

RPS Online Asynchronous Day Wednesday, April 19, 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

## **Elementary School**

### **Library/Media**

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

### **Music (Mr. Manansala)**

- Please reference our no-login-required Google Site for assignments:
  - <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-** 1<sup>st</sup> and 2<sup>nd</sup> grade: Complete one Math Boxes Journal page each day.

“Happy Numbers” may be an option on a personal device.

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

- Building blocks
- Do a puzzle
- Sidewalk Chalk
- Create something using folding paper
- Help in the kitchen
- Imagination play
- Play Doh/clay
- Board games/card games
- Art/Fine Motor
- Play outside
- Do art with watercolors, oil pastels, crayons, markers, or colored pencils.

- Art with Nature
- Make patterns (use things inside or outside)

## Grade 2 -P. Winter

- **Reading-** Read 30-60 minutes with a grown up or older reader. Tell your adult/older reader the beginning/middle/end of the book OR 3 facts from the book.
- **Writing-In second grade we have worked on beginning our writing with an onomatopoeia, and also using questions within our writing. We are also working on details in our writing. Neat handwriting is important as well. Please aim for 5 to 10 sentences for each writing experience.**
  - **Monday:** Weekend News—write about your weekend.
  - **Tuesday:** Birds are returning to Minnesota. Write about birds you have seen lately. What do they look like? Where are they finding food? Do you see more than one type of bird?
  - **Wednesday:** Describe an outdoor activity you have enjoyed now that the weather is warmer.
  - **Thursday:** Thankful Thursday-write something you are thankful for.
  - **Friday:** Friday Favorite-Tell me about your favorite people.
  - **Bonus Writing:** Pick a prompt in your purple notebook.
- **Math-**
  - **Monday:** Graphing. Pages 172 and 173 in math journal 2.
  - **Tuesday:** Page 174 in math journal 2.
  - **Wednesday:** Measurement. Pages 175 and 176 in math journal 2.
  - **Thursday:** Page 177 in math journal 2.
  - **Friday:** Page 179 math journal 2.
- **Stem/Art:** Choose at least one activity each day:
  - Water play inside: Use measuring cups from the kitchen and different sizes pots and bowls. Measure liquids.
  - Water play outside: Use a bowl of water and paintbrushes. Paint with water on the driveway or sidewalk. I wonder how long your water painting will last?
  - Create a sculpture: use cereal boxes, empty toilet paper tubes, tin cans, etc. What can you create?
  - Sidewalk Chalk: Write positive words on the sidewalk or driveway.
  - Play the alphabet game. Name animals and try to go through the entire alphabet. Try it with food.
  - Build a structure with marshmallows and toothpicks.
  - Play Doh/Clay
  - Board games/card games
  - Art/Fine Motor
  - Play outside
  - Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
  - Art with Nature

## 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**

Wednesday

\*Read for 30-60 minutes. Write down in your notebook the plot of the story. Using good sentences tell me the beginning, middle and end. Continue checking off your April Bingo reading calendar.

\*Journal-Write in your notebook: Do you think 3rd graders should have to do chores at home? Why or why not? 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.

Do the following problems in your notebook:

- $846 \times 481 - 22 =$  (rewrite vertically)  
- 79

- \*Look at this number sentence:  $4 + (6 \times 9) = 90$ . Is this correct? Explain why or why not.

\*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. Record your egg drop to share with me-your parents can email me at my yahoo email. Have fun!

<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](mailto:flan1991@yahoo.com)

\*\*\*\*\*Parents, please send me a picture of your kiddo's work each day on email ([flan1991@yahoo.com](mailto:flan1991@yahoo.com)).

- Here are the materials needed for this week:
  - Math journal #1 and #2
  - Math reference book (hard cover)
  - Sciencosauris (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

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You will have Wednesday April 19 and Thursday April 20 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](mailto:hill5kim@yahoo.com)

phone number: 507-328-3846

Assignments can also be found at: <https://app.classkick.com/#/login/L7LFN8>

Class Code: L7LFN8

| <p><b>Reading:</b><br/>Read independently for 30 minutes.<br/>Read pg. 160-163 in your Social Studies book</p> <p>1. Create a chart like the following in your notebook and fill it in.</p> <table border="1" data-bbox="310 625 727 783"> <tr> <th colspan="3">New England Geography</th> </tr> <tr> <td>Climate:</td> <td>Soil Quality:</td> <td>Natural Resources:</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> <p>2. Create/fill in the chart below in your notebook</p> <table border="1" data-bbox="245 808 751 1276"> <thead> <tr> <th>Location</th> <th>Land</th> <th>Climate/Growing Season</th> <th>Natural Resources</th> </tr> </thead> <tbody> <tr> <td>New England Pg. 161</td> <td>Example: mountains and deep valleys, rocky, sandy soil</td> <td>Example: warm summers, long cold winters, short growing season</td> <td>Example: wood, fish, whales</td> </tr> <tr> <td>Middle Colonies Pg. 162</td> <td> </td> <td> </td> <td> </td> </tr> <tr> <td>Southern Colonies Pg. 162-163</td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>3. If you have access to the internet, complete 20 minutes on Lexia</p> | New England Geography   |  |                             | Climate: | Soil Quality: | Natural Resources: |  |  |  | Location | Land | Climate/Growing Season | Natural Resources | New England Pg. 161 | Example: mountains and deep valleys, rocky, sandy soil | Example: warm summers, long cold winters, short growing season | Example: wood, fish, whales | Middle Colonies Pg. 162 |  |  |  | Southern Colonies Pg. 162-163 |  |  |  | <p><b>Writing/Vocabulary:</b></p> <p>1. Choose another one of your short stories you wrote last week. Revise (make changes to improve it) and Edit (correct spelling, punctuation and grammar) this story.</p> <p>2. In your Social Studies book, (on pages 160-163 and your glossary) write definitions of the following words in your notebook:</p> <p>growing season<br/>tidewater<br/>fall line<br/>backcountry</p> |
|--|---|--|-----------------------------|----------|---------------|--------------------|--|--|--|----------|------|------------------------|-------------------|---------------------|--|--|-----------------------------|-------------------------|--|--|--|-------------------------------|--|--|--|---|
| New England Geography  |   |  |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
| Climate:   | Soil Quality:   | Natural Resources:   |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
|  |   |  |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
| Location   | Land  | Climate/Growing Season   | Natural Resources           |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
| New England Pg. 161  | Example: mountains and deep valleys, rocky, sandy soil  | Example: warm summers, long cold winters, short growing season | Example: wood, fish, whales |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
| Middle Colonies Pg. 162  |   |  |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
| Southern Colonies Pg. 162-163  |   |  |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
| <p><b>Math:</b></p> <p>1. If you have access to the internet, work on Happy Numbers for 30 minutes<br/>Class Code: 372362</p> <p>2. Work on any two math box pages, these will be submitted when we return</p>   | <p><b>Student Choice:</b><br/>Choose at least one activity each day:</p> <ul style="list-style-type: none"> <li>o Building blocks/Legos</li> <li>o Do a puzzle</li> <li>o Sidewalk Chalk</li> <li>o Create something using folding paper (origami, paper airplanes)</li> <li>o Help in the kitchen</li> <li>o Imagination play</li> </ul> |  |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |
|  | <ul style="list-style-type: none"> <li>o Play Doh/clay</li> <li>o Board games/card games</li> <li>o Art/Fine Motor</li> <li>o Draw</li> <li>o Play outside</li> <li>o Do art with watercolors, oil pastels, crayons, markers, or colored pencils.</li> <li>o Art with Nature</li> </ul>   |  |                             |          |               |                    |  |  |  |          |      |                        |                   |                     |  |  |                             |                         |  |  |  |                               |  |  |  |   |

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Parents can contact Mrs. Fox with any questions at the temporary email address: [olivia.fox.rps@gmail.com](mailto:olivia.fox.rps@gmail.com) while the district email is down.

**Mrs. Fox's Social Skills- Growth Mindset Interview:**

1. Save this lesson for the end of the day- when your family is sitting around the dinner table would be a great time. You are going to ask your family members some questions. If they answer with a fixed mindset, you can share with them how to think in a way that promotes a Growth Mindset!
2. Ask the following questions to different members of your family:
  - A. What did you do today that made you really think?
  - B. What mistake did you make today? Did you learn from it?
  - C. What did you do that was hard today?
  - D. What did you do today that you're proud of?

3. Tell your family something that you are working on learning or have gotten better at recently.
4. Optional for if you have access to a device- Listen to the following read aloud on Youtube: *Jabari Jumps* by Gaia Cornwell

### **Mrs. Fox's Math- Exploring Money:**

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. If you have access to a device, listen to *The Money Song | Penny, Nickel, Dime, Quarter|* by Jack Hartmann on Youtube
2. Ask your adult for some loose change. If you have a piggy bank, ask if you can use some coins for a lesson.
3. See if you can tell your learning partner the name and value of each coin you find.
4. Tell your partner what you notice about each coin (Example: The penny is a different color from the rest of the coins and the dime is the smallest coin).
5. With your partner's help counting, try to find 100 cents (which equals 1 dollar!). Write down how many quarters, dimes, nickels, and pennies you used to make 100 cents.
6. When you go to the store next with an adult, look around for what could be bought with 100 cents (which is 1 dollar!)

### **Mrs. Fox's 1st 2nd Reading Group- Practicing Phonological Awareness**

Option 1. If you are working on letter sounds and letter names, use play-doh to make the following letters: b, c, d, f, h, i, j, k, p with a partner. With your partner's help, name the letters and practice the sounds they make. Put together the h i p you made. Say each sound slowly then say them all together. Next, read 15 minutes with your learning partner, point out any letters or words that you recognize. Optional, if you have a device listen to the song *Workout to the Letter Sounds |Version 2| Letter Sounds Song| Phonics for Kids|* By Jack Hartmann.

Option 2. Optional: Go outside with an adult and use chalk to practice your words!

- A. Write the following words in a vertical list (one on top of the other like this):

kit  
tun  
can  
rip  
tub  
bit  
cub  
tap

- B. Read the words as they are to your partner.
- C. Using a different color, add the magic e to the end of each word. Tell your partner how adding an e to the end of a CVC word changes the vowel sound.
- D. Read the new words to your learning partner.
- E. Partner read for 15 minutes. Point out any words you see that have a magic ending!

### **Mrs. Fox's Reading Group 3rd 4th and 5th grade- Writing Paragraphs and Character Traits:**

1. You will need a pencil and paper or electronic device to write your paragraph.
2. You are going to be drawing yourself as a book character and writing 1 paragraph (5 sentences) to describe yourself both physically (what you look like) and behaviorally (how you behave/act)

2. First, draw yourself. Include as many details as you can. You don't have to be a great drawer, just do the best you can!
3. Label your drawing with your physical traits. (Example: If you have brown hair, draw a line to your hair and write *brown hair*. If you drew red shoes, draw a line to your shoes and write *red shoes*).
4. Now list your behavioral traits. If you were a character in a book, how would you describe yourself? (Example: Friendly, brave, energetic, funny)
5. Using your drawing, and your physical and behavioral traits, write 1 paragraph describing yourself. Include an introduction sentence, three details, and a concluding sentence.  
(Example: I am a teacher named Mrs. Fox. I am sad because I miss my students. I have lots of freckles all over my face! I am energetic, and I like to go on walks with my dog. Now you know more about me.)

### **Ms. Heather Christensen**

Morning Meeting - Talk about the date and day of the week. Count by 5s to 200.

Reading - Find a favorite book and read for 15 minutes. (This can be with a partner.)

Social - Play a game with a family member -Play I Spy with living room things (I spy something that plays music.)

Functional - Go for a walk to the park and play a running game, like tag.

Math - Find all of the shapes around the house and take pictures of them.

Writing - Write your name and take a picture of your family member. Now write a sentence about what you see.

Project - Help clean or tidy up a room in the house. Then use the vacuum.

### Middle School

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

6th, 7th, and 8th Grade Music (Light-Diede) • Please access assignments here:

<https://sites.google.com/view/middleschoolmusicrps/home>

### **Grade 6**

#### **Wednesday, April 19th**

- 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 - Wordy Wednesday
    - An idiom is a figure of speech that has two meanings. What do the following idioms mean? Write this down in your notebook.
      - Just what the doctor ordered.
      - Break a leg!
  - Tone vs. Mood - Activity Day #2
    - Today's Learning Target: "I can identify the tone and **mood** of a text."
    - Using your notes from Monday, 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 mood of passage #1 is \_\_\_\_\_. (Write in your notebook).

▪ *"The door swings open to reveal all of my family members standing around the Christmas tree. The lights are twinkling and the fireplace is roaring with a warm fire. Everyone is singing Christmas carols as the snow falls quietly outside the window."*

▪ Passage #2

▪ The mood of passage #2 is \_\_\_\_\_. (Write in your notebook).

▪ *"The door swings open to reveal a Christmas tree, alone in the middle of the room, sparkling with hundreds of lights. Silence greets me as I glance around the room. The fireplace is empty and the snow storm howls outside the window. My family has gone and I am left alone with my thoughts."*

▪ Passage #3

▪ The mood of passage #3 is \_\_\_\_\_. (Write in your notebook).

▪ *"The night it happened was one we will never forget. The wind was screeching outside as rain pounded against the window. We had lost electricity hours ago and had nothing but candles to light the house. The battery powered radio we had was broadcasting a warning to lock your doors and stay inside; there was a killer on the loose."*

• Math (Walters)

- A unit rate is the rate of one of a quantity compared to another quantity.
- Usually two different measures are compared, (miles in an hour, number of words in a minute, number of objects in a pack, etc.)
- Unit rates are useful because they can be used to compare different sets of rates and decide which is the best/most efficient/fastest/slowest etc.
- Find the unit rate for the problems below and write the answers in your notebook: (Helpful Hint-remember that *per* means to divide.)

|                           |                           |
|---------------------------|---------------------------|
| 35 books in 5 boxes       | _____ books per box       |
| 100 miles in 4 hrs        | _____ miles per hour      |
| 9 songs in 36 minutes     | _____ minutes per song    |
| 5 episodes in 200 minutes | _____ minutes per episode |
| 72 pens in 9 packs        | _____ pens per pack       |

• Science (Valentine)

- **Question of the Day-**(Write it in your notebook: Why is having a good waste management program important for a community like Rochester? Why is it important for the environment?)

- **Target:** Understand that laws that protect our environment have made big changes! Think about what else we can do to positively affect our environment.
- **Do this:** Read this short article:

Around the first Earth Day back in the early 70's, environmental scientists made dire predictions about pollution. "In a decade, urban dwellers will have to wear gas masks to survive air pollution," reported *Life* magazine in 1970. "At the present rate of nitrogen buildup, it's only a matter of time before light will be filtered out of the atmosphere and none of our land will be usable," said ecologist Kenneth Watt.

These predictions didn't come to pass, but not because of economic incentives. When the synthetic pesticide DDT (a harmful chemical for animals and people) caused bird populations to plummet, there were no market incentives to reverse that trend. An increase in lead poisoning or asthma creates a market for medicines and treatment, but not for decreasing the pollutants that cause them.

But, people stood up and protested! These protests lead to good changes in some of our laws and regulations that affect our environment.

In the 1970's and 80's several regulations were passed into law that helped our environment. And the regulations have worked. After DDT was banned in 1972, [populations of bald eagles and other birds rebounded](#). Regulations on nitrogen dioxide and particulate pollution have [improved air quality in cities alongside children's lung development](#). In the late 1970s, 88 percent of American children had elevated lead levels in their blood; after leaded gasoline was phased out, that number [dropped to less than 1 percent](#).

- What is this article saying? Why is protecting our environment important? What changes could still be made that would protect our environment? (Write your answers to these questions in your notebooks)
- Project Time (Letkiewicz, Walters, & Valentine)
  - Read the following 4 bullets to help you answer the questions on the last bullet.
  - Much of our wastewater comes from residential and commercial buildings. Fortunately, today's architects and engineers are designing new water systems that reuse wastewater.
  - These new systems:
    - Collect "greywater"—water from sinks, tubs, showers, and washing machines.
    - Funnel greywater to other uses, such as watering plants or flushing toilets.
    - Reduce the amount of wastewater flowing into sewers.
  - Fresh water and greywater must be kept separate and used differently. In homes and buildings that collect greywater, the plumbing is kept separate. In these new structures, the fresh water runs through indoor faucets and is used for activities like drinking water and brushing teeth.
  - Greywater, on the other hand, runs through pipes that connect to toilets and outdoor spigots; this water is recycled to be used for flushing toilets and watering plants. Greywater is not used for human consumption. Learning the difference between fresh water and greywater will open new doors to how we use and save water.
  - Create a Venn Diagram to show the similarities and differences between greywater and freshwater.



- **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.

## 7<sup>th</sup> 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 (Werning)**

4/19B Wednesday – 4/20A Thursday. - on a new sheet of paper. Sketch out plans for your commercial. 3 points. One point for 1,2,3

Make up a NEW product, do not use any product names that are out there, because they are copyrighted. Write that in the middle of your paper.

Decide who your audience is, or who should buy this. Start a numbered list and write who your audience is next to #1.

Decide what appeal or appeals you want to use. Write this next to #2.

Write a sample outline of the points that you want to cover while your advertisement the product. #3

4/21B Friday

English 7 (Jones) 8th Period

We will continue to dive into Greek Heroes and myths today. Be sure to take a few notes about these stories in order to write a paragraph tomorrow.

Videos for today:

**Theseus and the Minotaur:**

<https://www.youtube.com/watch?v=YqT5NqsDQ-M>

**Jason and the Argonauts:**

<https://www.youtube.com/watch?v=peFwikd2-bw>

**Orpheus and Eurydice:**

<https://www.youtube.com/watch?v=RhaepLsP5eq>

**King Midas And The Golden Touch:**

<https://www.youtube.com/watch?v=3P1hNjQM9E>

Attachments area

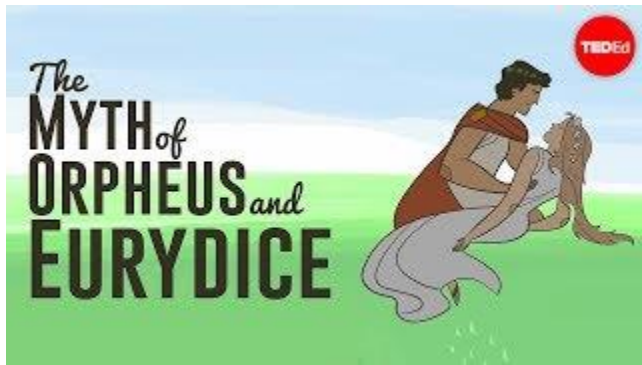
Preview YouTube video Theseus and the Minotaur | Hero Against Monster



Preview YouTube video The myth of Jason and the Argonauts - Iseult Gillespie



Preview YouTube video The tragic myth of Orpheus and Eurydice - Brendan Pelsue



Preview YouTube video King Midas And The Golden Touch (The Curse of Greed) - Greek Mythology in Comics - See U in History



## English 7 (Miller) + Social Studies 7 (Hengel) + Math 7 (O'Byrne and Gaddis)

### English 7 (Miller)

Yesterday, you outlined a problem that faces your country. Today, you will write a persuasive paragraph that argues the perspective of one side of the issue. Remember to integrate the elements of persuasion: Ethos (credibility), Pathos (emotion), and Logos (logic). In your submission, be sure to explain why this side feels the way they do, what solution they propose, and a call to action. Remember that you are only focusing on one side of the issue for now!

### Social Studies 7 (Hengel)

Today you will be finishing the video [The Great Depression & FDR's New Deal](#)

Answer the questions in your notebook as you watch the video

1. Start the video at 19 minutes
2. In 1934 what was the worst ecological disaster?
3. What cities in America does it hit?
4. Where did the dust storms start?
5. The Dust is lifted up to \_\_\_\_\_ feet.
6. A century before a \_\_\_\_\_ people had gone west on these same trails looking for hope. Now \_\_\_\_\_ are fleeing the Dust Bowl in Despair.
7. What becomes the most popular household item and how many are sold by 1934?
8. What Monument in South Dakota started being built in 1927?
9. Who is Joe Lewis and why is he significant?

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) 7<sup>th</sup> Probability

Today is a workday to complete watching the videos and working on the worksheets

that were assigned on Monday and Tuesday.

**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  $a = p\% * w$ . Where **a** is part of a whole, **p%** is the percent, and **w** is the whole.

1. The original price of a pair of shorts is \$35.00. The sale price includes a 25% discount. What is the sale price?
2. The original price of a skateboard is \$50.00. The sale price includes a 20% discount. What is the sale price?
3. The original price of a video game is \$42.00. The sale price includes a 15% discount. What is the sale price?

**Science 7 (Lawstuen)**

**7th** - We are going to do a trait/characteristic survey. Record your results for the survey in your notebook. Then ask family and friends and record their answers. Try to have 3 people's information (yourself and two others).

|  |
|--|
| Do you have unattached earlobes - do your earlobes connect to your neck (attached) or do you have a little bit of space between your earlobe and neck (unattached) |
| Roll your tongue   |
| Dimples - indents in your cheeks   |
| Right handed or left handed  |
| Freckles or no freckles  |
| Naturally curly hair or wavy hair or straight hair   |
| Cleft Chin - do you have a "butt" chin or when you rub the bottom of your chin do you feel a bump  |
| Allergies or no allergies  |
| When you clasp your hands together and interlock your fingers, is your left thumb on top or your right thumb   |
| Color blind or not color blind   |
| Widows Peak - does your hairline on your forehead come to a triangle or is it straight across  |
| Hitchhikers thumb - does your top of your thumb bend backwards when you give a thumbs up   |
| Have gapped-teeth - do you have any gaps between your teeth  |
| Straight toes - are your toes relatively straight or do they bend curve  |
| Flat footed - do you have an arch on your foot or is it flat across the bottom   |
| Born with an extra finger or toe   |
| Is your second toe longer than your big toe  |
| Have blue eyes, brown eyes, green eyes   |
| Have hair on fingers and toes - you will have to look very carefully   |
| Female or male   |

## 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.

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- Find a safe location to walk, jog, run or bike at least 1 mile per day. You may do more than 1 per day but pace yourself.
- In your notebook, track your distances.
- How far is a mile? A mile is a mile, but it is FOUR laps around a standard track. If you live in Rochester, we all have access to the Soldiers Field track near

the pool. Not to mention the miles and miles of trails near Silver Lake and Cascade Lake. You can also use a smartphone app like MapMyRun or Strava (download for free) to track your distances.

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

### **Health 7 (Anglin and Russel)**

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

**You will become a stress expert.**

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

Requirements:

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

**Kids Health is a great website if need more information.**

<https://kidshealth.org/en/teens/your-mind/>

### **Spanish 7<sup>th</sup> Grade (E. Miller)**

Make a notebook journal entry of numbers 1-10 in Spanish and 10 colors

### **21st Century Business (Myran) – Wednesday-Friday 3<sup>rd</sup>/4<sup>th</sup> hour**

For the next 3 days you are going to work on trying Develop a grocery list with help from your parents. The list should have a realistic amount of items to shop for. If you have access, create a spreadsheet like google sheets or draw one on paper. Create headings for name of item, cost, quantity and then a column for how much you have spent thus far. You are going to look up each items price on the HyVee website, or if you have rockstar parents you could actually go to the store and track pricing for each item.

### **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)**

Yesterday, you outlined a problem that faces your country. Today, you will write a persuasive paragraph that argues the perspective of one side of the issue. Remember to integrate the elements of persuasion: Ethos (credibility), Pathos (emotion), and Logos (logic). In your submission, be sure to explain why this side feels the way they do, what solution they propose, and a call to action. Remember that you are only focusing on one side of the issue for now!

### **Social Studies 8 (Hengel)**

Write out the culture of your country today. Think about what kind of blend of culture this would be. What countries are around your country and how do they blend to create your country's culture. What country has more influence?

List out what activities the people in your country do in their free time. How do your laws impact their free time?

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

Wednesday - April 19th

Use the Pythagorean Theorem to find a missing leg of a right triangle.

1) Watch the Video Lesson: <https://youtu.be/yWwEGZZ8zwA>

2) Worksheet Practice: [8-The Pythagorean Theorem and Its Converse \(kutasoftware.com\)](http://kutasoftware.com)

### **Pre-Algebra (Gaddis)**

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### **Science 8 (Lawstuen)**

**8th** - Create a list of 12 questions you would ask a meteorologist (someone who studies weather patterns) if you ever got the chance. The questions have to be related to the job, weather, or science.

### **Science 8 (Campos)**

Please contact Ms. Campos at [campos.rps.science@gmail.com](mailto:campos.rps.science@gmail.com) for assignments and instructions

### **Global Studies 8 (LaRochelle)**

The goal is to finish your map today.



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)**

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### **Automation & Robotics (Myran) - Monday/Tuesday 4<sup>th</sup> hour**

You will have Monday and Tuesday to wrap this project up that we started last week.

- Find 10 different types of robots around the world
- For each robot, list several of its capabilities
- If you can find the cost of the robot, list that
- When did the robot launch?
- What other interesting pieces of information can you find for the robot?

### **Mr. Giarratana 1st Hour (Reading)**

**Reading:** Please read for at least 20 minutes in 1 hour and answer the following: 1)What did you read? 2) Would you recommend this reading to someone else? Why or why not? 3) What is something you thought about after this reading?

**Please record responses separately and submit when able.**

### **3rd Hour (Social Skills)**

- What goals do you have for yourself this year?
- What are five things you want to do before you turn 25?
- Describe the most amazing thing you've ever seen in real life.

**Please record responses separately and submit when able.**

### **4th Hour (Study/Org Skills)**

What goals do you have for yourself this year?

>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 is the current problem or challenge you are facing?
- What are your goals and objectives related to this problem or challenge?
- What are some potential solutions to this problem or challenge?

**Please record responses separately and submit when able.**

### **8th Hour (Math)**

1. *There is a group of 10 people who are ordering pizza. If each person gets 2 slices and each pizza has 4 slices, how many pizzas should they order?*
2. *In the hockey game, Mitchell scored more points than William but fewer points than Auston. Who scored the most points? Who scored the fewest points?*
3. *There are 3 chalkboards in your classroom. Each chalkboard has 2 pieces of chalk. This means there are 6 pieces of chalk in total. If you take 1 piece of chalk away from each chalkboard, how many will there be in total?*

**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.
- Plan a meal for your family. You are welcome to make this meal and include something to drink.
- Take the garbage out and/or put a new garbage bag in the bin.
- 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 is our last watch day. Continue watching the movie you selected or watch a third episode of the TV show you chose.

**As you watch today, take note on the following elements and how they create meaning:**

- Acting Choice
- Props
- Set
- Plot/Characterization
- Think about what makes this an "Adventure" movie/TV show

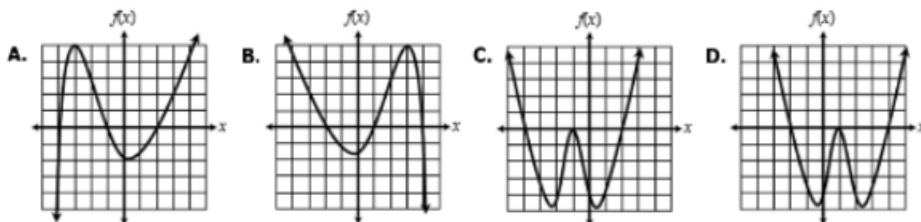
## **ALGEBRA II (Gendreau) Periods 1,2, and 6**

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>) **Remember to sign in with the exact same name each day so it brings you back to your classkick assignment.**

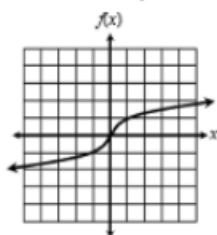
If you don't have access to classkick on some personal device, then I will post the problems each day below. Please keep you work in a notebook that you could turn in later.

**Wednesday: (Slide 3)**

33. A polynomial function has a zeros at -4 (multiplicity 3), -1 (multiplicity 8) and 2 (multiplicity 1). Which equation could represent this function?



36. The graph of a parent function is shown below. Which function belongs to the same family?

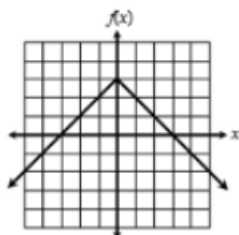


- A.  $f(x) = \sqrt{x} + 6$
- B.  $f(x) = \sqrt[3]{x-4}$
- C.  $f(x) = 2x^3 + 5$
- D.  $f(x) = (x-1)^2$

37. The graph of the absolute value parent function is vertically stretched, then shifted 3 units left, 8 units down. Which equation could represent this function?

- A.  $f(x) = 2|x+3| - 8$
- B.  $f(x) = \frac{1}{2}|x+3| - 8$
- C.  $f(x) = 2|x-3| - 8$
- D.  $f(x) = \frac{1}{2}|x-3| - 8$

38. Which equation defines the function graphed below?



- A.  $f(x) = -|x+3|$
- B.  $f(x) = -|x-3|$
- C.  $f(x) = -|x|+3$
- D.  $f(x) = -|x|-3$

39. Which function has two distinct real zeros?

- A.  $f(x) = 2x + 2$
- B.  $f(x) = (x-2)^2$
- C.  $f(x) = x^2 + 2$
- D.  $f(x) = |x| - 2$

## 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> There are videos on the first slide of each lesson. Also, listen to my audio messages when you see them posted!

**Monday:** Slides 5&6 (lesson starts on slide 2, videos posted there)

**Tuesday:** Slides 10-11

**Wednesday:** Slides 15-16

**Thursday:** Slide 22

**Friday:** Slide 22-23

## **ART II (Klocke)**

Assignment:

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

**More information is available on my website:**

<https://sites.google.com/view/mrsklockeonlineart/home>

## **ART Independent Study (Klocke)**

Assignment:

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

More information is available on my website:

<https://sites.google.com/view/mrsklockeonlineart/home>

### Automation & Robotics (Myran) Wednesday-Friday 4<sup>th</sup> Hour

You will have 3 days to develop a fully automated world perspective plan. Dream ahead to a future where everything is fully automated for you. Describe a day where your teeth are brushed for you, you speak and meals are instantaneously created and fed to you, etc... Be creative, think about everything you might do in that day and how it could be automated completely to make your life easier. This could be 20 years in the future, or more, you decide. This should be at least a page long detailing your full day.

### BIOLOGY (MacDonald)

|   |
|---|
| <b>Biology Classes:</b> Hours 1, 2, and 4   |
| <b>Topic for the Day:</b> Intro to Genetics and Forensics "What is Gametogenesis"   |
| <b>Purpose of the Day:</b> 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.   |
| <b>Materials Needed:</b> Paper/Journal and Pencil/Pen   |
| <b>Resource to Use:</b> <a href="#">Ck12 Gametogenesis</a>  |
| <b>What to Do for the Day (This should take you no more than 40 minutes)</b> <ul style="list-style-type: none"><li>Go to the Website <a href="#">above Ck12 Reproduction</a></li></ul>  |
| <b>Step 1:</b> View and Watch the Lesson (go through the whole page) focus on finding the answers to the question below in your journal   |
| <b>Step 2:</b> <a href="#">Click the Review link</a> and test your knowledge  |
| <b>Step 3:</b> <a href="#">Click the Related content icon (this link)</a> to read/watch other cool info on the topic  |
| <b>What to write in your Asynch Biology Journal</b> <ol style="list-style-type: none"><li>What is gametogenesis and when does it occur?</li><li>What are the main differences between oogenesis and spermatogenesis?</li><li>How many chromosomes are in a human oogonia/egg?</li></ol> |

### CHEMISTRY (Cochran)

- Read about pH: <https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/21.9/primary/lesson/the-ph-scale-chem/>
- Read about Calculating pH: <https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/21.10/primary/lesson/calculating-ph-of-acids-and-bases-chem/>
- Go to link: <https://www.positivephysics.org/> and complete "pH Calculations" Activity under Unit 115: Acids and Bases

### CRIMINAL JUSTICE (Speckeen)

Criminal Justice - Criminal Justice Reform article - [Criminal Justice Reform](#)

### 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)

|   |  |
|---|--|
| <b>Physics Class: Hours 3</b>   |  |
| <b>Topic for the Day: Positive Physics Unit 25 Circuit Design</b>   |  |
| Purpose of this learning: We are in a very strange time right now with all technology being shut down. We all need to do the best we can and still keep up a proper learning experience even if modified. Please complete the simple following exercises each day so when you come back you will have the basic knowledge needed to understand Circuits |  |
| <b>Materials Needed</b>   | <b>Resources to Use/What to do</b>   |
| Notebook or Loose Leaf Paper<br>(form it into a booklet)  | <a href="#">Ck12 Energy Transfer In Electric Circuits</a>  |
| Pen or Pencil   | Steps<br>1. <a href="#">Go to positivephysics.org</a><br>2. Create Account<br>3. Username= 1s 2 letters first name then last (example jomacdonald)<br>4. Set your own password<br>5. Class code= macdonald |
| Now complete for the day  |  |
| 1. Course= Physics Unit 25 Circuit Design   |  |
| 2. <b>Complete Problems 2</b>   |  |

## ECONOMICS (Brue)

### Economics

Paper money in the United States has changed a lot over our nation's history. If you were to look at a dollar bill from 75 years ago you would find some very different wording on it. That is because what that paper represents changed dramatically in 1971. To understand this important change a little more, check out the video below. Label a section in your notes "Commodity vs Fiat Money", then answer the questions below as you watch.

<https://www.youtube.com/watch?v=fs12fX407GU>

Video Questions:

- 1) What could the historical examples of US dollars be exchanged for?
- 2) What advantage does paper money have over silver?
- 3) What is commodity money?
- 4) What is commodity-backed money?

5) What is fiat money?

In 1971 the United States left what was called the Gold Standard. This meant that our money shifted from being commodity money to fiat money. This shift has been one of the more debated topics in Economics. Check out the Pro-Con website link below. In your notebook, summarize in your own words two reasons why we should go back to the Gold Standard, and two reasons we should NOT go back to the Gold Standard.

<https://gold-standard.procon.org/#:~:text=Returning%20to%20a%20gold%20standard,exporting%20more%20than%20it%20is%E2%80%A6>

### **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 that's 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 3 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:** Text-to-World: How do the ideas in this text reading relate to the larger world—past, present, and future? *(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 3 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:** Text-to-World: How do the ideas in this text reading relate to the larger world—past, present, and future? *(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 3 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:** Text-to-World: How do the ideas in this text reading relate to the larger world—past, present, and future? *(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 3 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:** Text-to-World: How do the ideas in this text reading relate to the larger world—past, present, and future? *(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)**

Today, we are going to add family vocabulary into the mix! **Start by looking over the words for various family members, found on Page 81** of your paper workbook.

- On Page 82, you need to know that the words "mon/ma" mean 'my,' whereas "ton/ta" mean 'your.'" These small words indicate POSSESSION (to whom something/someone "belongs"). This is different from the indefinite and definite articles

we have been using up till now; remember that “un/une” are the indefinite articles meaning ‘a’ or ‘an’ in English, and “le/la/l’/les” are the definite articles meaning ‘the.’

- Sometimes, we don’t just want to say “*the* sister” or “*a* grandfather,” but rather “MY sister” or “YOUR grandfather.” **FILL IN THE CHARTS AT THE BOTTOM OF PAGE 82 TO THE BEST OF YOUR ABILITY!** (For example, “ma mère” = ‘my mother,’ “ton père” = ‘your father,’ “une fille” = ‘a girl,’ and “l’ami” = ‘the [male] friend.’)

Now, put that vocabulary into practice, by **completing Exercises B and C on Page 84**. 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.

- For Ex. B, you need to (1) look at the family member mentioned in French, (2) determine what that family member word means AND IF THE PERSON IS MALE OR FEMALE, and then (3) fill in the blank with “mon” if they are male or “ma” if they are female. (You will need to look at the ending of the adjectives “américaine” and “canadien” to determine the genders for #s 5 and 6.)
- For Ex. C, take the phrases given (la mère, le père, etc...) and rewrite them in the chart, CHANGING “la” to “ma” (‘my’ feminine) or “ta” (‘your’ feminine) AND “le” to “mon” (‘my’ masculine) or “ton” (‘your’ masculine), in the appropriate columns.

If you finish early, check your notes/answers with a partner. Then, complete the crossword on Page 83, if you haven’t already.

### **FRENCH 1 (Chastain)**

Bonjour! I hope you are having a great day.! 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 aloud: dix-neuf avril 2023 (page 11 in cahier for numbers)

Say today’s day aloud: C’est mercredi.

I can

- Practice Adverbs in French.

#### **Review:**

In your French 1 cahier (notebook), turn to pages 107-109. You will practice using adverbs in French.

#### **Practice:**

- Review page 107.
- Complete Exercises B, C, and D on pages 108-109.

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**

#### **Wednesday, April 19, 2023**

Salut! I hope you got outside for some fresh air yesterday evening! Most of the snow is gone here in the Twin Cities and that’s probably true for you in Rochester too! It’s really starting to feel like le printemps! For some of us, it’s our favorite season.

It is a drag we are not able to meet in class yet, but let's continue to do our best and maintain a positive attitude. Merci beaucoup for following the plans and completing the practice. C'est le français! Youpi!

### **La Routine:**

Say today's date outloud: dix-neuf avril 2023 (page 11 in cahier for numbers)

Say today's day outloud: C'est mercredi.

### **Learning Targets:**

I can

- Review the verb ETRE and adjectives describing ourselves
- Create sentences describing ourselves and use them in a conversation with three different partners.

### **Review:**

In your French 1 cahier (notebook), turn to page 71. Read outloud 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 (4/19/23).

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:**

On a sheet of paper, write out 5 sentences describing yourself using the verb ETRE (page 71) and adjectives (pages 73-74). Pay attention to masculine and feminine forms of the adjectives. For example:

Je suis petit(e).

Je suis brun(e).

Je suis beau(belle).

Je suis intelligent(e).

Je suis sportif(sportive)

Once done, have 3 conversations with 3 different classmates if possible. Otherwise use Puppet Hands to have the conversation three times. With each partner, one person begins with the question, "Comment es-tu?" (Meaning "how are you" but from a descriptive position.) The partner answers with his/her five sentences that s/he has written on paper. Then switch roles. Have the conversation three times please.

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

## **FRENCH 2 (Madame Becker)**

This week, we learned two new irregular verbs: "pouvoir" which means 'to be able to (can)' for actions that are possible AND "devoir" which means 'to have to (must)' for actions that are obligatory. Refer back to the charts you filled in on Pages 76 and 77. We also learned household chore vocabulary on Pages 75-76.

- Now, put it all together — along with the verb “vouloir” that we learned earlier in the year — by **completing the “Vouloir, Devoir, Pouvoir” exercise 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. Then, give the correct conjugation of “vouloir,” “pouvoir,” or “devoir.” Finally, finish the sentence with either the second, infinitive verb needed OR any other words you need.
- Remember, when you make a sentence negative, you only put the “ne...pas” around the first, conjugated verb.
- If you need to review the **conjugations for “vouloir,” look on Page 50. Other activities are on Pages 13-14 and places are on Pages 19-20.** If there are other words you don't remember how to say, then you may use the [WordReference.com/enfr](http://WordReference.com/enfr) dictionary to look the word up, if you have a personal device with internet/data access.
- Here are some examples: #3 - Tu veux faire du jogging? #6 - Il ne peut pas manger avec nous.

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

## **FRENCH 2 (Chastain)**

Bonjour! I hope you are having a great day.! 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 aloud: dix-neuf avril 2023 (page 11 in cahier for numbers)

Say today's day aloud: C'est mercredi.

### **Learning Targets:**

I can

- Learn about a French-speaking city

### **Note:**

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

### **Mini project:**

- Research a French speaking city.
- Make a list of 5 cool things to see or do in this city. Make a list of 3 “must” try food/drink items in this city.
- On a piece of paper, add your lists and draw 3 things to represent this city (ex. Flag, food, notable landmark). My artistic ability is limited to draw stick figures...so it can be



simple drawings.

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

### **FRENCH 3 (Janousek) Period 3**

Bonjour! I hope your day is going well! 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-neuf avril 2023

Say today's day outloud: C'est mercredi.

#### **Learning Targets:**

I can

- Review the verb SUIVRE
- Practice using the verb SUIVRE in written sentences and in a short conversation with a partner

#### **Review:**

In your French 3 cahier, turn to pages 81. 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 suis Nous suivons

Tu suis Vous suivez

Il/Elle suit Ils/Elles suivent

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

Read outloud the verb SUIVRE, at a whisper or with a partner. Then, in the middle of the page, sing or say the SUIVRE song (to the tune of Jingle Bells) 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 (4/19/23).

#### **Practice:**

Complete Exercice B at the bottom of page 81. 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. Suis, suit
2. Suivons, suivons
3. Suis, suivent
4. Suivez, suis

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

Je suis mon ami en voiture pour aller au café.

Tu suis des cours de tir à l'arc tous les après-midi.

Il suit son père à la piste de ski.

Elle suit sa grand-mère en classe de peinture.

Nous suivons les instructions de notre maître.

Vous suivez des cours intéressants tous les jours.

Ils suivent des girafes au zoo.

Elles suivent des buffalos au Yellowstone.

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.

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

### **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 (asdfghjkl;). Quiz yourself to memorize the location of the keys.

### **GEOMETRY (Andrist)**

Radicals

In the following statements:

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

Answer the following:

a.  $\sqrt{x} \times \sqrt{x} = 2\sqrt{x}$

b.  $\sqrt{\frac{x}{y}} = \frac{\sqrt{x}}{\sqrt{y}}$

c.  $\sqrt{3+x} + \sqrt{3-x} = 2\sqrt{3}$

### **GEOMETRY and GEOMETRY HONORS (Gaddis)**

**Geometry** – Today will begin refresher information in preparation for Chapter 8. In chapter 8 all answers must be in exact form (no decimals) therefore the next few days will be problems regarding how to simplify a square root to the smallest exact form (no decimals). The following should simplify to a whole number.

1.  $\sqrt{144}$

2.  $\sqrt{64}$

3.  $\sqrt{81}$

4.  $\sqrt{121}$

5.  $\sqrt{49}$

**Geometry Honors** – Find the circumference of each circle below. Round to the nearest hundredth. Reminder:  $C = \pi \cdot d$

1.



5.  $r = 2.6$  in

9.  $d = 16$  mi

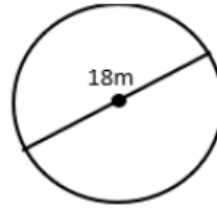
2.



6.  $r = 34.1$  in

10.  $d = 8$  yd

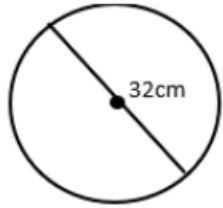
3.



7.  $r = 5.2$  ft

11.  $d = 22$  cm

4.



8.  $r = 9.3$  in

12.  $d = 27.5$  in

**GERMAN I (Zaczkowski)**

**GERMAN 4 (Zaczkowski)**

**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), doorway(s), hallways, etc.
    2. NO MEASUREMENTS (YET;))

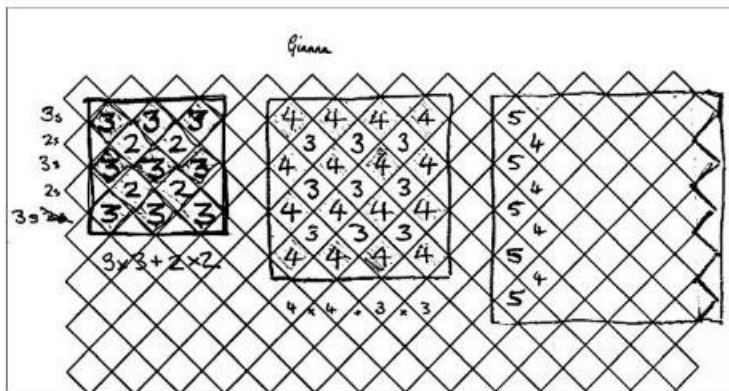
## HUMAN GEOGRAPHY (Speckeen)

Human Geo- Aging Population Article - [Long Term Care](#)

## INTERMEDIATE ALGEBRA (Andrist) Table Tiles

Here is some work from another student.

1. Describe the problem-solving approach that Gianna 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.



## INTERPERSONAL; 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 John Marshall -

1. Review the “statuae” passage.
2. Practice your declension and verb endings.

Asynch Mayo and Century

1. Translate the “statuae” passage on page 168
2. Practice your declension and verb endings.

## **LATIN 2 (Dovre)**

At John Marshall

1. Review the “dies festus” part 1 passage

Asynch at Mayo and Century

1. Translate the “dies festus” part 1 passage on page 141

## **LATIN 3 (Dovre)**

At John Marshall - Review the Culture questions and “sub horreo” questions. I will introduce the result clause to the students.

Asynch at Mayo and Century

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

## **LATIN 2 (Dovre)**

At John Marshall - Review the introduction questions and review the first four lines of the *Aeneid*.

Asynch and Mayo and Century

1. Translate lines 5-7 on page 33 in the *A Song of War* textbook.
2. 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 had many lessons in regards to Life Skills and Money Management. Today's lesson will help you practice figuring out the approximate cost of preparing a meal for a family of four.
- You will plan a meal (with at least 4 meal items) and research the approximate cost to prepare the meal. Then, list the steps to prepare the meal. To find prices you can use a grocery store ad, go to a store or look online (if possible) for prices etc. Include all grocery items needed and the cost. On your document write down your meal plan, the cost for each item as well as the total cost, and the steps in preparing the meal.
- Next, spend the remaining time outside, then report the weather (temp., wind, rain, sunny etc.)

## **MATH FOR COLLEGE (Gaddis)**

Elimination is the third method used to solve systems of equations. Reminder: solving a system of equations means finding the ordered pair where the equations meet (x,y). Add the following problems to eliminate one variable and solve for the remaining variable. Then use substitution to find the other missing variable. Use the example problem as a guide.

$$\begin{array}{r}
 x + y = 5 \\
 + x - y = 1 \\
 \hline
 2x + 0 = 6 \\
 2x = 6 \\
 x = 3
 \end{array}
 \quad
 \begin{array}{r}
 3 + y = 5 \\
 y = 2 \\
 (3, 2)
 \end{array}
 \quad
 1. \quad
 \begin{array}{r}
 x - y = 4 \\
 + x + y = 8 \\
 \hline
 \end{array}
 \quad
 2. \quad
 \begin{array}{r}
 x + y = -5 \\
 + -x + y = -1 \\
 \hline
 \end{array}
 \quad
 3. \quad
 \begin{array}{r}
 2x + y = -2 \\
 + -2x - 3y = -6 \\
 \hline
 \end{array}$$

### MATH SKILLS (Harward) P6 and P7

Learning Objective: Transition Activities. I will explore what it means to invest money by purchasing my own home.

Lesson: Read and Reflect

*Few people can afford to buy a home in cash. Most people pay for it with a combination of their own money (for the down payment) and a loan from a bank called a mortgage. A down payment is an amount of money paid upfront to secure the property. It is usually 10-20% of the total cost of the home. So for a \$100,000 home, a 10% down payment would cost \$10,000. A buyer will then get a mortgage from a bank to cover the remaining \$90,000. Mortgages are paid back slowly, in monthly installments, with added interest. Banks decide whether or not they will give you a mortgage by checking your credit. If you have good credit, it will be easier for you to get a mortgage. If you have bad credit, you will have a much harder time borrowing money.*

Today's Learning:

- Create a journal entry about buying your own home
- Why might you have chosen this route
- What are the potential risks
- Journal whether or not you feel you need to explore other options
- Jot down any questions you may have about living options

### PERSONAL FINANCE (Haukos)

This week we will be working on the "So Expensive" series! Today is Fast Food.

Please watch the [video](#) and journal your answer in a notebook.

In Notebook: What are some strategies you could use to avoid overspending on things like fast food?

<https://www.youtube.com/watch?v=zlcJIMpgAks&authuser=0>

### PHYSICS (Cochran)

Wed- Friday, April 19-21

- Complete the following activities on <https://www.positivephysics.org/> under Unit 24: Circuit Analysis
  - Wednesday: Light Bulbs 1

- Thursday: Current Calculations
- Friday: Complete Problems 1
- If you still need to 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
  - **Username:** Your username should be your **last name followed by your first name** (Example: cochranmolly) and then choose any password you want.
  - Last week’s assignment: Complete the “Inquiry” and “Vocabulary and Concepts” under Unit 24: Circuit Analysis

Complete only if you **do not** have a phone/device (and did not complete the above assignments):

Write one paragraph (at least 5 sentences) **each day** about how you would get by living in an area without electricity. Ideas include: name everything you rely upon for electricity and how you would replace those tasks; explain ideas to make everyday tasks easier without electricity; explain how you could combine efforts with others to complete tasks without electricity.

### PHYSICS (MacDonald)

|   |   |
|---|---|
| <b>Physics Class: Hours 3</b>   |   |
| <b>Topic for the Day: Positive Physics Unit 25 Circuit Design</b>   |   |
| Purpose of this learning: We are in a very strange time right now with all technology being shut down. We all need to do the best we can and still keep up a proper learning experience even if modified. Please complete the simple following exercises each day so when you come back you will have the basic knowledge needed to understand Circuits |   |
| <b>Materials Needed</b>   | <b>Resources to Use/What to do</b>  |
| Notebook or Loose Leaf Paper (form it into a booklet)   | <a href="#">Ck12 Energy Transfer In Electric Circuits</a>   |
| Pen or Pencil   | Steps <ol style="list-style-type: none"> <li>1. <a href="#">Go to positivephysics.org</a></li> <li>2. Create Account</li> <li>3. Username= 1s 2 letters first name then last (example jomacdonald)</li> <li>4. Set your own password</li> <li>5. Class code= macdonald</li> </ol> |
| Now complete for the day  |   |
| <ol style="list-style-type: none"> <li>1. Course= Physics Unit 25 Circuit Design</li> <li>2. <b>Complete Problems 2</b></li> </ol>  |   |

### 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 material, 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 3

*When you are trying to persuade someone, appeal to your listener. Make your argument about the other person and not just about yourself. For example, if you're selling lemonade, saying, "Buy my lemonade because I'm awesome" is not a strong argument. Instead, give the other person examples of why buying your lemonade will benefit them. "It's a hot day, and you won't be thirsty if you drink my lemonade!" is an argument that appeals to the listener.*

Read the passage below and write 3-5 sentences to support which of the following details from the passage is an argument to appeal to your audience.

*School buses should play music in the morning for students. As a student imagine how much more energized, focused, and ready to learn you will be if you are motivated by the music you enjoy. Who doesn't love listening to music in the morning? Music provides students the opportunity to relax and reflect before beginning the school day.*

## **SOCIAL STRATEGIES (Harward) Period 4**

Wednesdays with Mrs. Rich!

Energy Bus-- Think about YOUR vision. During this time of chaos who are your supporters? Who are your energy vampires? Is there anyone new you need to add to your bus? How are YOU supporting your vision during the 4th quarter? Write a few sentences answering these questions.

## **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](mailto:sjpfei17@smumn.edu) if you have any questions.

**Video Link:** <https://www.youtube.com/watch?v=KriEIJ0ubh0>

## Questions:

1. What are the three sectors of healthcare in the United States?
2. Where do 56% of Americans get their insurance from?
3. Who is covered by Medicare? Who is covered by Medicaid?
4. Regarding availability, \_\_\_ areas have 2x as many doctors per person as \_\_\_ areas.
5. Why might the typical business hours of hospitals and clinics limit the accessibility for some Americans? How do you think these Americans could be accommodated?
6. How is acceptability defined?
7. List one advantage and one disadvantage of the fee-for-service system used within the United States?
8. Define insurance premium.
9. Define deductible.
10. People will have a lower deductible if they pay a (higher/lower) insurance premium.
11. According to Nicole, what are some groups of people who may have to pay higher insurance premiums? Why do insurance companies charge them higher rates?
12. What things are more likely to occur with people who do not have medical insurance?

## 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)

El Salvador was the first country in the world to recognize Bitcoin as legal tender two years ago. Make a list of at least five pros and cons on this process. Analyze this use of crypto currency overall, is this a good and helpful thing?

## Spanish II (E. Miller)

El Salvador was the first country in the world to recognize Bitcoin as legal tender two years ago. Make a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis with the four boxes. Summarize whether this is a good thing or not for El Salvador and why.

### **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)**

Today you will narrow down your four questions down to two final hypothesis questions. For each of these two questions I want you to list all the possible material and information you would need to conduct the experiment. Remember this is something you are trying to prove or disprove.

### **SEMINAR & ADVANCED SEMINAR (Haukos)**

**Seminar** - Today you will choose one occupation to research more heavily. When we are back to normal, this is your next big assignment.

Once you have picked one specific occupation to research, please use the rest of the week to prepare for this assignment. This will include the following: Detailed duties of the job, work environment, salary, education, licensing, and then go into [www.monster.com](http://www.monster.com) and [www.indeed.com](http://www.indeed.com) to find this specific job and detail the company that would hire you. All of this information will be used in the final assignment.

**Advanced Seminar** - Your group will have today and tomorrow to complete the [Enneagram Personality Test](#)

By today you should know what Enneagram Personality number you fall into. In a notebook, please write a paragraph about your specific personality from the Enneagram test.

### **US Government (Pfeifer)**

**Directions:** Watch the YouTube video from Crash Course and answer the questions. **If you do not have access to YouTube, please complete the alternative assignment described at the bottom of this assignment.** You may write your answers using the method of your choice (ex: paper/pencil) and we will find a way for you to turn it in once we return to normal. Please contact Pfeifer at [sjpei17@smumn.edu](mailto:sjpei17@smumn.edu) if you have any questions.

**Video Link:** <https://www.youtube.com/watch?v=L8urcMLGFyU>

### **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. Describe the role of the Speaker of the House. How often are they selected and who selects them? GOOGLE IT: Who currently has this role?
2. Describe the role of the House Majority Whip. GOOGLE IT: Who currently has this role?
3. What does the Speaker of the House traditionally desire when selecting a Majority Leader? GOOGLE IT: Who is currently the House Majority Leader?
4. What is the de facto role of the House Minority Leader? GOOGLE IT: Who currently has this role?
5. Who leads each party in the Senate? Which member of the Executive Branch presides over the Senate? GOOGLE IT: Who currently has these roles?
6. Explain how Senate leaders primarily exercise their power.
7. Agenda setting is considered a negative power. What does this mean?
8. What other advantages do congressional leaders have? (hint: this involves the media and money)
9. Describe some of the advantages the majority party has in the House and/or Senate.
10. Describe how unity within a political party can be efficient towards that party's goals and agenda.

**Optional:** We already watched "How a Bill Becomes a Law" in class, but it might be a good refresher before tomorrow's assignment. Link: <https://www.youtube.com/watch?v=66f4-NKEYz4>

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



Watch at least 30 minutes of news on TV or read a news article from a newspaper. Write two paragraphs about what you saw or read.

Paragraph One: Write a 3-5 sentence summary of the news.

Paragraph Two: Write a 3-5 sentence personal reflection about what you saw or read. Some suggestions on what you could reflect on include: How did the news make you feel? What can be done to change or fix things? How does this affect your life? How does this affect society?

### **US History (Pfeifer)**

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

**Video Link:** <https://www.youtube.com/watch?v=BMWYblZ8qwQ>

**Note: This documentary contains violent and graphic images from WW2, the Holocaust, and other atrocities. Please contact me by email if you have any concerns about watching this documentary.**

#### **0:00 - 3:30**

1. What was the Blitz?
2. Of the 50 million people who died during WW2, about what percentage were civilians? These civilians died, not because they lived near military targets, but because they \_\_\_\_ .

#### **3:30 - 11:00**

3. What is portrayed in the Pablo Picasso masterpiece, *Guernica*?
4. After 9 months of war, Germany controlled nearly all of \_\_\_\_\_ .
5. What was Hitler's goal for the Slavic people of Eastern Europe? Who did Hitler immediately target for execution in Poland?
6. Which Polish demographic of 3 million people faced the worst treatment by Hitler and the Nazis? Where were they forced to live? What were the living conditions like for these people?

#### **11:00 - 14:30**

7. Explain how Hitler's war against the Soviet Union was territorial, ideological, and racial all at the same time.
8. Describe the living conditions of the people of Leningrad (AKA St. Petersburg) while under siege by the Nazis during the Winter of 1941.

#### **14:30 - 21:36**

9. The Nazi killing squad known as the Einsatzgruppen would follow the German soldiers into conquered territory. Who did they target for execution?

10. Why did Heinrich Himmler, chief of Hitler's killing squads, search for a "better method" for killing Jews instead of continuing to shoot them?

11. What was the "final solution" developed by Hitler, Himmler, and the Nazis.

12. Describe the resistance to the Nazis by Jews living in Warsaw's ghetto.

**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?

**Work Based Learning (Thompson) Period 7**

We will continue to look at the student resources offered at RCTC.

Open this link: <https://www.rctc.edu/services/>

For each, explain why each of these student resources are VERY important.

[Bookstore](#)

[Library](#)

[Technology Support](#)

[Business Office](#)

[Financial Aid](#) (FAFSA, Grants, Scholarships, etc.)

[Student Emergency Fund](#)

**WORLD HISTORY (Brue)**

World History

In class this Wednesday through Friday, we will begin to transform the village you created in your notebook from a simple farming village to an industrial city as we progress through the Industrial Revolution. To do this you will need two resources, the Map Legend which will give you an idea of what to draw on your map, and most importantly the Industrial Transformation Game Slides. Begin on Slide 9 which is labeled "Round 1" in the upper-right corner. The rounds will progress chronologically through the Industrial Revolution and give you steps of what to add to your map with each historical event. Start by reading about the historical event, then add whatever is listed to your map (ex. "Add 5 houses). Once you have finished the round, move to the next. As you progress you will eventually come across three reflection questions, write your answers to these on the back of your map.

Map Legend:

[https://docs.google.com/document/d/1YR9iB\\_fdT-VPFyA6Zv3xyv5Lv8C8VIk82ZO6RqFee3Q/edit?usp=sharing](https://docs.google.com/document/d/1YR9iB_fdT-VPFyA6Zv3xyv5Lv8C8VIk82ZO6RqFee3Q/edit?usp=sharing)

Industrial Transformation Game Slides:

[https://docs.google.com/presentation/d/1htoE3wIVxC\\_vPyYHfyZXOdOJ0qZau\\_BNA\\_8TuJMtH\\_H0/edit?usp=sharing](https://docs.google.com/presentation/d/1htoE3wIVxC_vPyYHfyZXOdOJ0qZau_BNA_8TuJMtH_H0/edit?usp=sharing)

Important Notes:

- 1) It is very important that you complete the slides in order – they are chronological! Completing them out of order will give you a strange-looking map!
- 2) Be sure to read through each historical event in order as you progress. Your understanding of these will necessary to complete the reflection questions.

