RPS Online Asynchronous Day Tuesday, April 18, 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
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:
  - https://sites.google.com/view/elementary-music-rpsa/home

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!

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 ____________________.

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

**First Grade-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)

**Physical Education (Vesel) 1st Grade**

Find the Gnome

Rabbits on the Rub
[https://youtu.be/DHO99Kbl7g4](https://youtu.be/DHO99Kbl7g4)

Freeze dance
[https://youtu.be/A8YGgQVKd4A](https://youtu.be/A8YGgQVKd4A)

Attachments area
Preview YouTube video Spring Brain Break - Find The Gnome! | Spring Workout For Kids | GoNoodle Inspired

[![FIND THE GNOME!](image)](image)

Preview YouTube video Spring PE Games: Rabbits On The Run!

[![Rabbits On The Run!](image)](image)

Preview YouTube video Spring Dance Freeze - Brain Break Movement Workout Game

[![Spring Dance Freeze](image)](image)
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

2nd Grade PETS with Mrs Fritcher
- Monday, April 24
- We will continue working with our Leave One Out tangram challenges. This week we will be completing the Tobias Turtle and Felix Fish tangram puzzles on the 3rd and 4th pages in your PETS Packet.
- In these you will use all of the tangrams except one. At the bottom of the page, circle the tangram that you did not use.
- Remember the following tangram rules:
  - Tangrams must touch on the edge.
  - Tangram pieces cannot overlap.
  - All spaces inside the figure must be filled.
  - Tangrams may not go beyond the border of the figure.
- *If you do not have the materials from the latest pick up, you may continue to practice tangrams on https://mathigon.org/tangram.

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/
  - This features virtual instruments and online composing activities.
- Explore the Isle of Tune online activity: https://www.isleoftune.com/
  - Create a road for your car to drive down.
  - Place cars on the road
  - Place houses, lights, trees, and brushes along the road
- Press Go to hear your street make music!

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

**Grade 3 - Peterson**

**Tuesday**

*Read for 30-60 minutes. Write down in your notebook: Who is your favorite character and why? What character traits does he/she have? Describe them in detail. Continue checking off your April Bingo reading calendar.*

*Journal-Write in your notebook: I could never live without _______. Make sure to check punctuation and write in complete sentences. It should be between 4-6 sentences long.*

*Math- practice multiplication facts. If you can log into xtra math, do that. Do SplashLearn-work on the multiplication activities that have been assigned to you. Journal page 216.*

*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/](https://buggyandbuddy.com/stem-kids-egg-drop-project/)*

**GATE Grade 3 (Heuton)**

For 3rd grade verbal GATE, the assignment is to answer 4 questions to get started on new zoo unit:
1. What is your opinion of zoos?
2. How do you think zoos have changed over time?
3. What is one of your favorite zoo animals?
4. What else do you know about zoos?

For 3rd grade nonverbal GATE, the assignment is to:
Brainstorm skills scientists use. This is different from materials/items they use. It is instead focused on what scientists do. Ask yourself, which of these skills might be easier or harder for you to use?

**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

<table>
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<th>Reading:</th>
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| Read Independently for 30 minutes.  
Read pg. 140-143 in your Social Studies book  
1. Do the Activities on pg. 143  
2. Choose one of the following activities  
   - Draw a picture of Richard Woodley and his family involved in one of the activities described in the passage.  
   - In the passage, Richard describes preserving food with salt. Research how food is preserved with salt and create a poster to explain the process.  
   - Choose an activity from the passage and draw it as a cartoon strip including pictures, captions, and speech bubbles.  
3. If you have access to the internet, complete 20 minutes on Lexia |
<table>
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<th>Writing/Vocabulary:</th>
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| 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.  
2. In your Social Studies book, (on pages 120-147 and your glossary) write definitions of the following words in your notebook: claim  
   - armada  
   - invasion  
   - charter  
   - invest  
   - stock  
   - cash crop  
   - pilgrim  
   - compact  
   - cape  
   - diversity  
   - tolerance  
   - missionary  
   - parallel timelines  
   - indentured servant |

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<th>Math:</th>
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| 1. If you have access to the internet, work on Happy Numbers for 30 minutes  
   - Class Code: 372362  
2. Work on any two math box pages, these will be submitted when we return |
<table>
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<th>Student Choice:</th>
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| Choose at least one activity each day:  
   - Building blocks/Legos  
   - Do a puzzle  
   - Sidewalk Chalk  
   - Create something using folding paper (origami, paper airplanes)  
   - Help in the kitchen  
   - Imagination play  
   - Play Doh/clay  
   - Board games/card games  
   - Art/Fine Motor  
   - Draw  
   - Play outside  
   - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.  
   - Art with Nature |
c h u l t z
F o r M r s.
H i l l s 5 t h g r a d e
N o n v e r b a l c l a s s:
C o n t i n u e w o r k i n g
on Rube Goldberg machines. Make sure it lasts 30 seconds or more.
For Mrs. Flanagan's Nonverbal Class: Test your memory! Temp
oral lobe in our brain deals with memory. Let's see how good your idea
time.

We will do the experiment we saw in Bill Byye's video.

Go in
to any room where you live. Give yourself 1 minute to try and memo...
verifying your remembered on a piece of paper. After you are done with it.
awing
go
to
room
you
were
memorizing
and
compare
you
rawing to the room. Answer these questions. How difficult was this?
What helped you memorize so many items? What would you do next?
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. Choose a game to play with your learning partner. It could be tag, a board game, tic tac toe, any type of game.
   A. While playing the game make three Growth Mindset statements to yourself (Example: I like a challenge, I will try my best; I can learn from my mistake; trying new things helps me get better)
   B. While playing the game make three Growth Mindset statements to your partner to encourage them (Example: You are giving great effort; You can do hard things; You are a problem solver!)
Optional for if you have access to a device- Listen to the following read aloud on Youtube: *The Book of Mistakes* by Corinna Luykey. Talk to your partner. Does the illustrator think of their mistakes as problems? Does it stop them from drawing?

**Mrs. Fox’s Math- Doubles:**
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 Doubles Addition Facts Song on Youtube.
3. You and your partner will play the *Doubles* game. The goal of the game is to automatically add doubles, *without* having to count on
   - A. Your partner will say a number 0-12
   - B. As quickly as you can, you will tell your partner what the number is doubled (doubled means to add the number to itself)
   - C. Say the math facts out loud as you make them (" 7 plus 7 equals 14!")
   (Example: If your grandma says “6”, you would say, “six plus six is 12”)

Try to see how fast your student can double, can they do it without counting their fingers? The end goal is for students to know doubles, automatically, without having to count).

**Mrs. Fox’s 1st 2nd Reading Group- Practicing Phonological Awareness Substitution**
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 Substitution 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: "rat"). The student will repeat the word ("rat"). The adult will say which sound to substitute ("Now say rat again, but instead of /r/ say /s/). 
   - B. The student will say the new word with the substituted sound, "sat"
   - C. Continue with three letter words or longer, depending on how difficult the task is for the student. Practice for 10 minutes.

   Example: The adult says, " Say rid."
   The student says, "rid."
   The adult says, "Now say rid again, but instead of /d/ say /m/."
   The student says, "rim."

   Example 2: The adult says, "Say drip"
   The student says, "drip."
   The adult says, "Now say drip again, but instead of /d/ say /t/."
   The student says, "trip."

D. Find a story at your reading level to partner read with your learning partner.

**Mrs. Fox’s 2nd Grade Comprehension- Writing Similes**
Simile- Describing something or someone by comparing it to something else (Example: He is as brave as a lion; I am as hungry as a bear; She is as fast as a cheetah; Your room is as clean as a whistle)
1. Get a pencil and paper. Please keep your finished work.
2. Write a simile out of each of the following statements to make them more descriptive:
   (Example: She was very quiet. Can be changed to the simile- She was as quiet as a mouse)
   - A. She was a slow walker.
B. The boy was very tall.
C. The dog smelled bad.
D. His mother was nice.
E. I was happy to pass my test.
F. The movie was cool.
G. I laughed really hard.

Mrs. Fox’s Reading Group 3rd 4th and 5th grade- 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. Name 3 physical (how they look) and behavior (how they act) traits the character has.
C. Name another book or story where the character has similar physical or behavioral traits.
D. Would you want to be friends with the main character or the story? Why or why not?
E. What questions would you ask the main character if you were in the story?
Read for a total of 20 minutes.

Ms. Heather Christensen

Morning Meeting - Talk about the date and day of the week. Count to 100.
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 restroom items (I spy something that is wet and helps keep germs away.)
Functional - Help fold laundry and put it away.
Math - During snack or lunch time, count all of your favorite items as you eat it.
Writing - Write your name and take a picture of your favorite toy. Now write a sentence about what you see.
Project - Help to wash the shower or tub. Get all the corners clean.

Middle School

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

6th, 7th, and 8th Grade Music (Light-Diede) ● Please access assignments here: https://sites.google.com/view/middleschoolmusicrps/home

Grade 6
Tuesday, April 18th
- Social Studies (Letkiewicz, Walters, & Valentine)
  - Take out your Social Studies notebook.
  - 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)
  - Bell Work - Transformation Tuesday
    - In your notebook, fix the following sentence:
      - Grammer is probly one of the most commonlly mispelled words. (4)
Tone vs. Mood - Activity Day #1

- Today's Learning Target: “I can identify the tone and mood of a text.”
- Using your notes from yesterday, you will identify the author’s tone OR the reader’s mood and explain how you know.
- REMEMBER: Tone is the author’s ATTITUDE. Mood is how YOU FEEL.

Passage #1
- The tone of passage #1 is ___________________. (Write in your notebook).
  - “My annoying brother likes to drive me crazy. There is no other who is that lazy. He whines to Mom and Dad night and day until he eventually gets his way. What is a sister to do when he screams until he’s blue? There is no way to win, for he gets under my skin. He does his best to kill all joy. Oh, how my brother does annoy!”

Passage #2
- The tone of passage #2 is ___________________. (Write in your notebook).
  - “There is no one that can be better because you are brilliant. There is nothing that you cannot do because you are unbeatable. There is no place that you cannot go because you are always welcomed. There is no person that can hold you back because you are unstoppable!”

Passage #3
- The tone of passage #3 is ___________________. (Write in your notebook).
  - “Lola sat on the old, lumpy couch crying. She could let it all out here, alone in her mother’s small, quiet apartment in Galesburg, Illinois. The familiar walls were covered in rose pink wallpaper. Goldie, her mother’s eleventh fish, seemed to stare sympathetically at Lola through the fishbowl sitting on the counter. The smell of her mother’s vanilla candles comforted her aching heart.”

Math (Walters)
- Race to Save the City continued. Read the scenario below and then use the formulas from Monday to complete the table below. Create the table in your math notebook.
  - Master Wu has received word of yet another plot by Garmadon to capture NINJAGO City! He has summoned the ninjas to return to defend the city as quickly as possible. The ninjas are on missions at different locations on the island. Look at the data listed in the table and determine how long it will take each ninja to return to the city.
**Science (Valentine)**

- **Question of the Day** (Write it in your notebooks): Why do you think fossils of animals that lived in oceans are found in Rochester, Mn, many miles away from oceans?

- **Target:** Reflect about our environment and how important it is to us. Think about things around your house you can recycle and reuse.

- **Do This:** We are approaching Earth Day (April 22). So, I’d like you to think about reusing and recycling.

  - Identify 3-5 items around your house that you can recycle. Remember most glass, plastic, paper products, and many metals can be recycled. List your items in your notebook.
  
  - Identify 3-5 items around your house that could be reused instead of thrown away. Be creative! List those items in your notebooks.
  
  - Choose one of the items that you could reuse and write about how you would reuse it. Sketch your idea in your notebook! **Remember this idea for later this week!**

- Why is recycling and reusing so important?

- **Project Time (Letkiewicz, Walters, & Valentine)**

  - “Rethinking Wastewater” - Research
    
    - In your notebook, write a paragraph (at least 5 sentences) tracking your water use throughout the day. What surprised you?

- **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.

7th Grade

ART 7 (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 (Weming)
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 7 (Jones) 8th Period
Yesterday we focused on the gods and origins of Greek Mythology. Today we will dive into some of the hero stories within the mythos.

Below are two series of Greek heroes. Please watch them in order:

Perseus I:
https://www.youtube.com/watch?v=YAhtYq62WOc&list=PPSV

Perseus II:
https://www.youtube.com/watch?v=Benf85flWfg&list=PPSV

Hercules I:
https://www.youtube.com/watch?v=-AU_sfEkA-U&list=PPSV
Hercules II:
https://www.youtube.com/watch?v=YeEyVjZfqXQ&list=PPSV

Attachments area
Preview YouTube video Perseus - Plans of Bismarckian Proportion - Extra Mythology - #1

Preview YouTube video Perseus - Medusa - Extra Mythology - #2

Preview YouTube video The Twelve Labors of Hercules - The Quest for Phat Loot! - Extra Mythology - #1
For today's lesson, you are to imagine a conflict among citizens that is beginning to form in your fictional country. It could be similar to a conflict you see in the real world, or it could be something you just make up (and you are free to make it silly)! Outline this problem in a thorough paragraph that is at least 8 sentences. Note: you are not to take sides in this conflict yet. That will come later. For now, simply describe how the conflict began and how this problem impacts life in your country.

Social Studies 7 (Hengel)
America exited WWI and the world fell into what we call the Great Depression. This is an economic crisis that struck the world. Today and tomorrow you will be watching the story of us: The Great Depression & FDR's New Deal
Answer the following questions in your notebook
1. What was the boom built on?
2. After the stock market crashes how much time passes before the effects happen?
3. What happens when people rush to banks and take out all their money?
4. In 1933 how many states did not have a bank open?
5. Unemployment foes from 4 million in 1930 to _____________ in 1932. Every day ____________ home are repossessed. ____________ vagrant children wander the streets. ____________ Americans have no source of income.
6. What is the first example of American Ingenuity the video gives for lifting america out of this tragedy?
7. What are the two stages in building the hoover dam?
8. Stop video at 19 minutes

Attachments area

Preview YouTube video The Great Depression & FDR's New Deal | America: The Story of Us (S1, E9) | Full Episode | History

Math 7 (O’Byrne) 7th Probability
1) Watch the lesson video to learn about experimental and theoretical probability.  
https://youtu.be/yDiHnfixQ5c?list=PLJa7w81Zp_7yX-1Tx-idwnUiZ_TONISgS

2) Practice this concept by completing the worksheet in your notebook.  
https://drive.google.com/file/d/18iCmJL3zX7Ko8uj1HpMzooosEfbgAmRx/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. 20% of 150 is what number?  
2. 35% of what number is 35?  
3. 120% of what number is 102?  
4. What percent of 300 is 51?  
5. 20 is what percent of 52?

Science 7 (Lawstuen)  
Continue working on your scavenger hunt if you have not found everything yet. Additionally, answer the following questions about the picture:
   1. What do you see on the graph?  
   2. What do you think it 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. What is happening to the kcals as you go up the graph? Why is this happening?

PE 7 (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.

Spanish 7th Grade (E. Miller)

Duolingo 50xp assignment. Do 50xp of Duolingo and take a screen grab picture.

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)

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 8 (Miller) + Social Studies 8 (Hengel) + Math 8 (O'Byrne and Gaddis)

English 8 (Miller)

For today's lesson, you are to imagine a conflict among citizens that is beginning to form in your fictional country. It could be similar to a conflict you see in the real world, or it could be something you just make up (and you are free to make it silly)! Outline this problem in a thorough paragraph that is at least 8 sentences. Note: you are not to take sides in this conflict yet. That will come later. For now, simply describe how the conflict began and how this problem impacts life in your country.

Social Studies 8 (Hengel)

Today look at your country and look at theme two of geography. You have what makes your country special and unique. The Places and Regions themes. Think about your country, what are the landmarks that are in your country that are unique to your country.
Write out the natural landmarks, the lakes and valleys, and rivers. Where do people in your country go for vacations?
Write out the man-made landmarks that are going to be included in your country. Countries around the world have man made landmarks that make their countries unique. The Eiffel Tower, Great Pyramids of Gisa, etc. What landmarks will your country have that are going to be man-made?

Label them on your map that you created last week.
You need at least two natural physical features
You need at least three man-made features

Math 8 (O'Byrne) Hours 2, 3, and 6

Tuesday - April 18th
1) Watch the Pythagorean Theorem Proof: https://youtu.be/mbS2NK2D6jc
2) Please complete the worksheet practice assigned on Monday. Check your answers using the answer key.

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
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. 20% of 150 is what number? 
2. 35% of what number is 35? 
3. 120% of what number is 102? 
4. what percent of 300 is 51? 
5. 20 is what percent of 52?

Science 8 (Lawstuen)
Today you are going to be learning about the ocean’s role in climate and weather. Please read through the following website https://climatekids.nasa.gov/ocean/ and answer some questions in your notebook.
1. Why does the ocean play a huge role in climate change?
2. Watch the video. What happened when the balloon was exposed to heat? Why did this happen?
3. Watch the video. What happened when the water balloon was exposed to heat? Why did this happen?
4. We have heard that the Great Barrier Reef is not doing well and other coral reefs are dying off, what is happening with the ocean to cause this? How does this affect the coral reefs?
5. How does climate change affect ocean movements? Why is this a major deal if the climate is continuing to warm up?

Science 8 (Campos)
Please contact Ms. Campos at campos.rps.science@gmail.com for assignments and instructions.

Global Studies 8 (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.

PE 8 (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.
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- Don’t forget to continue to complete 25 pushups every day!! Track those pushups 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) (use for Thursday as well)
In the freezing ocean waters of Antarctica, the planet’s largest seals make their home in a frozen world. These giants are southern elephant seals, and they can grow as long as the length of a car and weigh as much as two cars combined. The name “elephant seal” comes from both the males’ enormous size and from their giant trunk-like nose, called a proboscis. Females do not have a proboscis, and they are much smaller. A thick layer of blubber keeps southern elephant seals warm in their icy habitat. The seals are clumsy on land, but in water they’re graceful swimmers and incredible divers. They can easily dive 1,000 to 4,000 feet to hunt for squid, octopus, and various kinds of fish. Elephant seals are able to stay underwater for 20 minutes or more. The longest underwater session researchers observed was an amazing two hours! When they return to the surface to breathe, it’s only for a few minutes. Then they dive again. While elephant seals spend most of their time swimming, they also gather on beaches in groups called colonies. One reason they come to land is to give birth and breed. Males arrive before females. They battle for dominance, deciding who will have large harems of females. Raising their enormous bodies, the males inflate their snouts and bellow. Usually these confrontations end quickly. However, sometimes only a physical battle can settle the matter. These fights can be bloody, but permanent injury is rare. Females arriving on land give birth to a single pup they’ve been carrying since the previous year. Newborns weigh about 90 pounds.
The mother nurses her pup for a little over three weeks. After this, she breeds with a dominant male and then returns to the sea to feed. Her pup now weighs well over 200 pounds and is on its own. If it survives, it too will enter the sea within a couple of months. A second reason elephant seals come to land is to molt. When they molt, they shed old skin and fur and new skin and fur grows. A smaller species, the northern elephant seal, lives in the Pacific Ocean, dispersed from Mexico’s Baja California to Alaska. Both northern and southern elephant seals were once hunted nearly to extinction. However, under legal protections both have made incredible comebacks.

- How does an elephant seal obtain its food? What foods are a part of its diet?
- Based on what you read in the article, are elephant seals in danger of becoming extinct today? Why or why not?

Please record responses separately and submit when able.

3rd Hour (Social Skills)
- You are kind of shy and you have a friend that tells you what to do a lot. It is starting to bother you. How can you confront him/her?
- If you could ask the president one question, what would you ask?
- If you could ask your principal just one question, what would you ask?

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 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 did I learn today?
- What was the most fun thing I did today?
- What was the most surprising thing that happened today?

Please record responses separately and submit when able.

8th Hour (Math)
1. An Italian restaurant receives a shipment of 86 veal cutlets. If it takes 3 cutlets to make a dish, how many cutlets will the restaurant have left over after making as many dishes as possible?
2. Melissa buys 2 packs of tennis balls for $12 in total. All together, there are 6 tennis balls. How much does 1 pack of tennis balls cost? How much does 1 tennis ball cost?
3. There are 235 books in the library. On Monday, 123 books were taken out. On Tuesday, 56 books are brought back. How many books are there now?

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. What is one way we can care for the earth?
- Spend some time cleaning your room.
- Practice your personal information (first and last names, address, and phone number). How much are you able to do without any help?
- Play a game with another person

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, continue watching the movie you selected or watch a second episode of the TV show you chose.

**As you watch today, take note on the following elements and how they create meaning:**
- Sound (diegetic, non-diegetic)
- Lighting (High-key, Low-key)
- 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 to 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](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 you work in a notebook that you could turn in later.

**Tuesday (slide 2 in classkick)**

24. Solve: $83x - 5 = 56$

A. $\{-4\}$
B. $\{-4, \frac{2}{3}\}$
C. $\left\{ \frac{2}{3} \right\}$
D. $\left\{ 4, \frac{14}{3} \right\}$

25. What of the following represents the solution to the inequality below?

$$|x-7|+12 < 25$$

A. $(-\infty, -20] \cup [6, \infty)$
B. $(-\infty, -6] \cup [20, \infty)$
C. $[20, 6]$
D. $[-6, 20]$

26. Which of the following describes the roots of the function $f(x) = x^2 - 3x + 1$?

A. exactly 1 rational root
B. 2 distinct rational roots
C. 2 distinct irrational roots
D. 2 distinct imaginary roots

27. Solve: $2x^2 + 12x - 68$

A. $\pm 2\sqrt{7}$
B. $\pm 2\sqrt{10}$
C. $\pm 2\sqrt{2}$
D. $\pm 2\sqrt{5}$

28. Solve: $x^2 - 12x - 14 = 0$

A. $\left\{ -6 \pm \sqrt{22} \right\}$
B. $\left\{ 6 \pm \sqrt{22} \right\}$
C. $\left\{ -6 \pm \sqrt{5} \right\}$
D. $\left\{ 6 \pm 5\sqrt{2} \right\}$

29. Which equation has a solution set of \(\left\{ \frac{3}{2} \right\} \)?

A. $2x^2 - 12 - 5x$
B. $3x^2 - 12 = x^2 + 5x$
C. $3x^2 - 9x = x + 8$
D. $2x^2 + 10x + 3 - 11 = x^2$

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

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?

BIOLOGY (MacDonald)

<table>
<thead>
<tr>
<th>Biology Classes:</th>
<th>Hours 1, 2, and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic for the Day:</td>
<td>Intro to Genetics and Forensics “What is Meiosis”</td>
</tr>
<tr>
<td>Purpose of the Day:</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 Genetics when we come back.</td>
</tr>
<tr>
<td>Materials Needed:</td>
<td>Paper/Journal and Pencil/Pen</td>
</tr>
<tr>
<td>Resource to Use:</td>
<td>Ck12 Meiosis</td>
</tr>
</tbody>
</table>

What to Learn for the day:
1. What is the Process of meiosis
2. Different phases of meiosis
3. How crossing over happens during meiosis

What to Do for the Day (This should take you no more than 40 minutes)
- Go to the Website Ck12 meiosis

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 is meiosis?
2. Explain why sexual reproduction results in genetically unique offspring?
3. Explain how meiosis I differs from mitosis?

CHEMISTRY (Cochran)

- Create an account at https://www.positivephysics.org/
  - Select “Create Account”, then “I’m a student/learner”, then “Yes, my teacher uses this site”, then enter the Classcode: Cochran
o **Username**: Your username should be your last name followed by your first name (Example: cochranmolly) and then choose any password you want.

o **Select your class period.**

- Complete “Acid and Base Properties” Activity under Unit 115: Acids and Bases

**CRIMINAL JUSTICE (Speckeen)**

Minnesota Omnibus Reading

**DIGITAL MEDIA-ENGLISH 4 (Ryan)**

Period 1: Lesson plans 4.17-4.21.23

Assignment: True Crime Podcast

1. Choose an app of your choice to listen to podcasts. Search for the (free) Dateline podcast, *The Girl in the Blue Mustang*.

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)**
On Monday we took a very close look at money. In regard to the last question from Monday’s class, I would guess that most of you indicated that you were very confident (a score of 4 or 5) that you could go into a store and purchase something of matching value - that the piece of paper you were holding held a predictable value in a market/store – it is worth what it says it is worth. That high level of confidence in the value of money is something that our government works very hard to protect. Today, you will have the chance to look more in-depth at some of the actions taken by our government to keep your confidence in the value of money. Some of these actions cost millions of dollars but are worth it to maintain your confidence. Label a section in your notebook “Confidence in Money”. Then, choose ONE of the following articles and answer the questions that follow.

Fake Money: https://newsela.com/view/ck9noooclx023v0iqjycgyjho

Damaged Money: https://newsela.com/view/ck9nooorg092o0iqj21hxubwd

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**ECONOMICS (Brue)**

On Monday we took a very close look at money. In regard to the last question from Monday’s class, I would guess that most of you indicated that you were very confident (a score of 4 or 5) that you could go into a store and purchase something of matching value - that the piece of paper you were holding held a predictable value in a market/store – it is worth what it says it is worth. That high level of confidence in the value of money is something that our government works very hard to protect. Today, you will have the chance to look more in-depth at some of the actions taken by our government to keep your confidence in the value of money. Some of these actions cost millions of dollars but are worth it to maintain your confidence. Label a section in your notebook “Confidence in Money”. Then, choose ONE of the following articles and answer the questions that follow.

Fake Money: https://newsela.com/view/ck9noooclx023v0iqjycgyjho

Damaged Money: https://newsela.com/view/ck9nooorg092o0iqj21hxubwd
Questions:

1) In 6-8 sentences, summarize your article – what were the main ideas?
2) Does the article you read give you more or less confidence that the money you looked at on Monday is worth what it says it is worth? Why or why not?
3) Why do you think the government is willing to take such drastic efforts regarding money?
4) Opinion: What would happen to our economy if people were unsure of the value of their money? (For example, you weren’t 100% sure that your $20 bill would be accepted at Target or some other store)

Energy & Environment (Myran) 2nd Hour Tuesday/Thursday
Parent Interview/Write Up Project

Please sit down with a parent or adult of your choosing. You are going to interview them and then write a follow up collecting your reactions/thoughts to their responses. Keep in mind you may not get them to answer all questions and thats ok.

Please write 10 questions to ask them about the following topics:
How much energy do we use monthly? How do we read our energy bill? What do they do with the garbage they remove from our bins weekly? How much water do we use monthly? Do our utility bills seem expensive? How much does our electricity bill change throughout the year? Any other questions that you can think of about energy usage and consumption. Your write up should be 1/2 page or more detailing their responses and your reactions.

ENGLISH 9 (Wood)
Directions: Welcome to Day 2 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-Text: How do the ideas in this text remind you of another text you have read (ie. story, book, movie, song, etc)? (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 2 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-Text: How do the ideas in this text remind you of another text you have read (ie. story, book, movie, song, etc)? (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 2 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-Text: How do the ideas in this text remind you of another text you have read (ie. story, book, movie, song, etc)? (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 2 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-Text: How do the ideas in this text remind you of another text you have read (ie. story, book, movie, song, etc)? (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)
Continue practicing our new French adjectives (on Page 70), by completing Exercice C on Page 75 of your paper workbook. 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.
You are given several animated characters and you need to write three sentences to describe each of them, IN FRENCH. You can describe their appearance or personality, and you can also say what they are NOT like (using “n’…pas” around the verb “est”).

**Your sentences should consist of [character name] or “il/elle” + est + ADJECTIVE.**

- Please stick to basic sentences, using your notes and the French you know! This is not the time for overly-complex sentences with phrases that you haven’t learned how to say yet in French, because that will tempt you to use translators, which are prohibited.
- If you don’t know how to describe these characters’ personalities, ask a classmate or Google the characters’ traits in English. You are given Miguel from the movie “Coco,” Garfield the Cat, Sully from the movie “Monsters, Inc.,” and Tinkerbell from “Peter Pan.”
- Try to stick to the adjectives on Page 70 as much as possible. However, if there is an adjective you really want to use and it’s not on the list, then you may use the WordReference.com/enfr dictionary to look the word up, if you have a personal device with internet/data access.

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.

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**FRENCH 1 (Chastain)**
**Tuesday, April 18, 2023**

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-huit avril 2023 (page 13 in cahier for numbers)
Say today’s day out loud: C’est mardi.

**Learning Targets:**
I can
- Review the conjugations of ER verbs in the negative.
- Practice the conjugations of ER verbs in the negative.

**Review:**
In your French 1 cahier (notebook), turn to page 106. Review how to make the sentence negative and complete exercice A.

Write 5 sentences using a different ER verb in the negative.

When you are done, you may work quietly on other classes’ work.

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**
**Tuesday, April 18, 2023**
Salut! I hope you got outside for some fresh air yesterday evening! When we have the time, my husband and I are taking Sugar for longer walks after work. It's been great for all of us. 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 out loud: dix-huit avril 2023 (page 11 in cahier for numbers)
Say today’s day out loud: C'est mardi.

Learning Targets:
I can
- Review the verb ETRE and adjectives describing ourselves
- Create positive and negative sentences using the verb ETRE and adjectives, making agreement between masculine or feminine nouns AND singular or plural nouns.

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

In your French 1 cahier (notebook), turn to page 71. Read out loud the verb ETRE, at a whisper or with a partner. Then, in the middle of the page, sing or say the ETRE song (to the tune of Twinkle, Twinkle Little Star de Mozart) 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 (4/18/23).

Next, read the Etre expressions at the bottom of page 71. Note that the phonetics are included in parentheses so use them to pronounce the words correctly.

After that, turn to page 73-74 and read through the adjectives out loud, noting the difference between masculine and feminine.

Practice:
Complete Exercice A at the bottom of page 74. Take note of the table above Exercice A that shows what to add to nouns to make the agreement with masculine (add nothing) or feminine (add “e” if it’s not there already) nouns AND singular (add nothing) or plural nouns (add “s”).

Check your work with a partner, each of you reading the sentences to one another, watching closely for agreement or read them out loud to yourself.

Here are the correct answers. Please correct any mistakes you may have made.

1. Je suis drôle.
2. Elle est intéressante.
3. Il est méchant.
4. Vous êtes gentilles.
5. Ils sont timides.
6. Je suis mignonne.
7. Elles sont petites.
8. Elle est belle.

When you are done, you may work quietly on other classes’ work.
FRENCH 2 (Madame Becker)

Yesterday, we learned a new irregular verb called “pouvoir,” which means ‘to be able to (can).’ This is used for actions that are possible.

- Now, today, we need to add another new IRREGULAR verb — “devoir” which means ‘to have to (must).’ This is used for actions that are obligatory. FILL IN THE VERB CHART AT THE BOTTOM OF PAGE 77! Here are the conjugations: je dois, tu dois, il/elle/iel doit, nous devons, vous devez, ils/elles/iels doivent.

Now, put the household chore vocabulary (from Pages 75-76) and the verb “devoir” into practice, by completing Exercice A on Page 78. 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 “devoir,” and finish with the second, infinitive verb (to wash the car, to work, to vacuum, etc.
- Also, if it says “must not” in the English version of the sentence, you need to put the “ne…pas” only around the conjugated form of “devoir” (see the negative column of your chart).
- Here is an example: Ex. A #4 - Il doit faire ses devoirs. (HINT: “their beds” is ‘leurs lits.’

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)

Tuesday, April 18, 2023

Bonjour! I hope you had a wonderful Spring break! 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-huit 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:
- Please finish your mini project today.
- 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.

FRENCH 3 (Janousek) Period 3
Bonjour! I hope you are having a great day! I miss 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 outloud: dix-huit avril 2023
Say today’s day outloud: C’est mardi.

Learning Targets:
I can
• Review the verb RECEVOIR
• Practice using the verb RECEVOIR in written sentences and reading sentence out loud with a partner

Review:
In your French 3 cahier, turn to pages 80. Make sure you have the verb conjugations written in the table at the top of the page. If you don’t, please write them in:
Je reçois Nous recevons
Tu reçois Vous recevez
Il/Elle reçoit Ils/Elles reçoivent

AVOIR is checked for the passé composé. The past participle is reçu.

Read outloud the verb RECEVOIR, at a whisper or with a partner. Then, in the middle of the page, sing or say the RECEVOIR song (to the tune of We Wish You a Merry Christmas) 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 (4/18/23).

Practice:
Complete Exercice A at the bottom of page 80. Once done, please correct your work with a partner, making changes as necessary. Read the sentences outloud to one another.

Here are the answers:
1. Reçoit
2. Recevons
3. Reçois
4. Recevoir
5. recevez

On a sheet of paper, write out 8 full sentences using each subject and the verb RECEVOIR. For example:

Je reçois un sac à dos pour mon anniversaire.
Tu reçois un éléphant en peluche pour Noël.
Il reçoit des tennis de son grand-père.
Elle reçoit une balle de basket de sa sœur.
Vous recevez des chiots pendant l'été.
Nous recevons des félicitations de nos familles à la fin de l’année scolaire.
Ils reçoivent des cadeaux pendant les vacances d'hiver.
Elles reçoivent des skis de leurs familles.

When done writing your 8 sentences, first read the 8 sentences above with a partner. Then read your sentences out loud to a partner and vice versa or whisper them to yourself.

**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](http://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 (asdhjkkl;). Quiz yourself to memorize the location of the keys.

**GEOMETRY (Andrist)**
Radicals
Choose one of these for each category: Sometimes, Always, or Never true. Explain your reasoning for each, and give examples.
GEOMETRY and GEOMETRY HONORS (Gaddis)

**Geometry** – 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>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\sqrt{x + 2} = \sqrt{x} + \sqrt{2}$</td>
<td>$\sqrt{3x} = \sqrt{3} \cdot \sqrt{x}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C.</th>
<th>D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\sqrt{2 - x} = \sqrt{2} - \sqrt{x}$</td>
<td>$\sqrt{x^2 - 2^2} = x - 2$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E.</th>
<th>F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\sqrt{x^2 \cdot 3^2} = 3x$</td>
<td>$\frac{\sqrt{x^2}}{\sqrt{3^2}} = \frac{x}{3}$</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G.</th>
<th>H.</th>
</tr>
</thead>
<tbody>
<tr>
<td>$(3 + \sqrt{x})(3 - \sqrt{x}) = 10$</td>
<td>$\sqrt{x + 1} + \sqrt{x - 1} = \sqrt{2x}$</td>
</tr>
</tbody>
</table>

**Geometry Honors** – Find the area of each circle below. Round to the nearest hundredth. Reminder: $A = \pi r^2$

1. $\frac{x - 8}{6} = \frac{9}{7}$
2. $\frac{y + 8}{4} = \frac{6}{5}$
3. $\frac{10}{p + 1} = \frac{-12}{5}$
4. $\frac{n - 1}{4} = \frac{5}{9}$
5. $\frac{3}{11} = \frac{x - 9}{9}$
GERMAN I (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?)t, 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)

**INTERMEDIATE ALGEBRA** (Andrist)

Table Tiles
Here is some work from another student.
1. Describe the problem-solving approach that Leon used. (For example, you might describe the way the student colored the pattern or what they did to calculate a series of numbers.)
2. Explain what needs to be done to complete their solution.

**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 Century
1. Review the “controversias” passage
2. Practice your declension and verb endings.

Asynch John Marshall and Mayo
1. Translate the “statuae” passage on page
2. Practice your declension and verb endings.

**LATIN 2 (Dovre)**
At Century - Review the “Aristo” passage and Word Study assignment

Asynch John Marshall and Mayo - Translate the “dies festus” part 1 passage on page 141

**Latin 3 (Dovre)**
At Century - Review the culture questions and word study assignments

Asynch John Marshall and Mayo
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 the intro questions and the first four lines of *Aeneid*

Asynch 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*?
   d. What did you find surprising or interesting from this reading? Why?
   d. After reading this, what is one question that you have?
   d. 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?

Asynch Mayo
1. Translate lines 5-7 on page 33 in the *A Song of War* textbook.
Translate lines 8-11 on page 33-34 in the *A Song of War* textbook.
LEARNING FOR SUCCESSFUL TRANSITION - LST (Anderson)
- Continue on your document from Monday
- In LST class we have learned and discussed many times, ways to experience better success both in school and out of school. One very important skill is staying organized. First (on your document), write how do you rate your organizational skills? excellent, above average, average, below average, I am not at all organized.
- Next, list all the ways you stay organized (or should be staying organized). Examples: 1. I look at my grades and assignment completion on Skyward at least two times a week. 2. I Email my teachers regularly. 3. I have an established daily routine. 4. I prioritize my work. 5. I use a calendar/planner
- Next, spend the remaining time outside, then report the weather (temp., wind, rain, sunny etc.)

MATH FOR COLLEGE (Gaddis)
Substitution was the second method you learned to solve a system of equations. Complete the following problems in a notebook as a refresher on how to solve using substitution.

1. \[ \begin{cases} y = x + 3 \\ y = -2x - 3 \end{cases} \]
2. \[ \begin{cases} x + y = 1 \\ y = x + 5 \end{cases} \]
3. \[ \begin{cases} y = \frac{3}{4}x + 3 \\ y = -\frac{1}{4}x - 1 \end{cases} \]
4. \[ \begin{cases} -x + 3y = -11 \\ 3x - y = 17 \end{cases} \]

MATH SKILLS (Harward) P6 and P7
Learning Targets: Transition Activities- I will consider my options for renting in the future.

Lesson:
When you rent a place to live, you agree to pay a certain amount of money each month to a landlord. The landlord owns your home, and you are the tenant. You’re not making an investment; you’re simply paying for the right to live in their building. However, it’s much easier to move if you need to, and if your stove or refrigerator breaks, you’re not responsible for fixing it. Renting gives you flexibility.

When you rent, you have to play by your landlord’s rules. Some landlords won’t allow you to have pets. Others won’t let you make changes to the apartment. Your landlord also has the right to raise your rent. This usually happens at the end of a lease, which is the contract you sign when you move in. Leases typically last one or two years.

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

This week we will be working on the “So Expensive” series! Today is the: Movie Theater.

Please watch the video and journal your answer in a notebook.
In Notebook: What strategy used by movie theaters do you think is the most effective to get you to spend more money? Explain why.

PHYSICS (Cochran)
Mon-Tues, April 17-18
- Read about Voltage: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/16.1/primary/lesson/the-electric-potential-in-a-uniform-field-phys/
- Read about Current: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/16.2/primary/lesson/electric-current-and-circuits-phys/
- Read about Chemical and Solar Cells: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/16.3/primary/lesson/chemical-and-solar-cells-ms-ps/
- Read about Ammeters and Voltmeters: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/16.4/primary/lesson/ammeters-and-voltmeters-phys/
- Read about Series Circuits: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/17.3/primary/lesson/series-circuits-phys/
- Read about Parallel Circuits: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/17.4/primary/lesson/parallel-circuits-phys/
- Read about Combined Series-Parallel Circuits: https://flexbooks.ck12.org/cbook/ck-12-physics-flexbook-2.0/section/17.5/primary/lesson/combined-series-parallel-circuits-phys/

PHYSICS (MacDonald)

<table>
<thead>
<tr>
<th>Physics Class:</th>
<th>Hours 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic for the Day:</td>
<td>Positive Physics Unit 25 Circuit Design</td>
</tr>
<tr>
<td>Purpose of this learning:</td>
<td>We are in a very strange time right now with all technology being shut down. We all need to do the best we can and still keep up a proper learning experience even if modified. Please complete the simple following exercises each day so when you come back you will have the basic knowledge needed to understand simple circuits.</td>
</tr>
<tr>
<td>Materials Needed</td>
<td>Resources to Use/What to do</td>
</tr>
<tr>
<td>Notebook or Loose Leaf Paper (form it into a booklet)</td>
<td>Ck12 Energy Transfer In Electric Circuits</td>
</tr>
<tr>
<td>Pen or Pencil</td>
<td>Steps</td>
</tr>
</tbody>
</table>

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 Intro to Circuit Design and then Complete Problems 1

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

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**

Lesson:
- **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: DAY 2**

_Smiling can be a great strategy to use when presenting an argument in person. In writing, there are other strategies you can use to be persuasive. You can use facts to support your claims. You can anticipate a counterclaim. This means you can imagine what someone may argue against your claim and then write about those concerns._

Read the passage below and write 3-5 sentences to support which of the following details from the passage anticipates a counterclaim to the argument that bike riding should be allowed in public parks.

Bike riding should be allowed in public parks. Both cyclists and walkers can easily share the trails as long as they follow the rules of the park. According to the rules, cyclists should stay on the right side of the trails and always let walkers pass first. Some people may argue that cyclists do not always follow the rules. The parks department should make sure that the rules are clearly posted in the parks. This will remind people of how they should share this space.

**SOCIAL STRATEGIES (Harward) Period 4**

Learning Target: Continuing with Understanding Nonverbal Communication

Learning Agenda for Today:

Name examples of nonverbal communication that occur in your daily life. Using nonverbal communication effectively can be a powerful tool. How have your experiences with nonverbal communication had a positive or negative impact on you?

In your journal reflect on the following statements:

1. People communicate their thoughts and feelings non-verbally.
2. Paying attention to facial expressions, gestures, eye contact, and body language enables us to understand nonverbal messages.
3. People send nonverbal messages constantly; we can learn to recognize and interpret others’ nonverbal messages.
4. People have the ability to control the nonverbal messages they send.

SOCIOLOGY (Pfeifer)

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

Video Link: https://www.youtube.com/watch?v=D9SWRByzDSO

Questions:
1. Why is life expectancy used as a measure to help determine the overall health of a country?
2. What possible implications need to be considered if life expectancy increases and society includes more elderly people?
3. Describe the difference between a flat birth rate and a total fertility rate.
4. How does the infant mortality rate shed light on broader issues involving health in society?
5. What was listed as the top two causes of death for both men and women in 2016?
6. Explain the difference between incidence and prevalence when it comes to diseases.
7. What are superfund sites? What did the study involving the cleanup of superfund sites show?
8. (View around 7:55) What risk factors (physical and social) are lower-income Americans more likely to have exposure to?
9. How does all of this connect to Rochester and Minnesota? In your opinion, is Rochester a healthy city? Is Minnesota a healthy state? Explain. (Note: You may want to look for outside sources.)

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 (E. Miller)
Phone translation app experiment: find three apps to download on your phone to help with translation and learning Spanish. Make a list for us. How did they work?

Spanish II (E. Miller)
Phone translation app experiment: find three apps to download on your phone to help with translation and learning Spanish. Make a list for us. How did they work?

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 (eg. graduate from college) or small (eg. 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
• Words/Quotes: 10 or more words/phrases that represent dreams/goals,

STATISTICS (Gaddis)
Expanding the concept of hypothesis today you will come up with four hypothesis questions. Make sure these questions are experiment based. Reminder: an experiment is where the person conducting the experiment changes something. An example of an experiment would be adding salt to chocolate instead of sugar to find out what would happen to the chocolate? Write down your four hypothesis questions make sure they are based off actual experiments you could test.

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) to login.

In a notebook, please answer the following questions on the same three occupations from yesterday.

1. Is there any special licensing needed for this occupation?
2. Career outlook (is it growing?)
3. Salary in California

Advanced Seminar - Your group will have today to complete the Enneagram Personality Test.

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

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 it located in?
- How many miles is it from Rochester, MN?
- What is a program they offer that you could study?

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

US Government

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=evLR90Dx79M

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. Why are both chambers of congress (the House and Senate) divided into committees?
2. Explain how standing committees are different from special or select committees.

3. Joint committees contain members of both the ___ and ___.

4. When a bill is proposed, it first goes to committee. Explain the power and influence the committee chair has over a bill after it is introduced into a committee.

5. What usually happens to a bill when the majority of a committee vote against it?

6. Reforms in the 1990s by Newt Gingrich led to the Speaker of the House having (more / less) influence over committees.

7. According to Craig, as members of congress spend more-and-more time raising money, more-and-more of the legislative work is done by _____.

8. What are congressional caucuses? Provide examples. What is their purpose?

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 your life?

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=EWg2xghlbnc

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

21:30 - 25:00

1. Boxer, Joe Louis, and his victory over Max Schmeling symbolized the struggle against f_____.

2. True or False: By 1938, democracy was safe in Spain.

25:00 - 29:10

3. British Prime Minister Chamberlain abandoned the Czechezslovakian region known as the Suddetenland to Germany in return for what he called, "peace in our ________.

4. Your Thoughts: Why might memories of World War One have encouraged the British to "be easy on" Germany?
5. What occurred during the Night of Broken Glass (Kristallnacht)?

6. Why was Marion Anderson not allowed to sing at Constitution Hall? What did President Roosevelt do?

7. What happened when 900 Germans Jews were denied entry into Cuba?

8. What did Peter Jennings mean when he said the US Congress was in an "isolationist state of mind"?

9. What types of fancy new devices were shown off at the World's Fair in New York?

10. The German invasion of ____ was the official start to World War Two in Europe.

11. Which country fell to Germany after only six weeks?

12. Which country did Peter Jennings describe as "freedom's last holdout" in Europe?

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.

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Work Based Learning (Thompson) Period 7

Today let's look at the student resources offered at RCTC. Open this link: [https://www.rctc.edu/services/](https://www.rctc.edu/services/)

Let's begin by looking at the academic services. Open each link and then answer a few questions.
**Academic Advising** - What help is provided? How do students access the help?

**Counseling/Career Counseling** - read over and look at all of the support that is offered.
**Disability Support Services** - What disability support services are provided and how does a student access?
Learning Center - In what academic areas is help for students provided? Where can a student go to get this help?

TRIO - explain how the steps a student follows in order to get help.

WORLD HISTORY (Brue)
In today’s class, we will take a closer look at what life was like before the Industrial Revolution so that we can better understand the significant transformation that took place because of it. Please open the Google Form lesson posted below. By the end of today’s lesson, you should have a nicely designed village in your notebook that will be transformed over the coming days in class.

https://docs.google.com/forms/d/e/1FAIpQLScXadvzFwrTqQQcCCYvs2FwCyu9vjaYvaBA-G9hnZnoXD71sg/viewform?usp=sf_link