learning with limited technology this week.

explorers/colonists made a significant impact here in Minnesota and the Midwest).
INVENTORS: Louis Braille, André Citroën, Jacques Cousteau, the Lumière brothers, and the Montgolfier brothers. MATHEMATICIANS/PHILOSOPHERS: Blaise Pascal and René Descartes.

- On a piece of paper or digital document, write down: (1) your person's nationality/country of origin, (2) the year(s) they were born and died, (3) their field of science, and (4) what they were known for (e.g., major discoveries, breakthroughs, inventions – that is to say, what was their most significant contribution to science and our world). 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 BE PREPARED WITH YOUR FRENCH PAPER WORKBOOK AND A PERSONAL DEVICE (if possible) FOR NEXT WEEK!

- French 1 (Chastain)
 - Say today's date out loud: quatorze avril 2023 (page 11 in cahier for numbers)
 - Say today's day out loud: C'est vendredi. Youpi!
 - Review Page 97: Possession. Do the Exercice on page 97.
 - C'est la guitare de Stéphanie.
 - C'est le vélo de Jean-Pierre.
 - C'est l'ordinateur de Fatima.
 - C'est le portable/le mobile de M. Camus.
 - C'est la calculatrice de Raphaël.
 - Do Exercices A and B on page 98.

- French 1 (Janousek)
 - Say today's date out loud: quatorze avril 2023 (page 11 in cahier for numbers)
 - Say today's day out loud: C'est vendredi. Youpi!
 - 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.
 - Turn to page 87 and read the Object Possession information out loud. Read from left to right, noticing the translation between French and English. Note the formation of possessing objects/people using DE in French. Notice that in French, we "flip" the order, so instead of saying, "It's Luc's motorcycle," in French we say, "It's the motorcycle of Luc." We've seen this before.
 - Do the Exercice at the bottom of page 87. Check your work with a partner and then make any necessary corrections. Here are the answers:
 - C'est la guitare de Stéphanie.
 - C'est le vélo de Jean-Pierre.
 - C'est l'ordinateur de Fatima.
 - C'est le portable/le mobile de M. Camus.
 - C'est la calculatrice de Raphaël.
 - Finally, read the sentences from page 87, at the bottom of the page 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 a well-known French-speaking pioneer from the scientific fields – there have been MANY! You can simply start a search on your own OR choose from the following lists to guide you... Famous French-speaking CHEMISTS: Claude Berthollet, Louis Joseph Gay-Lussac, Antoine Lavoisier, Louis Pasteur, and Paul Sabatier. PHYSICISTS: Jean D'Alembert, Charles Coulomb, André Ampère, Sadi Carnot, Pierre et Marie Curie, Irène Joliot-Curie, Pierre Duhem, Hippolyte Fizeau, Léon Foucault, Joseph Fourier, Augustin Fresnel, Antoine Becquerel, and Maurice de

Brogie. LEADERS IN MEDICINE: The Pasteur Institute, Jean Fernel, Julien La Mettrie, Pierre-Charles-Alexandre Louis, Luc Montaigner, and Philippe Pinel.

GEOGRAPHERS/NAVIGATORS: Samuel de Champlain, Paul Vidal, Cavalier de La Salle, Jacques Cartier, and the *voyageurs* (you could also research more specifically how French explorers/colonists made a significant impact here in Minnesota and the Midwest).

INVENTORS: Louis Braille, André Citroën, Jacques Cousteau, the Lumière brothers, and the Montgolfier brothers. MATHEMATICIANS/PHILOSOPHERS: Blaise Pascal and René Descartes.

- On a piece of paper or digital document, write down: (1) your person's nationality/country of origin, (2) the year(s) they were born and died, (3) their field of science, and (4) what they were known for (e.g., major discoveries, breakthroughs, inventions – that is to say, what was their most significant contribution to science and our world). 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 BE PREPARED WITH YOUR FRENCH PAPER WORKBOOK AND A PERSONAL DEVICE (if possible) FOR NEXT WEEK!
 - French 2 (Chastain)
 - Say today's date out loud: quatorze avril 2023 (page 11 in cahier for numbers)
 - Say today's day out loud: C'est vendredi. Youpi!
 - Review page 58 in your workbook about how to form the futur proche.
 - Complete Exercices A and B on page 59.
 - French 3 (Janousek)
 - Say today's date outloud: quatorze avril 2023
 - Say today's day outloud: C'est vendredi. Youpi!
 - In your French 3 cahier (notebook), turn to pages 75 and 76. Read through the notes we wrote in class in previous lessons, noticing the connection between the French and the English. If you do not have the pages filled in, ask a classmate for help and/or use the resources you have to fill them in. Please read through these two pages with a partner or small group.
 - Complete page 77 with a partner. When done, check your answers with the correction below. Please read them out loud together as well, one person asking the questions and the other responding. Then switch and read through them one more time together.
1. Parles-tu à quelqu'un?
 2. Non, je ne parle à personne.
 3. Non, je parle à personne.
 4. Non. Personne.
 5. As-tu quelque chose?
 6. Non, je n'ai rien.
 7. Non, j'ai rien.
 8. Non. Rien.
 9. As-tu vu quelqu'un?
 10. Non, je n'ai vu personne.
 11. Non, j'ai vu personne.
 12. Non. Personne.
 13. As-tu eu quelque chose?
 14. Non, je n'ai rien eu.
 15. Non, j'ai eu rien.
 16. Non. Rien.
 17. Est-ce que quelqu'un appelle?
 18. Non, personne n'appelle.
 19. Est-ce que quelqu'un a appelé?
 20. Non, personne n'a appelé.

- 21. Qu'est-ce que tu fais?
- 22. Rien.
- 23. Qu'est-ce que tu as fait?
- 24. Je n'ai rien fait.

- FYEX (Haukos)
 - Today is the day you will get your keyboarding spot all set up! Make sure your chair/desk are at the right height and that you are able to have your feet flat on the floor.
 - Please use the photo timer on your phone or have someone take your picture while sitting in your keyboarding position. Please text the picture to me! We will put these into a slideshow next week.
- Geometry (Andrist)
 - Finalize your project. Prepare for the Flipgrid by answering the following questions:
 - What went well? What were some struggles?
 - What challenge did you encounter, and how did you adjust to overcome the challenge?
 - What would you change about your process for next time?
 - Mathematically, what do you feel you learned, developed, or solidified with this work?
- Geometry and Geometry Honors (Gaddis)
 - What would your day be like in a world without MATH?? Write a two-page paper describing how your world would change if math did not exist. For example, how would you know what time it was? Look back over your journal for the last 3 days and investigate the ways you used math and how you would have to change those. What would you have to do differently if math did not exist? Finally think about a career you are interested in, or a family member has – how does that career use math? Could that job be done without the use of Math? Make sure to provide details! This will be turned in and graded when possible
- German 1 (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 (through pg 227) and read the assignment on pg 233 carefully. Write down your letter to the assignments on pg 233 on paper.
- German 4 (Zaczkowski)
 - 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 89-90. Write down your responses to the assignments on pg 90 on a piece of paper. Ignore the assignment 8 on pg 90. Finish all work you may not have gotten to this week from this new unit.
 - 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 totaling 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!
- Human Geography
 - Population Video - [Hans Rosling Global Population](#)
 - Intermediate Algebra (Andrist)
 - Finalize your project. Prepare for the Flipgrid by answering the following questions:
 - What went well? What were some struggles?
 - What challenge did you encounter, and how did you adjust to overcome the challenge?
 - What would you change about your process for next time?
 - Mathematically, what do you feel you learned, developed, or solidified with this 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 1 (Dovre)
 - Async Students
 - **Mayo**
 - 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?
 - **Century**
 - 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?
 - Latin 2 (Dovre)
 - Async Students
 - **Mayo**
 - Translate the “Aristo” passage on page 140

- 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?
 - **Century**
 - Translate the “Aristo” passage on page 140
 - Complete Word Study A, B, and C on page 159.
- Latin 3 (Dovre)
 - Async Students
 - **Mayo**
 - 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?
 - **Century**
 - 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
 - **Mayo and Century**
 - 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 Thursday
 - This is "In the Know Friday" - Find and learn about at least three current events in the news, (it can be local, state, US or world news). You can go on-line, watch TV, read a paper

etc.....whatever is available to you. List each current event (do 3) (who, what happened, when, where, how).

- Next, spend some time outside, then report the weather (temp., wind, rain, sunny etc.)

- Math for College (Gaddis)

- Create two equations using the information about your product using slope intercept form ($y=mx+b$). Equation #1 is your cost equation – this should include the cost per item (this is the slope value) and the one-time start-up fee (y-intercept value) Equation #2 is your profit equation – this should include your selling amount per item (slope value) and no other amounts (zero for y-intercept value). Graph these two equations and find the point they meet. This is the break-even point of your product. If you have access to Desmos you may use that otherwise plot on paper and pencil putting points into the equations. Write a paragraph or two answering the following questions about your results. Do you think your product is successful? How long will it be before you break even? Do you need to re-evaluate your product pricing? This will be turned in and graded when possible

- Math Skills (Harward)

- The traditional time of year most Americans pay their taxes happens on April 15. What does this mean and how soon does a person begin to file an Income Tax Return? You will want to research this information by looking into IRS Regulations. While you explore this information consider the following:
 - *Taxes are how governments gain revenue, or money. Revenue is needed for the government to provide public goods and services. Examples of public goods are paved roads, bridges, tunnels, street lights and playgrounds. Public services include public education, fire and police departments and sanitation programs. Taxes also pay for the salaries of government employees. Every government employee, from the president of the US to your local firefighters and garbage collectors, gets their salary from taxes.*
- Today's Learning:
 - Create a journal entry of what you have learned today about TAXES
 - Journal whether or not you feel you need to explore more options
 - Jot down any questions you may have about Taxes

- Personal Finance (Haukos)

- Today you are going to be watch the Two Cents video on [How to Build Credit From Scratch](#)
 - Please take notes on the information that 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: Complete Problems 3 and Light Bulbs 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.	
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. Complete Problems 3 2. Complete Light Bulbs 2	

- 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.
 - Friday: Slide 23
- Reading and Writing Skills (Harward)
 - Continued reading book of choice for 30 minutes or more. Write a brief reflection for what you read today.
 - Complete your plan for your Book Talk on Monday, 4/17/2023. Remember to include the following:
 - Title
 - Author & a brief author's biography
 - Book Genre
 - Provide a brief overview of the book (but don't tell the whole story)
 - Who is the main character
 - What was the plot
 - Give your star rating - (is this a 5 out of 5 stars book or only 2 out of 5 stars?) Give your WHY. This will be your recommendation.
 - Your presentation to the class should be between 3-5 minutes long.
- Social Strategies (Harward)
 - Stress is tension or a feeling of pressure or anxiety. Stress occurs when you feel out of control or under a lot of pressure, and it affects how you respond to people or situations. Think of a time or an event that causes you to feel stress, either at school, at home, on the job (if you have one), with your friends, or in the community.

- Describe how you know that you're feeling stress.
 - Does your body send you signals? (Students may mention common signals, such as back, neck, or stomach pains.)
 - Does your mind send you signals? How do your feelings or emotions change? (Students may suggest that they get angry or frustrated.)
 - How does your behavior change? (Some may retreat inside themselves and become quiet. Others may show anxiety by talking too loudly or quickly.)
- Today's Learning:
 - Journal your strategies whenever you encounter such events.
 - 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)
 - Introduction: Today will be a current events day. You are encouraged to first prioritize the assignments from Tuesday - Thursday if you are not yet done with these assignments. As always, 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.
 - Directions: First, choose a current event from the source of your choice (ex: CNN10, KIMT, KAAL, Post Bulletin, etc.). You may choose any topic you would like, however, you are encouraged to choose a topic related to the content we have discussed in sociology class. Next, 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)
 - Explore Spanish media day. Find a Telenovela, Netflix show/series, movie, or podcast that has or is original Spanish. Watch some of it or the whole episode. Write down what you found and be ready to share what it is! Be able to summarize the plot or message. This will help us understand some cultural connections!
- Spanish 2 (Miller)
 - Explore Spanish media day. Find a Telenovela, Netflix show/series, movie, or podcast that has or is original Spanish. Watch some of it or the whole episode. Write down what you found and be ready to share what it is! Be able to summarize the plot or message. This will help us understand some cultural connections!
- Speech (Wood)
 - Welcome to Day 4 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. If you have a non-school electronic device you may use it; however, I like pen to paper! You will share this work with your teacher when we return to class.
 - Prompt: Make a list that includes as many dreams/goals you have for yourself. You should have at least 10! The list should include dreams/goals that are big (eg. graduate from college) or small (eg. clean my room).
- Statistics (Gaddis)
 - Use the following calculator (<https://www.statskingdom.com/confidence-interval-calculator.html>) to enter in your data and run a confidence interval. Complete a two paragraph write up about your question and why you choose it and also the results of your confidence interval. Do you

think they are accurate? Did you have enough data points (30)? Compare your results to a statistical result (website that may have this data already – include the website). This may not be possible depending on your question. If you cannot use the calculator yet, wait until you have access to the internet to complete this task. This will be turned in and graded when possible

- 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)
 - Introduction: Today will be a current events day. You are encouraged to first prioritize the assignments from Tuesday - Thursday if you are not yet done with these assignments. As always, 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.
 - Directions: First, choose a current event from the source of your choice (ex: CNN10, KIMT, KAAL, Post Bulletin, etc.). You may choose any topic you would like, however, you are encouraged to choose a topic related to government and/or politics. Next, 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 25:00): <https://www.youtube.com/watch?v=zSfzFWU5LbY>
 - Roosevelt (25:00 - 30:42):
 - 1. What word had President Hoover's name become synonymous with?
 - 2. Hoovervilles = _____, Hoover Blankets = _____, Hoover Flags = _____
 - 3. What percentage of the population was unemployed in 1933?
 - 4. How did Roosevelt strive to restore faith in the nation's banks?
 - 5. What were two jobs boys in the Civilian Conservation Corps were hired to build?
 - 6. How much were boys in the Civilian Conservation Corps paid?
 - San Francisco (30:42 - 38:31):
 - 7. What began to happen with labor unions throughout the country after the union in San Francisco received their demands?
 - 8. What was Huey Long's message to the American people?
 - 9. What ultimately happened to Long in September 1935?
 - The Second Hundred Days (38:31 - 44:15):

- 10. How many states did the Tennessee Valley Authority help by building dams, creating electricity, ending floods, and lifting families out of poverty?
 - 11. What was Hitler preparing for while he was getting Germany out of the Depression?
- 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 you will finally select the Greatest INVENTION Of All Time. Compare and Contrast the two inventions you placed stars by on Wednesday and Thursday. How are they similar? How are they different? Which had a bigger impact on human history? In your notebook, highlight or circle the invention you believe had the greatest impact on human history. Then, write a two-paragraph summary that includes the following:
 - 1) Paragraph #1 – How were your top two inventions similar? How were they different? Things to consider for this paragraph might include:
 - a. When & Where were they invented?
 - b. What parts of society were influenced by them? (ex. Health, Social Classes, Government/Laws, Religious ideas or philosophies?)
 - c. Were ALL people affected by these inventions? Or only some people?
 - d. How long did this invention affect human history?
 - 2) Paragraph #2 – What is your choice for the Greatest INVENTION Of All Time? Things to consider for this paragraph might include:
 - a. What makes an invention important?
 - b. Does the invention have to have a good/positive invention to be the greatest?
 - c. How is your life different today, because of this invention?
- Work Based Learning (Thompson)
 - Today we will explore student life at different types of colleges and universities. Colleges and universities offer a variety of athletics and activities for students to attend and/or participate in.
 - Open this website <https://www.minnstate.edu/admissions/studentlife.html>
 - Look at the tab titled college athletics.
 - What sports does Rochester Community and Technical College support?
 - 1. Open and review this site: <https://www.rctc.edu/studentlife/>
 - This page will give you an idea of events that happen on a college campus.
 - 2. Review the list of clubs and write down at least 3 clubs that you find interesting.
 - 3. Take a look at the ECHO student newspaper. List 3 pieces of information.
 - 4. What concerts, theater events and art events can students attend?
 - 5. Last, under the Student Life tab - open events. Pick an upcoming event of interest. Read about it. In the space below, briefly describe and tell why this is of interest to you.
- Work Experience Seminar (Haukos)
 - Please login to the portal for [MNCIS](#) with our personal login or use the following login/password combination
 - Login: rponline
 - Password: Rochester1
 - Please complete the **Work Importance Locator** you find when you hover over Assessment.
 - This is NOT a drag/drop, but instead you will click the cards to place them.