RPS Online Asynchronous Day Monday, April 17, 2023

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

- **Power Up Students: Edgenuity** is not currently accessible on a Chromebook as it requires login via Google which is down for the school system. To access Edgenuity use a device other than a school Chromebook. You should be able to access Edgenuity via Classlink.

- 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

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**Elementary School**

**Library/Media**
All grades should read books of their choice during Library Media class time. We will discuss the titles when we meet next.

**Music (Mr. Manansala)**
- Please reference our no-login-required Google Site for assignments:
Kindergarten-Jarvis

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

Writing- Write 1 or more sentences in your journal. Don’t forget a capital letter at the beginning and a period at the end of the sentence!
Monday: Weekend News—write about your weekend using a capital letter at the beginning and a period at the end of each sentence. This weekend I _________________. (just write about one thing you did!).
Tuesday: I like to play _________________.
Wednesday: Signs of spring—In the spring plants _________________.
Thursday: Thankful Thursday-write something you are thankful for. I am thankful for _________________. (Make sure it is something new this week!)
Friday: Friday Favorite-Tell me about your favorite animal. My favorite animal is _________________.

Math-
Monday: Sort your toys today by color! (You can choose one type of toy like blocks, dolls, crayons, be creative!). Share your sorting with someone older than you.
Tuesday: Draw a picture to solve this story: There were 3 birds sitting in a tree. 2 more birds came to the tree. How many birds are there in all?
Wednesday: Ask your child to write these numbers (say them out loud, do not show them the number, give them assistance if needed):
16, 24, 13, 28, 31 Challenge: 78, 65, 83, 105, 114
Thursday: Use your yellow 10 frame in your Kindergarten Kit Math folder and 2 colors of counters from your kit (the little cubes). Make 3 ways to make 10. Write the number sentence for each. _____ + _____ = 10
 Friday: Create a sound and movement pattern (example: clap, jump, say woo) and teach it to your family members. Can they keep the pattern going with you?

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 water colors, oil pastels, crayons, markers, or colored pencils.
- Art with Nature
- Make patterns (use things inside or outside)

Grade 1-B. Winter
• **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.
  - Practice the heart words in the back of your Countdown book. Make 10 flashcards of words you don’t know yet and see if you can learn them by the end of the week!
    - “Lexia” may be an option on a personal device.

• **Writing:** Write 2-5 sentences (or more) in your learning log. Don’t forget a capital letter at the beginning and a period at the end of the sentences!
  - Monday: Weekend News—write about your weekend. This weekend I __________________.
  - Tuesday: I like to play ________________.
  - Wednesday: Signs of spring—In the spring plants ____________________.
  - Thursday: Thankful Thursday—write something you are thankful for. I am thankful for ________________. (Make sure it is something new this week!)
  - Friday: Friday Favorite—Tell me about your favorite animal. My favorite animal is ____________________.

• **Math:** 1st and 2nd grade: Complete one Math Boxes Journal page each day.
  - “Happy Numbers” may be an option on a personal device.

• **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 2 -P. Winter**
• **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.

• **Writing:** In second grade we have worked on beginning our writing with an onomatopoeia, and also using questions within our writing. We are also working on details in our writing. Neat handwriting is important as well. Please aim for 5 to 10 sentences for each writing experience.
  - Monday: Weekend News—write about your weekend.
  - Tuesday: Birds are returning to Minnesota. Write about birds you have seen lately. What do they look like? Where are they finding food? Do you see more than one type of bird?
**Wednesday**: Describe an outdoor activity you have enjoyed now that the weather is warmer.

**Thursday**: Thankful Thursday - write something you are thankful for.

**Friday**: Friday Favorite - Tell me about your favorite people.

**Bonus Writing**: Pick a prompt in your purple notebook.

**Math**

- **Monday**: Graphing. Pages 172 and 173 in math journal 2.
- **Tuesday**: Page 174 in math journal 2.
- **Wednesday**: Measurement. Pages 175 and 176 in math journal 2.
- **Thursday**: Page 177 in math journal 2.
- **Friday**: Page 179 math journal 2.

**Stem/Art**: Choose at least one activity each day:

- **Water play inside**: Use measuring cups from the kitchen and different sizes pots and bowls. Measure liquids.
- **Water play outside**: Use a bowl of water and paintbrushes. Paint with water on the driveway or sidewalk. I wonder how long your water painting will last?
- **Create a sculpture**: use cereal boxes, empty toilet paper tubes, tin cans, etc. What can you create?
- **Sidewalk Chalk**: Write positive words on the sidewalk or driveway.
- **Play the alphabet game**: Name animals and try to go through the entire alphabet. Try it with food.
- **Build a structure with marshmallows and toothpicks**.
- **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**

**Music (Shea)**

2nd and 3rd Grade Music Class (Winters and Peterson)

You will need: Your artist notebook paper and a pencil.

Activities:

- Create your own instrument: Look around your house and look for anything to create an instrument.
- **Examples**:
  - Pull rubber bands around a container to create strings at the opening of the container.
  - Flip a cup or container upside down and use pencils to tap on it.
  - Find an object that makes a musical sound when you tap it against a desk.

- On your artist information paper from last week: write your instrument and what it is made of. Write down what kind of sound it makes (ex. Loud/soft or low/high sounds)
- Listen to your favorite artist's song from last week and keep the beat to the song on your instrument.
- Create a 4-beat rhythm to play on your instrument using the rhythms we know (ta, ti-ti, rest, etc.)

- Explore the Dr. Musik website: [https://www.doctormusik.com/](https://www.doctormusik.com/)
- This features virtual instruments and online composing activities.

- Explore the **Isle of Tune** online activity: [https://www.isleoftune.com/](https://www.isleoftune.com/)
  - Create a road for your car to drive down.
  - Place cars on the road
- Place houses, lights, trees, and brushes along the road
- Press Go to hear your street make music!

- **Experiment with Chrome Music Lab**
  - Go to Song Maker in Chrome Music Lab
  - Create your own songs using the blocks and shapes at the bottom!

**Phy Ed-Vesel 2nd Grade**

Find the Gnome

https://youtu.be/nDKHLF-rcqs

Rabbits on the Rub

https://youtu.be/DHO99Kbl7g4

Freeze dance

https://youtu.be/A8YGgQVKd4A

**Grade 3 - Peterson**

- Read for 30-60 minutes. Write down in your notebook: What was the problem in the story? How was that problem solved? Answer in complete sentences. Continue checking off your April Bingo reading calendar.

- Journal- Opinion writing: Write in your notebook. What is your favorite candy? Write it in this format- My favorite candy is ___. I like it because ______. Also, _____. It is better than ___ because ___. Make sure to check punctuation and write in complete sentences. It should be between 4-6 sentences long.

- Math- practice multiplication facts using your fact triangles. Do xtra math and Splashlearn if you can. Journal page 215

- Science/STEM: Choose one of the STEM activities I sent to your parents. Write down which one you did and describe what happened.

- Bonus STEM-Egg Drop Challenge *with parents’ permission: Use materials around your house to build a contraption that will protect a raw egg from a high fall. Start gathering materials-build it over the next few days.
  
  https://buggyandbuddy.com/stem-kids-egg-drop-project/

**Grade 4-Flanahgan**

Parents, please share daily assignment lists with your kiddo. Please help them if you are able, or email their question/area of struggle to me at flan1991@yahoo.com E Day

******Parents, please send me a picture of your kiddo’s work each day on email (flan1991@yahoo.com).

- **Here are the materials needed for this week:**
  - Math journal #1 and #2
  - Math reference book (hard cover)
  - Sciencesaurus (hard cover) science book
  - Social Studies / States and Regions (bear on front/hard cover)
Black binder with ALL of the papers that you've gotten on pick up that are 3 hole punched.
- STEM kit materials
- Math card deck
- Social studies -2 white envelopes with matching NUMBER on them
- Your ASYNCHRONOUS NOTEBOOK & folder
- materials for a diorama (delivered to you last week)
- Castle in the Attic book
- Castle in the Attic work pages

Assignments

- **Sciencesaurus book**: read pages 116-117 about the digestive system and draw/label the picture from page 116 in your ASYNCHRONOUS notebook.

- **Math**

  1. Journal #1: complete page 50 (#6,7)
  2. Journal #2: complete page 162 (#2)

- **Reading**: The Castle in the Attic: Read the vocabulary words and their definition on the first page of the Castle in the Attic packet (in your Asynchronous Folder).

  1. Read Chapter 1 (pages 3-7)
  2. Draw a picture with the characters from chapter 1 and write their names.

- **STEM/Art activities**: Choose 1 activity each day:

  - play outside
  - building with blocks/legos, etc.
  - do a puzzle
  - use sidewalk chalk (there was one large piece in one of your pick up bags)
  - create something using folding paper art (origami)
  - imagination play
  - Play Dough/clay (yes, you can use the play dough/clay that you’ve received from me)
  - board games/card games
  - art/drawing, painting, etc.
  - help your parents with chores
  - help bake/cook something (with an adult)
  - call a family member you haven’t talked to in awhile (with parent’s okay)
  - write a letter to someone

Grade 5 – Hill

- You will have Monday April 17 and Tuesday April 18 to complete this group of assignments.

- **Materials needed this week:**

  - a notebook
  - pencils, crayons, colored pencils
  - Social Studies book (yellow with a ship on the cover)
  - Math journals 1 and 2
  - Scissors
  - baggies
(Friday Fun you may need spaghetti noodles or toothpicks and mini marshmallows or chewing gum).

- If you need support, please reach out! hill5kim@yahoo.com   phone number: 507-328-3846
  Assignments can also be found at: https://app.classkick.com/#/login/7BFBKH
  class code: 7BFBKH

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<thead>
<tr>
<th>Reading:</th>
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<tbody>
<tr>
<td>Read independently for 30 minutes.</td>
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<tr>
<td>Read pg. 140-143 in your Social Studies book</td>
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<tr>
<td>1. Do the Activities on pg. 143</td>
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<tr>
<td>2. Choose one of the following activities</td>
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<tr>
<td>- Draw a picture of Richard Woodley and his family involved in one of the activities described in the passage.</td>
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<tr>
<td>- In the passage, Richard describes preserving food with salt. Research how food is preserved with salt and create a poster to explain the process.</td>
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<td>- Choose an activity from the passage and draw it as a cartoon strip including pictures, captions, and speech bubbles.</td>
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<td>3. If you have access to the internet, complete 20 minutes on Lexia</td>
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<tr>
<th>Writing/Vocabulary:</th>
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<tr>
<td>1. Choose one of your short stories you wrote last week. Revise (make changes to improve it) and edit (correct spelling, punctuation and grammar) this story.</td>
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<tr>
<td>2. In your Social Studies book, (on pages 120-147 and your glossary) write definitions of the following words in your notebook:</td>
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<td>- claim</td>
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<td>- armada</td>
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<td>- invasion</td>
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<td>- charter</td>
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<td>- invest</td>
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<td>- stock</td>
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<td>- cash crop</td>
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<td>- pilgrim</td>
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<td>- compact</td>
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<td>- cape</td>
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<td>- diversity</td>
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<td>- tolerance</td>
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<td>- missionary</td>
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<td>- parallel timelines</td>
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<td>- indentured servant</td>
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<tr>
<th>Math:</th>
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<tbody>
<tr>
<td>If you have access to the internet, work on Happy Numbers for 30 minutes</td>
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<td>Class Code: 372362</td>
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<table>
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<tr>
<th>Student Choice:</th>
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<tbody>
<tr>
<td>Choose at least one activity each day:</td>
</tr>
<tr>
<td>- Building blocks/Legos</td>
</tr>
<tr>
<td>- Do a puzzle</td>
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<tr>
<td>- Sidewalk Chalk</td>
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<tr>
<td>- Create something using folding paper (origami, paper airplanes)</td>
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<tr>
<td>- Help in the kitchen</td>
</tr>
<tr>
<td>- Imagination play</td>
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<tr>
<td>- Play Doh/clay</td>
</tr>
<tr>
<td>- Board games/card games</td>
</tr>
<tr>
<td>- Art/Fine Motor ○ Draw</td>
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<tr>
<td>- Play outside</td>
</tr>
<tr>
<td>- Do art with watercolors, oil pastels, crayons, markers, or colored pencils.</td>
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<tr>
<td>- Art with Nature</td>
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**Phy Ed 5th Grade (Vesel)**

Find the Gnome

https://youtu.be/nDKHFLF-rcqs

Rabbits on the Rub

https://youtu.be/DHO99Kbl7g4

Freeze dance

https://youtu.be/A8YGqQVkd4A

**Mrs. Fox**

Parents can contact Mrs. Fox with any questions at the temporary email address: olivia.fox.rps@gmail.com while the district email is down.
Mrs. Fox’s Social Skills- Growth Mindset Review:
1. Ask an adult, sibling, or friend to be your learning partner
2. Tell your partner in your own words what you have learned about Growth Mindset this year. (Hint- we talked about positive inner voice, the power of Yet, and growing your brain by trying new and hard things).
3. Take the following Fixed Mindset statements and change them to be Growth Mindset statements focused on growing yourself and getting better over time (Please write down your new statements or have an adult help you):
   A. I can't make it all the way across the monkey bars.
   B. My drawing is not good enough to show my teacher, she will never put it on the wall.
   C. I am not good at making new friends, kids think I am weird.
(Example: I can change the fixed mindset statement, "This is too hard, I forgot what Growth Mindset is" to the Growth Mindset statement, "It has been a while since we talked about Growth Mindset, I need to do a quick Google search to remind myself what Growth Mindset means. This is an opportunity for me to learn something new and grow my brain!")
4. Optional for if you have access to a device- Listen to the following read aloud on Youtube: *After the Fall* by Dan Santat and discuss if Humpty Dumpty had a fixed or growth mindset.

Mrs. Fox’s Math- Friends of 10:
1. Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
   Practice for a total of 15 minutes. Please write down who you worked with. You will share this with me when we return to class.
2. Optional if you have access to a device- Listen to Friends of 10 by Jack Hartmann on Youtube.
3. You and your partner will play the *Friends of Ten* game. The goal of the game is to find two numbers that add up to 10.
   A. Your partner will hold up between 0-10 fingers.
   B. As quickly as you can, you will hold up the amount of fingers needed to make 10 total.
   Example- If your dad holds up 3 fingers, you would quickly hold up 7, because 7 and 3 equal 10. Next, if your dad holds up 9 fingers, you would hold up 1, because 9 and 1 equal 10. If your dad holds up 6 fingers, you would hold up 4, because 6 and 4 equal 10.
   C. Say the math facts out loud as you make them (" 7 plus 3 equals 10!")

While adding to 10 may seem like a rudimentary skill, being able to make 10 with automaticity is a very important base skill students need to develop and is often skipped. They will later on use the number relationship concept to make connections with other mathematical concepts, like algebra... way down the line! Try to see how fast your student can make 10, can they do it without counting their fingers? The end goal is for students to know the pairs of numbers that make 10, automatically, without having to count).

Mrs. Fox’s 1st 2nd Reading Group- Practicing Phonological Awareness
1. Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
2. You and your partner are going to practice the Phoneme Deletion Strategy- This strategy helps you learn to segment and chunk when you are sounding out new words. It is an important decoding skill!
   A. The learning partner (the adult or older sibling) will say a word (Example: "win"). The student will repeat the word ("win"). The adult will say which sound to delete ("Now say win, but don't say /w/).
   B. The student will say the new word without the deleted sound, "/in/"
   C. Continue with three letter words or longer, depending on how difficult the task is.
   Example: The adult says, "Say trip."
   The student says, "Trip."
   The adult says, "Now say trip again without the /tr/ sound."
   The student says, "/ip/.

   Example 2: The adult says, "Say past"
   The student says, "Past."
   The adult says, "Now say past again without the /st/ sound."
The student says, "/pa/.

Mrs. Fox’s Reading Group 3rd 4th and 5th grade- Positive and Negative Character Traits:
1. Find a fictional story book at your reading level to read to a friend or family member (perhaps give your grandparents a call and read to them!) - *you can wait until your adult gets home*
2. Share with your audience that we are working on character traits. While you are reading, pause to write down the answers to the following questions:
   A. Who is the main character in the book?
   B. Can you name 3 positive traits the character has?
   Positive Character traits examples: Brave, fair, careful, cheerful, clever, energetic, friendly.
   C. Can you name 3 negative traits the character has?
   Negative Character trait examples: Greedy, rude, spoiled, stingy, stubborn, selfish, foolish.
2. Share with your partner WHY you think the character's traits are positive or negative and WHAT in the book makes you think so. Are there traits your character has that are not positive or negative? Maybe they are bored or clumsy, are those good or bad traits? Or neutral (not good or bad?)
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 Christensen

- Morning Meeting - Talk about the date and day of the week. Count quarters to $2.00.
- Reading - Find a favorite book and read for 15 minutes. (This can be with a partner.)
- Social - Play a game with a family member -Play I Spy with kitchen items (I spy something that keeps food cold.)
- Functional - Go for a walk to the store (you can drive to the parking lot). Help get healthy foods for the cart and take a picture with something green and with something you would like to try to eat.
- Math - Count the number of commercials in your favorite show.
- Writing - Write your name and take a picture of a scene out your window. Now write a sentence about what you see.
- Project - Help to get ready for a meal. Take a picture of what you did to help.

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

Grade 6

- Social Studies (Letkiewicz, Walters, & Valentine)
  o Take out your Social Studies notebook.
  o Listen, watch, or read about something that is happening in our world today. Write a 3-5 sentence summary explaining what you learned.
- English Language Arts (Letkiewicz)
  o Bell Work - Multiple Meaning Monday
    ▪ Open up to the next blank page in your ELA notebook. Set up your notebook as we normally do for bell work. Title it “Quarter 4 - Week 2” and put this week’s date (April 17 - April 21) in the top right corner.
    ▪ In your notebook, write down the definition for personification and give 1-2 examples of personification.
  o Tone vs. Mood - Introduction & Notes
    ▪ Today’s Learning Target: “I can identify the tone and mood of a text.”
Take Notes of the following vocabulary words:

- **Tone**: the way an author’s ATTITUDE is conveyed through a piece of writing. It's the way the author wants you to feel about a subject.
  - Tone is often described with adjectives.
    - (Examples: scared, joyful, anxious, calm, etc.)
    - Tone creates meaning for the reader and influences the story.
    - The tone of a piece of writing can be positive, negative, or neutral.

- **Mood**: the feeling the reader gets after reading a story. It is how YOU FEEL.
  - Mood is described with adjectives about how YOU would FEEL.
    - (Examples: loved, sad, excited, gloomy, shocked, etc.)
  - Mood is the feeling YOU get when you read a story.
  - The mood can be positive, negative, or neutral.
  - Your mood can also change throughout a story.

Be sure you completed ALL of the notes on Tone vs. Mood. Tomorrow’s activity will have you identify tone and mood using different passages.

**Math** (Walters)
- Race to Save the City - Students will be able to solve unit rate problems involving distance, rate, and time.
- Use these formulas to help you with the questions below. Write the answers in your math notebook:
  - distance = rate x time (d=rt) (commonly used to solve this type of problem)
  - rate = distance/time
  - time = distance/rate.
- **Problem 1**: You have a hankering for a hot fudge sundae, and the best ice cream shop in the state opens at 11 a.m. If you live 10 miles from the shop and the speed limit on the road is 40 miles per hour, when should you leave to get there when the shop opens?
- **Problem 2**: It took Sydney’s family 2 hours to drive to an amusement park that is 80 miles away. How fast was the car traveling?

**Science** (Valentine)
- **Question Of the Day** - (Write your answer in your notebook): Over the last 10 years, what invention has been the most important one for people? Why?
- **Target**: Review what qualitative and quantitative observations are. Practice making observations.
- **Do This**: Today, I want you to take a 10-minute walk outside with your science notebook. I want you to make observations about the natural world around you.
- Make at least 3 Qualitative Observations! Remember, A Qualitative Observation is an observation in which you are just noticing the qualities of things (Color, Smell, Texture, etc.) With Qualitative observation you use your senses to make sense of the things around you.
- Make at least 3 Quantitative Observations! Remember, a Quantitative Observation is an observation we make using numbers and measurements. So you could count things, measure things, use your phone to find the temperature while you are outside, etc.
- Be prepared to share some of your observations when we are back together in class.

**Project Time** (Letkiewicz, Walters, & Valentine)
- "Rethinking Wastewater" - Research
  - How much water do you think you use in a day (in gallons)?
  - On average, Americans use 80-100 gallons of water a day, the average family uses 300 gallons per day.
  - In your Project Time notebook, answer the following questions:
    - What are all of the ways you use water at home?
    - What do you think happens once water goes down the drain?
• PE (Nguyen)
  o The 127th Boston Marathon will take place on Monday, April 17, 2023, featuring nearly 30,000 athletes from more than 100 countries. In Rochester, the Med City Marathon will be run for the 27th time on May 13th, 2023.

  o Runners spend weeks, even months preparing for this physical event. There are 26.2 miles in a complete marathon and there are 26 school days until the running of the Med City Marathon. Beginning today, April 17th, we are going to chip away at this distance one day at a time. Your option is to walk, jog, run, or bike the distance of the Med City Marathon.
    ➢ Find a safe location to walk, jog, run or bike at least 1 mile per day. You may do more than 1 per day but pace yourself.
  • In your notebook, track your distances.

    How far is a mile? A mile is a mile, but it is FOUR laps around a standard track. If you live in Rochester, we all have access to the Soldiers Field track near the pool. Not to mention the miles and miles of trails near Silver Lake and Cascade Lake. You can also use a smartphone app like MapMyRun or Strava (download for free) to track your distances.
    ➢ Challenge yourself to get outdoors (or on a treadmill if you have one) every school day for the next 26 days. Together we will all run the marathon together and cross the finish line together later in May!!
    ➢ Don’t forget to continue to complete 25 pushups every day!! Track those push-ups in your notebook as well!!
    ➢ Please complete your walk/jog and pushups daily.

7th Grade

ART (Strom)

Think about what art means to you. There are many types of art people do every day that you might not think of as art. There is drawing, painting, sculpture and everything else we learn about in art class- but it's not always paper and media/clay. Some students make art with legos, or make up, do models or nail art... maybe they make digital art or construct pictures in VR. What I'd like you to do is get your art supplies together so they're easy to find when you're in class and show me an example of the art you do when you have designated time to create something freely! This will help me learn a lot about you as an artist!

Communication Arts (Werning)

Part 2 of Commercial Analysis

4/17B Monday - 4/18A Tuesday -- on page four of your homemade analysis.
Now, put it all together. With what you saw and heard, determine what advertising techniques were used for each commercial. You need to provide the Commercial name, and what criteria it meets to put it in the advertising technique (s) category that you have chosen. The commercial may actually fall into more than one category, so make sure you pay attention to the details. Keep this hardcopy analysis project to share when we go back online.
Grading- 1 page = 1 point, 2 pages = 2 points, 3 pages = 3 points, 4 pages = 4 points. Total of 4 points possible for this analysis paper packet.

English (Jones) 8th Period
This week we dive into Greek Mythology. We will watch many different stories this week and look at the common types of stories told in this mythology versus what we explored last week in Japanese Mythology. Be sure to pay attention to what you see as the common threads of these stories.

Videos for today:

Zeus:  
https://www.youtube.com/watch?v=aEb2wczkdNk&list=PPSV

Poseidon:  
https://www.youtube.com/watch?v=0CrPPxDPcA4&list=PPSV

Hades and Persephone:  
https://www.youtube.com/watch?v=sf2zHmMqT7M&list=PPSV

Athena:  
https://www.youtube.com/watch?v=-EP14g7XXA0&list=PPSV

Attachments area
Preview YouTube video The Mythology of Zeus: King of the Gods

Preview YouTube video Poseidon: The God of Seas - The Olympians - Greek Mythology - See U in History
English (Miller) + Social Studies (Hengel) + Math (O'Byrne and Gaddis)

English (Miller)
This week, you will continue building the mythology and cultural elements of your fictional country. Your assignment today is to write a poem about what life is like for a citizen in your created land. If you are stuck, consider the following topics: Do people in your country get along? What kinds of jobs do people work? What hopes for the future do citizens have? What kinds of wildlife live there? Is there a season of the year that is particularly beautiful (or unbearable)? You may use any rhyme scheme you like, but your poem must be at least 14 verses (lines).

Social Studies (Hengel)
- Before Spring Break, we were learning about World War I. Remember that some of the main causes of WWI were the isms of the world (Nationalism, Isolationism, Militarism). In your notebook write out what you can remember of the three isms and if you are able to look up those terms fill in the missing information.
- We learned that WWI was mostly fought in trenches, on ships and there were some plane dog fights. We focused mainly on trench warfare and ship attacks. If you can remember what the causes of America breaking their isolationism from Europe’s war, please write that in your notes.
We were going to talk about the conclusion of WWI and how it ended with the Treaty of Versailles when we came back from break. Please read this website 

Math 7 (O’Byrne) Probability
1) Watch the lesson video and take notes as needed.
https://youtu.be/TKq10reRVos?list=PLl4a7w81Zp_7yX-1Tx-idwnUiZ_TONiSgS
2) Practice this concept by completing the worksheet in your notebook.
https://drive.google.com/file/d/17A3NVBeUYsmDDLZO-IxHaQs6etxM70qX/view?usp=sharing

Pre-Algebra (Gaddis)
This week we will continue the unit on percents. We will start with some refresher material and work out to new material later in the week. Please complete the following problems in a notebook as they will be turned in when possible.

Given the percent equation (6.3) complete the following problems. Reminder the percent equation is \( a = p\% \times w \). Where \( a \) is part of a whole, \( p\% \) is the percent, and \( w \) is the whole.

1. What number is 24% of 80? 
2. What number is 120% of 70? 
3. What number is 20% of 55? 
4. 15 is 30% of what number? 
5. 48 is 75% of what number?

Science 7 (Lawstuen)
On your walk/run/jog/bike for P.E., you are going to complete an ecology scavenger hunt. Take a picture of the following things, each number below has to be a different picture:
1. A biotic object
2. An abiotic object
3. A biotic object interacting with another biotic object.
4. A biotic object interacting with an abiotic object.
5. A producer
6. An omnivore

PE (Nguyen)
The 127th Boston Marathon will take place on Monday, April 17, 2023, featuring nearly 30,000 athletes from more than 100 countries. In Rochester, the Med City Marathon will be run for the 27th time on May 13th, 2023.

Runners spend weeks, even months preparing for this physical event. There are 26.2 miles in a complete marathon and there are 26 school days until the running of the Med City Marathon. Beginning today, April 17th, we are going to chip away at this distance one day at a time. Your option is to walk, jog, run, or bike the distance of the Med City Marathon.
- Find a safe location to walk, jog, run or bike at least 1 mile per day. You may do more than 1 per day but pace yourself.
- In your notebook, track your distances.
- How far is a mile? A mile is a mile, but it is FOUR laps around a standard track. If you live in Rochester, we all have access to the Soldiers Field track near the pool. Not to mention the miles and miles of trails near Silver Lake and Cascade Lake. You can also use a smartphone app like MapMyRun or Strava (download for free) to track your distances.
- Challenge yourself to get outdoors (or on a treadmill if you have one) every school day for the next 26 days. Together we will all run the marathon together and cross the finish line together later in May!!
- Don’t forget to continue to complete 25 pushups every day!! Track those push-ups in your notebook as well!
- Please complete your walk/jog and pushups daily.

**Health 7 (Anglin and Russel)**

We are continuing to learn more about our mental health. An important aspect of maintaining good mental health is managing and coping with stress.

You will become a stress expert.

**Assignment:** Create a stress brochure or poster to show your knowledge about stress/stress management. Use your own paper or if possible, create a digital creation.

**Requirements:**
1. Define two types of stress - Yes, there are two types. Name examples of each.
2. Explain the stress response (what is fight, flight, or freeze)
3. List/Describe 5-7 stress management techniques a teen might use.
   Be creative to show your learning using pictures, words, images, color, etc. Save your work for later.

Kids Health is a great website if need more information. [https://kidshealth.org/en/teens/your-mind/](https://kidshealth.org/en/teens/your-mind/)

**7th Grade Spanish (Miller)**

Have you ever used Duolingo? Join our Duolingo class! [www.duolingo.com/classroom/wzbvfa](http://www.duolingo.com/classroom/wzbvfa)

Explore the introduction lesson.

**21st Century Business (Myran) - Monday/Tuesday 3rd/4th hour**

You will have Monday and Tuesday to try and wrap up this project that we started last week. A) Research 5 colleges that somebody could attend. Please list the following for each college.
- How many students attend the college (enrollment)
- What city/state is located in?
- How many miles is it from Rochester, MN?
- What is a program they offer that you could study?

B) Research 5 careers that somebody could have one day. Please list the following for each career.
- What are the 2-3 responsibilities this job has?
- How much education do you need to obtain this job?
- How much does this job pay (salary)?

**ART 8 (Strom) Grade 8**

Think about what art means to you. There are many types of art people do every day that you might not think of as art. There is drawing, painting, sculpture and everything else we learn about in art class - but it's not
always paper and media/clay. Some students make art with legos, or make up, do models or nail art... maybe they make digital art or construct pictures in VR. What I'd like you to do is get your art supplies together so they're easy to find when you're in class and show me an example of the art you do when you have designated time to create something freely! This will help me learn a lot about you as an artist!

English (Miller) + Social Studies (Hengel) + Math (O’Byrne and Gaddis)

English (Miller)
This week, you will continue building the mythology and cultural elements of your fictional country. Your assignment today is to write a poem about what life is like for a citizen in your created land. If you are stuck, consider the following topics: Do people in your country get along? What kinds of jobs do people work? What hopes for the future do citizens have? What kinds of wildlife live there? Is there a season of the year that is particularly beautiful (or unbearable)? You may use any rhyme scheme you like, but your poem must be at least 14 verses (lines).

Social Studies (Hengel)
- Step 1: Today you will need a notebook and pencil. Your job is to write out the six themes of geography. Number in your notebook 1-6 and fill in the six themes to the best that you can remember.
- Go back and fill in missing information that you have from this website https://www.mrdowling.com/the-six-essential-elements-of-geography
- Step 2: Theme one is location: In your notebook write out the location of your country relative as if explaining to a second grader where your country is and absolute as if telling your parents where it is.

Math 8 (O’Byrne) Hours 2, 3, and 6
In this video lesson we will learn about the special relationship between the sides of a right triangle. We will discover that a right triangle is a triangle with a 90-degree angle formed by two legs and the third side, opposite the right angle, is called the hypotenuse. Pythagoras, a Greek Mathematician, is credited with the Pythagorean Theorem since he was the first to prove the theorem. The Pythagorean Theorem states that the sum of the squares of the legs of a right triangle is equal to the square of the hypotenuse. The Pythagorean Theorem only applies to right triangles. We will prove the theorem. We use the Pythagorean Theorem to find a missing side. Student practice is embedded in the lesson with modeled exemplar solutions.
1) Watch Video: https://youtu.be/SvyRCI8yIRc
2) Practice with this worksheet - complete the problems in your math notebook: https://cdn.kutasoftware.com/Worksheets/PreAlg/Pythagorean%20Theorem.pdf

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5. 48 is 75% of what number?

3. What number is 20% of 55?

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**Science 8 (Lawstuen)**

**Minnesota’s average winter temperature, December-February, 1896-2014**

Make high quality observations about the graph. For example: do not put there are dates, temperatures, blue lines, etc. **What you need to do today:**

1. What is one thing you see on the graph?
2. What do you think that means?
3. What is one thing you see on the graph?
4. What do you think that means?
5. What surprised you as you looked at this graph?
6. Does this graph represent weather or climate? Provide two pieces of evidence to support your answer.

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**Science 8 (Campos)**

Please contact Ms. Campos at campos.rps.science@gmail.com for assignments and instructions

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**Global Studies (LaRochelle)**

In line with the work you did last week in other classes, we will work on creating our own country this week.

Making a Map - We’ll begin by mapping your imaginary country. It should include:
- **TODALS:** title, orientation, date, author, legend and scale
- Important physical features
- Make cities and towns, including a capital city.

This can be done on notebook paper or printer paper. Feel free to be as creative as you want!

If you have access to a personal computer or other technology this can be done using an app of your choice.

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**PE (Nguyen)**
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- Challenge yourself to get outdoors (or on a treadmill if you have one) every school day for the next 26 days. Together we will all run the marathon together and cross the finish line together later in May!!
- Don’t forget to continue to complete 25 pushups every day!! Track those push-ups in your notebook as well!
- Please complete your walk/jog and pushups daily.

Automation & Robotics (Myran) - Monday/Tuesday 4th hour
You will have Monday and Tuesday to wrap this project up that we started last week.
- Find 10 different types of robots around the world
- For each robot, list several of its capabilities
- If you can find the cost of the robot, list that
- When did the robot launch?
- What other interesting pieces of information can you find for the robot?

Mr. Giarratana
1st Hour (Reading)
Reading: Please read for at least 20 minutes in 1 hour and answer the following: 1) What did you read? 2) Would you recommend this reading to someone else? Why or why not? 3) What is something you thought about after this reading?
Please record responses separately and submit when able.

3rd Hour (Social Skills)
- You noticed that one of your friends hasn’t been talking to you very much this week. You see her whispering to other friends and worry she is talking about you. How would you solve this problem?
- You don’t have a lot of nice clothes and one of your classmates keeps saying things about your outfits that hurt your feelings. How would you solve this problem?
- You overhear some students saying they are going to play a mean trick on a classmate. How would you solve this problem?

Please record responses separately and submit when able.

4th Hour (Study/Org Skills)
> Please take this time to work on assignments from other classes and reach out to me if you have any questions. <

Please respond to these 2 prompts and submit when able.
When finished, please use your time to complete homework and reach out to any teachers with questions.
Thank you!

6th Hour (Reading/Writing)
What was the most interesting thing I saw or heard today?
What was the most challenging thing I faced today?
What am I grateful for today?

Please record responses separately and submit when able.

8th Hour (Math)
• Describe the relationship between a sunny day and the amount of birds you might see outside. What effect does temperature and weather have on the amount of wildlife you see outside? How can you describe this in mathematical terms?

Please record responses separately and submit when able.

High School

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

Ms. Lehrke
• Spend some time in Boom Cards and practice your skills.
• Earth day is this weekend. Practice recycling. Try and take a picture of you recycling a bottle.
• Help make your bed or try to do as much as you can on your own.
• Practice your personal information (first and last names, address, and phone number). How much are you able to do without any help?
• Read a story or book. If it is nice outside, try reading outside for a few minutes.

ADVENTURE LITERATURE (Mash)
Directions: This week in Adventure Literature we are going to practice our film analysis skills and independently study a movie or TV show, eventually connecting it to the Adventure genre. Monday-Wednesday are watch days, and Thursday-Friday we'll create a final analysis. On our watch days, you will be responsible for taking notes on certain elements. You may choose to watch a movie and watch it over the course of 3 days, or you may choose to watch a tv show and watch 3 episodes, one on each watch day. All work from this week will be turned in to me when we return to class.

Today, begin by selecting a movie or TV show that you would like to analyze and study. This should be something that you can tie into the Adventure genre. Remember, the Adventure genre is incredibly versatile. Think back to our very first discussion in this class: “What is Adventure?” After selecting your movie/TV show, begin watching!

As you watch today, take note on the following elements and how they create meaning:
• Angles (Low, High, Eye-Level)
• Framing (Long, Medium, Close-up)
• Camera Movement (tilt, pan, zoom, tracking)
• Think about what makes this an “Adventure” movie/TV show

ALGEBRA II (Gendreau) Periods 1,2, and 6
Hello periods 1, 2 and 6! This week we will be doing a cumulative review of what we have learned so far and a chance to see what you remember! Every day you are responsible for one slide in classkick (use this link: https://app.classkick.com/#/login/6HLX2V
Remember to sign in with the exact same name each day so it brings you back to your classkick assignment.
If you don’t have access to classkick on some personal device, then I will post the problems each day below. Please keep your work in a notebook that you could turn in later.
Slide in classkick (on next page)

<table>
<thead>
<tr>
<th>1. Simplify completely: $\sqrt{320x^3y^5}$</th>
<th>2. Simplify completely: $\sqrt{98m^5 + 4\sqrt{18m^2}}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $8x^2y^2\sqrt{5x^2}$</td>
<td>A. $19m^2\sqrt{2m}$</td>
</tr>
<tr>
<td>B. $8x^4\sqrt{5y^2}$</td>
<td>B. $19m^4\sqrt{2n}$</td>
</tr>
<tr>
<td>C. $4x^2y^2\sqrt{5y^2}$</td>
<td>C. $8m^2\sqrt{29m}$</td>
</tr>
<tr>
<td>D. $4x^4\sqrt{5y^2}$</td>
<td>D. $8m^2\sqrt{29}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Simplify completely: $\sqrt{14k^7} \div \sqrt{8k^3}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $2k^2\sqrt{7}$</td>
</tr>
<tr>
<td>B. $2k^4\sqrt{7}$</td>
</tr>
<tr>
<td>C. $2k^3\sqrt{7k^3}$</td>
</tr>
<tr>
<td>D. $4k^2\sqrt{7k^5}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Simplify completely: $(2 + \sqrt{10})(7 + \sqrt{10})$</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $14 + 2\sqrt{10}$</td>
</tr>
<tr>
<td>B. $24 + 9\sqrt{10}$</td>
</tr>
<tr>
<td>C. $14 + 9\sqrt{10}$</td>
</tr>
<tr>
<td>D. $114 + 9\sqrt{10}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. Which expression is equivalent to $4\sqrt{367}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $72l$</td>
</tr>
<tr>
<td>B. $24l$</td>
</tr>
<tr>
<td>C. $12l$</td>
</tr>
<tr>
<td>D. $144l$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Which is the complete factorization of the expression $81w^8 - 36w^4$?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. $9w^4(9w^4 - 4)$</td>
</tr>
<tr>
<td>B. $9w^4(3w^4 + 2)(3w^4 - 2)$</td>
</tr>
<tr>
<td>C. $(9w^4 + 6w^2)(9w^4 - 6w^2)$</td>
</tr>
<tr>
<td>D. $9w^4(9w^2 + 1)(w - 4)$</td>
</tr>
</tbody>
</table>

ALGEBRA II HONORS (Gendreau) Period 7
We are going to start on the next unit – Probability and Statistics. I have loaded the unit into Classkick (use this link to access: https://app.classkick.com/#/login/TVUXPO

There are videos on the first slide of each lesson. Also, listen to my audio messages when you see them posted!
Monday: Slides 5&6 (lesson starts on slide 2, videos posted there)
Tuesday: Slides 10-11
Wednesday: Slides 15-16
Thursday: Slide 22
Friday: Slide 22-23

Below you will find the assignments and more information is available on my website:
https://sites.google.com/view/mrsklockeonlineart/home

ART II (Klocke)
Assignment:
1. Gather Feedback - Ask 2-3 people to look at your charcoal project both up close and from a distance. Ask them to tell you something they like about it, a question they have, and give a suggestion.
2. Complete Project - Work on adding the finishing details, sign your work and take a final photo.
3. Write Artist Statement - On paper, write at least 2 paragraphs about your charcoal project. It should cover at least 2 of these topics:
   - Content - What is being seen in the work’s content? Be as detailed and specific as you can in describing what you have included in the image. Explain your incorporation of the art elements and principles as they relate to your work.
   - Intention - What was your intention in the making of the work? What did you want to communicate to the viewer or to yourself? Why did you choose this important person?
   - Process - What decisions did you make about what to include in the artwork? What materials/techniques/tools did you use in the creation of your work? What did you become aware of during or after its completion, including connections to other experiences, art history, and the source(s) of your exploration?

More information is available on my website:
https://sites.google.com/view/mrsklockeonlineart/home

ART Independent Study (Klocke)
Assignment:
1. Gather Feedback - Ask 2-3 people to look at your painting both up close and from a distance. Ask them to tell you something they like about it, a question they have, and give a suggestion.
2. Complete Project - Work on adding the finishing details, sign your work and take a final photo.
3. Write Artist Statement - On paper, write at least 2 paragraphs about your landscape painting. It should cover at least 2 of these topics:
   - Content - What is being seen in the work’s content? Be as detailed and specific as you can in describing what you have included in the image. Explain your incorporation of the art elements and principles as they relate to your work.
   - Intention - What was your intention in the making of the work? What did you want to communicate to the viewer or to yourself?
   - Process - What decisions did you make about what to include in the artwork? What materials/techniques/tools did you use in the creation of your work? What did you become aware of during or after its completion, including connections to other experiences, art history, and the source(s) of your exploration?

More information is available on my website:
https://sites.google.com/view/mrsklockeonlineart/home

BIOLOGY (MacDonald)
Biology Classes:  Hours 1, 2, and 4

Topic for the Day:  Intro to Genetics and Forensics  “Cellular Reproduction”

Purpose of the Day: The purpose of today is to take what you learned last week and expand it so you have the basic knowledge to understand Genetics when we come back.

Materials Needed:  Paper/Journal and Pencil/Pen

Resource to Use:  _Ck-12 Reproduction_

What to Do for the Day (This should take you no more than 40 minutes)

- Go to the Website above Ck12 Reproduction

Step 1: View and Watch the Lesson (go through the whole page) focus on finding the answers to the question below in your journal

Step 2: Click the Review link and test your knowledge

Step 3: Click the Related content icon (this link) to read/watch other cool info on the topic

What to write in your Asynch Biology Journal

1. What are the 3 types of asexual reproduction?
2. Define Gamete and Zygote (what is the chromosome # for each if a human?)
3. What happen during fertilization.

CHEMISTRY (Cochran)

- Read about Bases:  https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/21.2/primary/lesson/properties-of-bases-chem/
- Read about “Arrhenius” Bases:  https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/21.4/primary/lesson/arrhenius-bases-chem/

CRIMINAL JUSTICE (Speckeen)

DIGITAL MEDIA-ENGLISH 4 (Ryan)

Period 1: Lesson plans 4.17-4.21.23

Assignment: True Crime Podcast


2. Listen to the first three episodes. (Each episode is about 30 minutes long.)
3. Take notes on each episode. Include important plot points, questions left unanswered, your predictions and your opinions. These notes should be about a 1/2 page to full page per episode.

**EARTH AND PLANETARY SCIENCE (MacDonald)**

<table>
<thead>
<tr>
<th>Earth and Space Science:</th>
<th>Hour 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Earth's Tectonic Plates</td>
</tr>
<tr>
<td><strong>Purpose of the Day:</strong></td>
<td>The purpose of today is to take what you learned last week and expand it so you have the basic knowledge to understand Plate tectonics. You should spend no less than 30 minutes a day completing the following.</td>
</tr>
<tr>
<td><strong>Materials Needed:</strong></td>
<td>Paper/Journal and Pencil/Pen</td>
</tr>
<tr>
<td><strong>Resource to Use:</strong></td>
<td>Ck-12 Divergent Plate Boundaries</td>
</tr>
<tr>
<td><strong>What to Do for the Day</strong></td>
<td>This should take you no more than 40 minutes</td>
</tr>
<tr>
<td>1. Go to the Website Ck-12 Divergent Plate Boundaries</td>
<td></td>
</tr>
</tbody>
</table>

**Step 1:** View and Watch the Lesson (go through the whole page) focus on finding the answers to the question below in your journal

**Step 2:** Click the Review link and test your knowledge

**Step 3:** Click the Related content icon (this link) to read/watch other cool info on the topic

**What to write in your Asynch Biology Journal**

1. How is a divergent plate boundary on land different from one in the ocean?
2. What is happening to the Baja California peninsula?
3. How did continental rifting play into the breakup of Pangaea?

**ECONOMICS (Brue)**

This week we will explore one of the most essential components of an economy – money. If you imagine our entire economy as a machine filled with many gears, money is like the oil that keeps the gears running. Without enough money, the gears of the economy slow down dramatically (or worse, they stop!). Today we will take a closer look at money. Literally. For today’s class, you will need to find a piece of money. This could be a $1, $5, $20, or one of those many $100 bills you have laying around. We will take a closer look at it to see what we can learn about how our economy functions. Label a section in your notes “A closer look at Money” then answer the following questions in your notebook as you inspect the money that you were able to find.

1. What does the money appear to be made of?
2. Create a small two-column chart in your notebook, with one side labeled Political/Social, and the other labeled Economic. Now, look carefully at the many markings on the money. List the markings that appear to be political/social (ex. Presidents or patriotic phrases), and the markings that appear to be specific to banking or the economy.
3. What markings appear to be for security (i.e., to ensure that it cannot be faked)? Why might this be important for the economy?
4. After taking a much closer look at money today, what are two questions you are left wondering?
5. On a scale of 1 (not very) to 5 (very), how confident are you that you could use that money in a store to purchase something of a matching value? (For example, purchase something that is $5 with a $5 bill)

ENGLISH 9 (Wood)
Directions: Welcome to Day 1 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven’t read before. When we return online, you will each share your week’s reading with one another.

After reading today, think about: Text-to-Self: How do the ideas in this text relate to your own life, ideas, and experiences? (We recommend jotting down your answers to these questions as these reading prompts will guide our conversations upon our return.)

ENGLISH 10 (Mash)
Directions: Welcome to Day 1 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven’t read before. When we return online, you will each share your week’s reading with one another.

After reading today, think about: Text-to-Self: How do the ideas in this text relate to your own life, ideas, and experiences? (We recommend jotting down your answers to these questions as these reading prompts will guide our conversations upon our return.)

ENGLISH 11 (Wood)
Directions: Welcome to Day 1 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven’t read before. When we return online, you will each share your week’s reading with one another.

After reading today, think about: Text-to-Self: How do the ideas in this text relate to your own life, ideas, and experiences? (We recommend jotting down your answers to these questions as these reading prompts will guide our conversations upon our return.)

ENGLISH 11 (Mash)
Directions: Welcome to Day 1 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven’t read before. When we return online, you will each share your week’s reading with one another.

After reading today, think about: Text-to-Self: How do the ideas in this text relate to your own life, ideas, and experiences? (We recommend jotting down your answers to these questions as these reading prompts will guide our conversations upon our return.)
FOUNDATIONS OF CULINARY ARTS (Duden) Monday 4/17 - Friday 4/21 Asynchronous Hours 2 and 6
Students Will do a Kitchen Scavenger Hunt on an assigned Group of kitchen tools & Equipment (A MINIMUM of 5 each day/Group)
1) Take a “selfie” with the daily Kitchen Scavenger Hunt assigned group (OR individual pictures of each tool/equipment - NO Internet images)
2) Record the Proper name for each item
3) Write a description of each items use and purpose, give examples of how/when if helpful

MONDAY 4/17: Measuring tools and commonly used kitchen equipment (Examples: dry/liquid measuring cups, measuring spoons, mixing bowls, cutting board, etc.)
TUESDAY 4/18: Large Kitchen utensils (HAND-HELD: wooden spoon, bent edged spatula, pizza cutter, rubber spatula (scraper), chef’s knife, ladle, etc.)
WEDNESDAY 4/19: Cooking pots and pans (ON Stove-top)
THURSDAY 4/20: Baking pans and dishes (Items used IN THE OVEN)
FRIDAY 4/21: Small appliances: Typically located or used on counter-top, electric (plugged-in)

FRENCH I (Madame Becker)
In our new unit, we will start using French adjectives to be able to describe ourselves and others! Start by looking over the adjectives on Page 70. Then, put that vocabulary into practice, by completing Exercises A and B on Pages 74-75 of your paper workbook. (For Ex. A #10, “brunette” is the same as saying “brown-haired.”) DO NOT USE A TRANSLATOR! Take your time and use the workbook to support you. IF YOU DON’T HAVE YOUR WORKBOOK, LOOK ON WITH A CLASSMATE WHO *DOES* HAVE THEIRS AND WRITE YOUR ANSWERS ON A BLANK PIECE OF PAPER.
• First, look at the subject pronoun you are given in English; then, use the equivalent subject in French, PLUS the verb “être” conjugations, to put the sentences together IN FRENCH (look at the middle of Page 26 for subject pronouns + être).
• Your sentences should consist of SUBJECT + ÊTRE + ADJECTIVE.
• Also, if there is a (-) symbol shown or it says “not” in the English version of the sentence, you need to make the sentence negative, by putting the “ne…pas” only around the *verb*.
• (M) means the adjective needs to be masculine and (F) means it needs to be in the feminine form with an ‘e’ on the end of it. Also make the adjective plural by adding an ‘s,’ if the subject is “we,” “you all,” or “they.”
• Here are some examples: Ex. A #2 - Elle est intéressante. #6 - Je ne suis pas mignonne. / Ex. B #9 - Vous êtes fatiguées.
If you finish early, read your sentences out loud, in French, to a classmate in your computer lab; do your best with pronunciation and give each other helpful writing/speaking feedback. Check each other’s answers.

FRENCH 1 (Chastain)
Bonjour! I miss having our online class with you all and hope we are able to meet again soon. This is an unusual situation. Please do your best and help one another. Here is what you need to do today:

La Routine:
Say today’s date out loud: dix-sept avril 2023 (page 13 in cahier for numbers)
Say today’s day out loud: C’est lundi.

Learning Targets:
I can
• Review the conjugation of ER verbs.
• Practice the conjugation of ER verbs.

Review:
In your French 1 cahier (notebook), turn to page 102 and read over the information concerning verb conjugations. Complete exercise A (pg. 102).
Read page 103 about ER verbs. Fill in the charts on pg. 104. Complete exercises A, B and C on pages 104-105.

Write 5 sentences using a different ER verb in each one.

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!

Sincerely,
Mme Priscilla Chastain

FRENCH 1 (Janousek) Periods 1, 4, 6, 8
Bonjour! I hope you had a fantastic weekend! It is a bummer we are not able to meet in class yet, but let’s continue to do our best and maintain a positive attitude. Merci beaucoup for following the plans and completing the practice. C’est le français! Youpi!

La Routine:
Say today’s date outloud: dix-sept avril 2023 (page 11 in cahier for numbers)
Say today's day outloud: C'est lundi.

Learning Targets:
I can
• Review family vocabulary
• Create a family tree and share it with a partner.

Review:
*Please note I know we reviewed these pages last week, but it’s good for us to go through them again, refreshing our memory.
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.

Practice:
Then, in the middle of the page, sing or say the Possessive Adjectives song (to the tune of Eye of the Tiger) 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 (4/17/23).

Practice:
Use a sheet of notebook paper and create your family tree using the Family vocabulary on pages 81-82 and the Possessive adjectives on page 86. Start with grandparents:

Example:
Mon grand-père Ma grand-mère Mon grand-père Ma grand-mère
Herbert Lucille Harry Florence

Mon oncle Ma tante Ma tante Ma mère Mon père
Jim Carol Mary Jo An Marlowe
Feel free to add drawings representing each person. Share your family tree with a partner, saying the possessive adjective and family member vocabulary in French and your family members corresponding names or whisper it out loud to yourself.

FRENCH 2 (Madame Becker)
In our new unit, we will be learning about household activities and the rooms in a house! Start by looking over the new vocabulary on Pages 75-76 of your French paper workbook.

- We are also learning a new IRREGULAR verb — “pouvoir” which means ‘to be able to (can).’ **FILL IN THE VERB CHART AT THE BOTTOM OF PAGE 76!** Here are the conjugations: je peux, tu peux, il/elle/iel peut, nous pouvons, vous pouvez, ils/elles/iels peuvent.

Now, put the household chore vocabulary and the verb “pouvoir” into practice, by completing Exercise A on Page 77. **DO NOT USE A TRANSLATOR!** Take your time and use the workbook to support you. IF YOU DON’T HAVE YOUR WORKBOOK, LOOK ON WITH A CLASSMATE WHO *DOES* HAVE THEIRS AND WRITE YOUR ANSWERS ON A BLANK PIECE OF PAPER.

- First, look at the subject pronoun you are given in English; then, use the equivalent subject in French, PLUS the correct conjugation of “pouvoir,” and finish with the second, infinitive verb (to dance, to sing, to set the table, etc.
- Also, if it says “can’t” in the English version of the sentence, you need to put the “ne…pas” only around the conjugated form of “pouvoir” (see the negative column of your chart).
- **Here is an example:** Ex. A #3 - Est-ce que je peux aller aux toilettes/utiliser les toilettes?

If you finish early, read your sentences out loud, in French, to a classmate in your computer lab; do your best with pronunciation and give each other helpful writing/speaking feedback. Check each other’s answers.

FRENCH 2 (Chastain)
Bonjour! I miss having our online class with you all and hope we are able to meet again soon. This is an unusual situation. Please do your best. Here is what you need to do today:

La Routine:
Say today’s date out loud: dix-sept avril 2023 (page 13 in cahier for numbers)
Say today’s day out loud: C’est mardi.

Learning Targets:
I can
- Learn about a French-speaking country.

Note: Since you all are students from home, I am assuming that you can access the internet from a personal device. If you cannot, please feel free to use this time to review vocabulary from any unit; to practice writing sentences; and to practice writing short dialogues.

Mini project:
- Research a French speaking country. Please choose a different one from what you researched earlier in the year.
- Find 5 facts about this country. Write the facts in French.
On a piece of paper, add your facts and draw 3 things to represent this country (ex. Flag, food, notable landmark). My artistic ability is limited to draw stick figures…so it can be simple drawings.

Happy research! Have a wonderful day!
Sincerely,
Mme Priscilla Chastain

FRENCH 3 (Janousek) Period 3
Bonjour! I hope you had a fantastic weekend and enjoyed every minute of it. I enjoyed getting some extra rest and taking more walks with our day Sugar since it's beginning to feel like Spring. Yippee! It’s a bummer not having our online class with you all and hope we are able to meet again soon. Please do your best and help one another. Here is what you need to do today:

La Routine:
Say today’s date out loud: dix-sept avril 2023
Say today’s day out loud: C’est lundi.

Learning Targets:
I can
- Review school-oriented tools and expressions vocabulary
- Practice school-oriented tools and expressions vocabulary in writing and speaking.

Review:
In your French 3 cahier (notebook), turn to pages 78. Read the vocabulary list out loud, either to yourself (at a whisper is fine) or with a partner. Make the connection between the French word and the English meaning. Take your time and think about your French pronunciation. Take note of cognates since they are the same word in English and in French which makes them easier to remember.

Practice:
- Complete Exercices A on page 79. Check your work in pairs or in small groups.
- Correct any answers you didn’t get or were incorrect. Here are the answers:
  - La fenêtre
  - L’accueil
  - Les liens
  - La souris
  - Le graveur
  - L’imprimante
  - Le logiciel
- Have a conversation with partners or “Puppet Hands” answering the following question:
  - Quels sont les outils que tu utilises à l’école?
  - Examples responses:
    - En général, quand Internet marche à l’école, je démarre tout de suite ma tablette le matin car je l’utilise dans toutes mes classes. Pour les projets, j’accède à Internet pour rechercher des sujets divers, ce qui m’oblige à cliquer sur plusieurs liens. Je tape assez vite sur le clavier pour créer un document ou une présentation intéressants.
- Using the vocabulary on page 76, first write out your responses on a sheet of paper and practice saying the sentences three times each.
• Then, have the conversation three times with three different partners if possible. Otherwise, have the conversation with as many different students as possible and if there aren’t anywhere you are, have the conversation with your “Puppet Hands” three times.

FYEX (Haukos)
Monday - Friday
Because we cannot get into our Keyboarding platform, you will be starting with a free version of another typing program to learn home row.

Please go to www.typingclub.com and click “Get Started”

We will go through Lessons 1-23 this week. The lessons are short.

If you do not have technology at home, please try to go to a friend's house or the library. Another option is to get a piece of paper and draw the keys and label just homerow (asdfghjkl;). Quiz yourself to memorize the location of the keys.

GEOMETRY (Andrist)
Radicals
In the following statements:

- The square root symbol means the positive square root. (So, the square root of 9 is positive 3).
- Only consider values of x greater than or equal to zero.
- For each statement, indicate whether it is true for all of these values of x, true for some values of x or if there are no values of x for which it is true.
- If you choose ‘Sometimes true’, state all values of x that make it true.

Answer the following:

a. \( \sqrt{\frac{x}{y}} - \sqrt{\frac{x}{y}} \)

b. \( \sqrt{x^2 + 3^2} = x + 3 \)

c. \( (1-\sqrt{2x})(1+\sqrt{2x}) = -5 \)

GEOMETRY and GEOMETRY HONORS (Gaddis)
Geometry – This week will start with a refresher on solving proportions (Chapter 7) and then move further into right angle triangles (Chapter 8). Solve the following problems for the missing variable on notebook paper to be turned in when possible. If necessary, round to the nearest tenth.

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>( \frac{10}{v} = \frac{5}{9} )</td>
<td>( \frac{7}{b} = \frac{5}{3} )</td>
<td>( \frac{4}{9} = \frac{6}{n} )</td>
<td>( \frac{9}{4} = \frac{10}{x} )</td>
<td>( \frac{2}{3} = \frac{r}{7} )</td>
</tr>
</tbody>
</table>

Geometry Honors – This week we will begin Chapter 9 – CIRCLES!! We will start with some basic refresher information about circles and work towards new information. Complete all work on paper to be turned in
later. Define the following terms regarding circles. You may look up the definitions, but then put those into your own words.

Terms: Radius, Diameter, Area of Circle, Circumference of Circle, Chord of a circle, and center of a circle.

GERMAN 1 (Zaczkowski)
Hallo! Please pick a partner from the class and speak German to each other for 5 minutes, Was hast du am Wochenende gemacht?. Grab a Deutsch Aktuell 1 book and go to page 234/235 and study the new vocab. On a piece of paper, write down 10 things around you and what color they are. Work with someone who has access to the internet to look up words of items you don't know or stick to words you find in the book.

GERMAN 4 (Zaczkowski)
Hallo! Speak German with each other for 5 minutes, Was hast du am Wochenende gemacht? and then get the Deutsch Aktuell 3 Buch. Go to page 91+92 and focus on the activities "Persönliches" and "Ein Interview". Make use of the vocab on pg. 92 and work with a partner as needed.

GLOBAL CULINARY ARTS (Duden) (Hour7)
This week there will be some Global Exploration of Spices, Seasonings and Blends Across Various Counties, Regions and Cuisines. There will be some specifically assigned expectations and some freedom for each student to explore individual interests.

**EACH DAY:** Choose 1 from the list provided OR Explore an additional Individual Interest; Country, Region and/or Cuisine (Totaling 5 by the end of the week)
- Mexico/Mexican
- Thai/Thailand
- Caribbean
- North African
- Mediterranean
- Indian
- Middle Eastern
- China/Chinese
- Italian
- Jamaican
- French
- Cajun

What’s Expected for each day of choice:
1. List 5+ individual spices or seasonings predominant (main)
2. Identify 1+ popularly known and used “blend” and what it consists of (is made-up of)
3. Describe/explain each spice/seasoning.blend
4. Find 1+ recipe where 1 or a combination of multiple spices, seasonings- or blends are used. Include an image and link to the recipe.

GRAPHIC DESIGN (Klocke)
Assignment: Each day work on 1 of the 5 parts of the next project - Logo Design!

We are starting the SECOND packet - it says, "Graphic and Digital Arts - PART 2"
1. Quick draw - On page 1 or a blank sheet of paper, draw as many logos as you can remember WITHOUT looking at media. Try to think of at least 15-20. If you get stuck, use these categories: Food, Clothing, Social Media, Teams. There are many other categories you can use as well!
2. Logo search - Look through magazines, newspapers, or junk mail and cut out 15-20 more logos that you did not draw. Divide these into the following 3 categories and glue them on a blank sheet of paper.
   ▪ Logomark - logos without words
   ▪ Logotype - only words or letters
   ▪ Combination - logos with words
3. Letter Design practice- Choose 1 letter and draw at least 9 different variations of that letter. Use the parameters – thick, medium, thin, rounded, angular, and combinations of these. You can also add a category of your choice. You can draw this on a blank sheet of paper or on page 2.
4. Sketch your own logo - Use your own initials to create an identity logo. On page 3 or on blank paper, brainstorm 3 ideas of a logo that represents yourself. It can have 2 or 3 of your initials. It can be with or without a symbol. Think about adding 1 or 2 colors that represent your unique identity.
5. Draw your final logo - On page 3 or on blank paper, draw your final logo with your initials and add color. It should be clear and recognizable. Do not copy symbols or letters from an existing logo.

Reminder: You will need to take a picture of every assignment and be ready to turn them in when we are all back online. More information is available on my website: https://sites.google.com/view/mrsklockeonlineart/home

HEALTH 10 (Anglin)
Housing and Interior Design (Dude)(Hour 3)
Time to Visit YOUR kitchen as a user and potential designer viewpoint:

1. **YOU Create a Pro (+) AND Con(-) List considering the following:**
   - Layout: Linear/Parallel (+island?), L-Shaped, U-Shaped - countertops determine “shape”
   - Kitchen Work Triangle: sink - refrigerator-oven
   - Pantry/food storage, refrigerator/freezer
   - Storage: Cupboard space
   - Sink area: cleaning area, under sink, dishwasher(?)
   - Preparation area: Counter space, location
   - Cooking area: stovetop, oven, microwave
   - Other factors to consider lighting, flooring, ventilation/airflow, specialty/extras

2. **Ask a parent/guardian/frequent user of the kitchen to Create a Pro (+) AND Con(-) List considering the same areas (listed above)
3. Identify AND List ALL the changes 1) YOU would make, 2) THEY would make
4. Compare Similarities and Differences of YOUR & THEIR CHANGES
5. Create a paper drawing “rough draft” of your kitchen’s “footprint” (as is)
   1. Include and label: appliances, window(s), doorways, hallways, etc.
   2. NO MEASUREMENTS (YET;))

HUMAN GEOGRAPHY (Speckeen)

INTERMRDIATE ALGEBRA (Andrist)
Table Tiles
Maria makes tables with square tops. She sticks tiles to the top of each table. She uses three types of tiles: whole tiles, half tiles, and quarter tiles. The sizes of the square tabletops are all multiples of 10 cm due to the size of the tiles themselves, and Maria only uses quarter tiles in the corners and half tiles along the edges of the table.
1. How many tiles of each type will she need for a 40cm-by-40cm square tabletop?
2. Describe a method for calculating how many tiles of each type Maria needs for larger square tabletops.
3. Draw your method using a grid like this one:

INTERPERSONA; RELATIONSHIPS AND COMMUNICATION (Duden) (Hour 4)
1. Make a Pro(+) and Con(-) list of 10+ each qualities YOU look for in a friend
2. Interview 2 others: Asking for THEIR Pro(+) and Con(-) list(s) of 10+ each qualities THEY each look for in a friend
3. Compare and Reflect: How do YOUR and THEIR (2) Pro(+) and Con(-) lists
   1. What are the similarities?
   2. What are the differences?
What reasons can you conclude there are similarities and differences?

LATIN 1 (Dovre)
At Mayo in person - Review the Culture Assignment and “Controversias” passage

Asynch Century
1. Translate “controversias” passage on page 166
2. Practice your declension and verb endings.

Asynch John Marshall
3. Translate the “statuae” passage at page 168
4. Practice your declension and verb endings.
LATIN 2 (Dovre)
At Mayo in person - Review the “Aristo” passage and Isis culture questions

Asynch Century
1. Translate the “Aristo” passage on page 140
2. Complete Word Study B and C on page 159. Word Study A is optional.

Asynch John Marshall
1. Translate “dies festus” part 1 pg. 141

LATIN 3 (Dovre)
At Mayo in person - Review the Word Study assignment and Culture questions

Asynch Century
1. Complete Word Study A, B, and C on page 139
2. Read pages 134-138 on Roman legionary fortresses. Answer the following questions regarding the reading.
   1. What sorts of structures found in legionary fortresses seem out of place or unexpected to you? Why?
   2. A legionary fortress camp was highly organized. What, to you, is the best example of this that you found in your reading?
   3. Where would the legatus live in the camp? What was their place like?
   4. What surprised or confused you in this reading? Why?
   5. What is one question that you have after reading this?

Asynch John Marshall
1. Read pages 134-138 on Roman legionary fortresses. Answer the following questions regarding the reading.
   1. What sorts of structures found in legionary fortresses seem out of place or unexpected to you? Why?
   2. A legionary fortress camp was highly organized. What, to you, is the best example of this that you found in your reading?
   3. Where would the legatus live in the camp? What was their place like?
   4. What surprised or confused you in this reading? Why?
   5. What is one question that you have after reading this?
2. Answer the “sub horreo” questions on page 127

LATIN 4 (Dovre)
At Mayo - Review intro questions and the first four lines of the Aeneid

Asynch Century and John Marshall
1. Read the introduction of A Song of War pages 1-9. They should keep these key questions in mind:
   a. Who was Vergil? Where was he from?
   b. What sort of poems did he write?
   b. What sorts of things influenced his writing, especially of the Aeneid?
   e. What did you find surprising or interesting from this reading? Why?
   e. After reading this, what is one question that you have?
   e. Pay special attention to pages 7-9 on Vergil’s style. Which of these poetic styles is the most strange to you?
2. 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)

○ This week, start a document and label your document with today's date (4/17/23). It can be handwritten, or word processed. Similar to last week, each of the 5 days this week you will write an entry after you have completed the task or lesson.....All on the same page/document to share with me as soon as we are on-line again.

Here is your task for Monday 4/17:

● We have learned about and discussed the importance of setting up and following a daily routine. For today, I want you to write about your typical SCHOOL Day routine. Example: 7 AM - get up and shower/dress etc. 7:30 AM eat breakfast (what do you typically eat), 8AM log on and get ready for my period 1 class. etc..... Write your routine for your entire day, including your bedtime routine.

● Next looking over your routine, write about one time during the day that is the most enjoyable for you. Then write about a part of your routine you might want to change/improve.

● Next, spend some time during his class period outside, then write about the weather (temperature, wind speed, rain, sunny etc.). For example: today's temp. is 68, with a low expected of 45. It is windy and sunny today.

MATH FOR COLLEGE (Gaddis)

Math for College – In further looking at you graph you are unsure your points meet exactly at the correct location (break-even point). Use substitution to set the equations equal to each other and solve for x. Then substitute that value back into either equation to find y. Does your break-even point (ordered pair) match the one from graphing? If not check your graph or math again – they should be the same (or very close-depending on decimal rounding).

MATH SKILLS (Harward) P6 and P7

Learning Targets: Transition Activities- I will consider my financial goals for my future.

Research how to find a home that will be affordable based on your potential income. Read the following excerpt and respond:

When finding a place to live, you basically have two options: own or rent. Owning your own place gives you more control over your finances and your property. You’re making an investment in something that could grow in value and possibly earn you money if you decide to sell it later. But ownership can also come with downsides. You need to have a good chunk of money to be able to make a down payment. And if you don’t have that money on hand (which most people don’t), you have to borrow money from a bank. You will have to pay the money you borrow back with interest. Additionally, there’s a chance that your house could lose value over time if the economy or the neighborhood that your house is in changes.

Learning Agenda for Today:
1. Reflect and journal your thoughts about finding a place to live.
2. Create a budget for yourself based on your income including expenses and things you may want to buy and factor in a place to live whether you buy a home or rent.
3. Journal whether or not you feel you need to reorganize your budget.

PERSONAL FINANCE (Haukos)

*If you do not have a computer, your phone should work for this week’s assignments.

Please complete this mentimeter about last week!
This week we will be working on the “So Expensive” series starting with Airports!

Please watch the video and journal your answer in a notebook. In Notebook: Summarize how the physical layout of an airport can lead to travelers spending more money. Also, if you’ve been at an airport, tell me about your spending.

**PHYSICS (Cochran)**
Mon-Tues, April 17-18

- Read about Parallel Circuits: [https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/17.4/primary/lesson/parallel-circuits-phys/](https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/17.4/primary/lesson/parallel-circuits-phys/)

**PHYSICS (MacDonald)**

<table>
<thead>
<tr>
<th>Physics Class</th>
<th>Hours</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic for the Day</strong></td>
<td>Positive Physics</td>
<td>Unit 25 Circuit Design</td>
</tr>
<tr>
<td>Purpose of this learning</td>
<td>During this week we will be taking what we did last week on circuits and begin work on circuit design.</td>
<td></td>
</tr>
<tr>
<td><strong>Materials Needed</strong></td>
<td><strong>Resources to Use/What to do</strong></td>
<td></td>
</tr>
<tr>
<td>Notebook or Loose Leaf Paper (form it into a booklet)</td>
<td>Ck12 Energy Transfer In Electric Circuits</td>
<td></td>
</tr>
<tr>
<td>Pen or Pencil</td>
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<td></td>
</tr>
</tbody>
</table>

**Steps**
1. Go to positivephysics.org
2. Create Account
3. Username= 1s 2 letters first name then last (example jomacdonald)
4. Set your own password
5. Class code= macdonald

Now complete for the day

1. Course= Physics Unit 25 Circuit Design
2. Complete Inquiry and Vocabulary/Concepts lessons

**PRE-CALCULUS (Gendreau) Period 3**

We are going to continue in the matrix unit. I have added answer keys to the bottom of each assignment so you can determine how you are doing! Use the same link to access in classkick: [https://app.classkick.com/#/login/23UGGJ](https://app.classkick.com/#/login/23UGGJ)
I’m hopping around a bit in this unit and skipping some materials, so don’t panic if there is a gap in your lessons! That’s on purpose.

- **Monday**: Slides 27-28
- **Tuesday**: Slides 33-34
- **Wednesday**: Slides 49-50
- **Thursday**: Slides 70-71
- **Friday**: BONUS DAY! Slides 57-58 (this is for bonus if you are interested!)

**READING AND WRITING SKILLS** (Harward) Period 1 and 3

Learning Agenda for Today:

- Continue reading the book of your choice for 30 minutes or more. REFLECT on something you read today. Journal your reflections from your reading.
- Persuasive Writing Activity:

  *When you argue, you are giving reasons for or against something. You might make an argument in school for a paper or presentation. Or you could make an argument at home when you’re talking with friends and family. You’re much more likely to make a strong point with your argument if you prepare. You will also make a strong point if you provide a lot of solid evidence to back up, or support, your claim.*

  Read the following passage. Find the details from the passage that uses evidence to support the claim that bike riding should be banned from public parks. Write 3-5 sentences in a persuasive style of writing.

  *Bike riding should be banned from public parks. Cyclists may enjoy riding on the trails, but there is not enough room for both bikers and walkers. Bikes also sometimes crash into people walking or playing in the park. Cyclists should be asked to get off their bikes and walk them through the park instead of riding. This way, everyone can enjoy the park.*

**SOCIAL STRATEGIES** (Harward) Period 4

Objective:

Communication is key to all that we do. This week we will focus on communication skills.

Learning Target: Understanding Nonverbal Communication

Learning Agenda for Today:

1. USING the following quotation, journal the meaning of this quote and how it relates to an experience you might support Drucker’s quote. “The most important thing in communication is to hear what isn’t being said.” —Peter Drucker
2. Take a walk in your neighborhood or in a local store and observe other people and note the nonverbal communication you have witnessed for a day. Journal how nonverbal communication was an important part of a message you gave or received today.

**SOCIIOLOGY** (Pfeifer)

Directions: Watch the YouTube video from Crash Course and answer the questions. If you do not have access to YouTube, please complete the alternative assignment described at the bottom of this assignment. You may write your answers using the method of your choice (ex: paper/pencil) and we will find a way for you to turn it in once we return to normal. Please contact Pfeifer at sjpfei17@smumn.edu if you have any questions.

**Video Link**: [https://www.youtube.com/watch?v=8NGIENS1qgo](https://www.youtube.com/watch?v=8NGIENS1qgo)
Questions:

1. What is medical sociology?
2. What is medicine?
3. ______ medicine dominated Western thinking, even into the Medieval Ages, when medicine came to have strong ties to ______.
4. What was the purpose of founding the American Medical Association (AMA)? How has the AMA shaped the practice of medicine within the United States?
5. What it means to be considered "unhealthy" varies across people and cultures. Can you think of an example?
6. What are sick roles?
7. Describe the obligations of someone who is sick. How might these obligations negatively impact someone with an invisible illness?
8. How is disease usually defined? In what ways has the term become politicized?
9. Define illness beliefs. Summarize at least one example of illness beliefs provided by Nicole.
10. Explain how you've witnessed various illness beliefs play out since the onset of the COVID-19 pandemic?

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)

SPANISH 2 (Miller)
Make labels in Spanish for 30 different things in your house and affix them to the object or room name (careful on what kind of tape you use!). Now practice saying them when you enter that room or see the label. Gracias!

SPEECH (Wood) Monday - Friday
Directions: Welcome to Week 2 of Dream Exploration Week! Our final speech will ask you to share one dream (a goal you want to achieve) and explain how you will achieve it.

We will pick up where we left off last Friday when you made a list that included many dreams/goals you have for yourself. I asked you to include at least 10 dreams/goals. The list could include dreams/goals that are big (e.g., graduate from college) or small (e.g., clean my room).

This week you are tasked with creating a vision board that shows this list. Vision boards are a collection of images, pictures, words, or objects arranged in a way that illustrate your most important dreams/goals. This board can be physical or digital. The vision board should be thoughtfully designed so that each time you look
at it, you are inspired to achieve your dreams/goals. When we return to class, all students will share their vision boards with their classmates. You have all week to create this board so it should reflect a week’s worth of time! Make it a beautiful representation of your dreams!

This is a graded assignment. How will you be graded?

- **Content:** 10 or more dreams/goals represented clearly in words and pictures
- **Creativity:** Colorful magazine/internet clippings and/or drawings where you use your imagination to create a collage.
- **Organization:** Words and images used are purposeful, neat, and thoughtfully organized on the page/poster
- **Words/Quotes:** 10 or more words/phrases that represent dreams/goals.

**STATISTICS (Gaddis)**

This week the focus will shift from Confidence Intervals to Hypothesis Testing. Most of the focus this week will be on what is a Hypothesis and writing your own Hypothesis. Based on your knowledge or if you have the ability to search online you may. Answer the following question in your own words – make sure to define the term and provide an example of a hypothesis. What is a hypothesis? (Minimum one paragraph).

**SEMINAR & ADVANCED SEMINAR (Haukos)**

**Seminar** - We will continue our Career Research by narrowing down your choices to three careers. You will pick three specific occupations to lightly research today. Go to [Minnesota Career Information System | Home (intocareers.org)](http://intocareers.org) to login.

In a notebook, please answer the following questions.

1. Name of career
2. Education needed.
3. Average MN salary

**Advanced Seminar** - Your group will have today and tomorrow to complete the [Enneagram Personality Test](https://www.enneagramtest.org).

Once finished, please write down which of the nine personality types you are. We will use these for the remainder of the week.

**US GOVERNMENT (Pfeifer)**

**Directions:** Watch the YouTube video from Crash Course and answer the questions. If you do not have access to YouTube, please complete the alternative assignment described at the bottom of this assignment. You may write your answers using the method of your choice (ex: paper/pencil) and we will find a way for you to turn it in once we return to normal. Please contact Pfeifer at sjpfei17@smumn.edu if you have any questions.

**Video Link:** [https://www.youtube.com/watch?v=qxiD9AEX4Hc](https://www.youtube.com/watch?v=qxiD9AEX4Hc)

**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. According to the US Constitution, which branch of the government is the most important? What does Craig suggest as the reasoning for why this branch is so important?

2. In your opinion, why do so many Americans believe Presidential elections are more important than legislative elections?

3. How are members of the US House of Representatives elected?

4. How are members of the US Senate elected?

5. List the two ideal characteristics of candidates as provided by Craig. Do you think these characteristics are important to you? Explain.

6. Describe the incumbency advantage.

7. According to the Electoral Connection by David Mayhew, members of congress are primarily motivated by _____.

8. What are your thoughts on Mayhew's theory of the Electoral Connection? If true, is this a good thing or a bad thing? Explain

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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=EWg2xqhlbnc

Note: This documentary contains examples of hate associated with Hitler and Nazi Germany.

0:00 - 5:00
1. What event was used by Berlin to show off its progress and attempt to promote a positive image of Germany in 1936?
2. Why were American track athletes, Marty Glickman and Sam Stoller, not allowed to compete?
3. Explain the significance of Jesse Owens winning four gold medals.

5:00 - 13:45
4. The government hired _____ to capture the faces of the Great Depression.
5. President Roosevelt communicated with massive audiences via the radio and his _____ chats.
6. How did Hitler and Germany use mass media?

13:45 - 21:30
7. As other books were being burned, Hitler’s book, M___ K___, was now the blueprint for the German future.

8. True or False: Thousands of Hitler’s political opponents were sent to 100’s of concentration camps without due process of law.

9. What did the Nuremberg Racial Laws do?

10. On March 12, 1938, German soldiers marching into _____ was broadcasted on TV.

**Alternative Assignment (Should only be completed by students without YouTube access):**

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**WORLD HISTORY (Brue)**

Last week sought out the Greatest Invention of All Time. I am sure that you came across several excellent candidates as options. However, there is one often given by many historians as the greatest invention of all time that might not have made your list --- the Steam Engine. Some would even say that this invention changed human history more than any other single invention. Why? It helped start one of (if not the most!) important revolutions in all of human history – The Industrial Revolution. This week we will explore how this revolution transformed societies around the world. To get started, please open the Google Form lesson posted below. This format is similar in design to those we have used throughout the semester.

[https://docs.google.com/forms/d/e/1FAIpQLSdDbUDxAyniv5b6-dCBp_UiP84T94y6qnSE4rfEHzKl6R2tdQ/viewform?usp=sf_link](https://docs.google.com/forms/d/e/1FAIpQLSdDbUDxAyniv5b6-dCBp_UiP84T94y6qnSE4rfEHzKl6R2tdQ/viewform?usp=sf_link)