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

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

● Speech/Language Services
  ○ Your child is currently receiving speech services from an SLP via teletherapy. During this network outage, your child’s speech services will be paused and made up at a later date.

● Adaptive PE for K-12 students with Ms. Graham
  ○ Please complete one:
    ■ Go outside to play or walk for at least 30 minutes at least once this week
    ■ Roll up a pair of socks and play catch with a trusted adult or sibling for at least 5 minutes. You could also try to throw the socks underhand into a bucket from 5-10 feet away.
    ○ Write down what you were able to complete and have an adult sign it. Be ready to share what you did when we meet next.

● We encourage students to fill their time with meaningful academic and social emotional learning. Here are a few ideas:
  ○ Gratitude:
    ■ Journal three things you are thankful for every day.
    ■ Leave notes for your loved ones around your home.
    ■ Write a thank you note to anyone!
    ■ Give three compliments.
    ■ Start a meal with everyone stating something they are Thankful for.
  ○ Mindfulness:
    ■ Find a peaceful spot and practice deep breathing for 5 minutes. ■
      Take a walk outdoors,
    ■ Find a calming guided meditation on Youtube or another device,
    ■ Sit outdoors and listen to the birds,
    ■ Spend 5 minutes stretching
  ○ Community:
    ■ Paint Rocks with colorful pictures or quotes and hide them in your neighborhood.
    ■ Pick up garbage around your home.
    ■ Help family or friends with chores.
    ■ Color chalk pictures on your sidewalk or driveway.
    ■ Take a walk

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**Elementary School**

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

**Music (Mr. Manansala)**
- Please reference our no-login-required Google Site for assignments:
  - [https://sites.google.com/view/elementary-music-rpso/home](https://sites.google.com/view/elementary-music-rpso/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 wo) and teach it to your family members. Can they keep the pattern going with you?

Stem/Art: Choose at least one activity each day:
- Building blocks
- Do a puzzle
- Sidewalk Chalk
- Create something using folding paper
- Help in the kitchen
- Imagination play
- Play Doh/clay
- Board games/card games
- Art/Fine Motor
- Play outside
- Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
- Art with Nature
- Make patterns (use things inside or outside)

First Grade-B. Winter

Reading- Read 30 minutes with a grown up or older reader. Tell your adult/older reader the beginning/middle/end of the book OR 3 facts from the book. Practice the heart words in the back of your Countdown book. Make 10 flashcards of words you don't know yet and see if you can learn them by the end of the week!

“Lexia” may be an option on a personal device.

Writing-Write 2-5 sentences (or more) in your learning log. Don't forget a capital letter at the beginning and a period at the end of the sentences!
Monday: Weekend News—write about your weekend.
This weekend I __________________.

Tuesday: I like to play ____________________.

Wednesday: Signs of spring—In the spring plants ____________________.

Thursday: Thankful Thursday—write something you are thankful for. I am thankful for ________________.
(Make sure it is something new this week!)

Friday: Friday Favorite—Tell me about your favorite animal. My favorite animal is _________________.

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

Stem/Art: Choose at least one activity each day:
- Building blocks
- Do a puzzle
- Sidewalk Chalk
- Create something using folding paper
- Help in the kitchen
- Imagination play
- Play Doh/clay
- Board games/card games
- Art/Fine Motor
- Play outside
- Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
- Art with Nature
- Make patterns (use things inside or outside)

Physical Education (Vesel) 1st Grade
1st Grade:
Floor is lava

https://youtu.be/gHnQTikohCc

Pick one kick one

https://youtu.be/iqZAwu-g3Xs

Spring would you rather

https://youtu.be/A-rSUSC8T5l

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**
  - **Floor is lava**
  - **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](https://mathigon.org/tangram).
You will need: Your artist notebook paper and a pencil.

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

- On your artist information paper from last week: write your instrument and what it is made of. Write down what kind of sound it makes (ex. Loud/soft or low/high sounds)
- Listen to your favorite artist's song from last week and keep the beat to the song on your instrument.
- Create a 4-beat rhythm to play on your instrument using the rhythms we know (ta, ti-ti, rest, etc.)
- Explore the Dr. Musik website: [https://www.doctormusik.com/](https://www.doctormusik.com/)
  - This features virtual instruments and online composing activities.
- Explore the Isle of Tune online activity: [https://www.isleoftune.com/](https://www.isleoftune.com/)
  - Create a road for your car to drive down.
  - Place cars on the road
  - Place houses, lights, trees, and brushes along the road
  - Press Go to hear your street make music!
- Experiment with Chrome Music Lab
  - Go to Song Maker in Chrome Music Lab
  - Create your own songs using the blocks and shapes at the bottom!

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**Grade 3 - Peterson**

*Read for 30-60 minutes. Write down in your notebook your favorite part. Draw a picture to go with it. Continue checking off your April Bingo reading calendar.*

*Journal-Write in your notebook: What are 5 ways you could make someone smile today? Make a list, and then do them! Make sure to check punctuation and write in complete sentences.*

*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:
- Number model: \((7 \times 3) + 8 = C\)
- Which fact would give you a higher product? Show the answers for both.
  - \(5 \times 5\) or \(6 \times 4\)
  - \(4 \times 9\) or \(3 \times 10\)
*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

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

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

Assignments
- **Sciencesaurus book:** read pages 116-117 about the digestive system and draw/label the picture from page 116 in your ASYNCHRONOUS notebook.
- **Math**
  1. Journal #1: complete page 50 (#6,7)
  2. Journal #2: complete page 162 (#2)
- **Reading:** The Castle in the Attic: Read the vocabulary words and their definition on the first page of the Castle in the Attic packet (in your Asynchronous Folder).
  1. Read Chapter 1 (pages 3-7)
  2. Draw a picture with the characters from chapter 1 and write their names.

  - STEM/Art activities: Choose 1 activity each day:
- play outside
- building with blocks/legos, etc.
- do a puzzle
- use sidewalk chalk (there was one large piece in one of your pick up bags)
- create something using folding paper art (origami)
- imagination play
- Play Dough/clay (yes, you can use the play dough/clay that you’ve received from me)
- board games/card games
- art/drawing, painting, etc.
- help your parents with chores
- help bake/cook something (with an adult)
- call a family member you haven’t talked to in awhile (with parent’s okay)
- write a letter to someone

For Mrs. Flanagan’s 4th Grade Nonverbal class: (Schultz)
Test your memory! The temporal lobe in our brain deals with memory. Let’s see how good your eidetic memory is. We will do the experiment we saw in Bill Bye’s video. Go into any room where you live. Give yourself 1 minute to try and memorize everything in that room. Then go to another room and draw everything you remember on a piece of paper. After you are done drawing go back into the room you were memorizing and compare your drawing to the room. Answer these questions. How difficult was this? What helped you memorize so many items? What would you do next time to help memorize more items?

Physical Education (Strain)
Please continue with your exercise/activity journals.

Grade 5 – Hill
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 phone number: 507-328-3846 Assignments can also be found at: https://app.classkick.com/#/login/L7LFN8

Class Code: L7LFN8
Reading:
Read Independently for 30 minutes.
Read pg. 160-163 in your Social Studies book
1. Create a chart like the following in your notebook and fill it in.

<table>
<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>

2. Create/fill in the chart below in your notebook.

Writing/Vocabulary:
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.

2. In your Social Studies book, (on pages 160-163 and your glossary) write definitions of the following words in your notebook:
   - growing season
   - tidewater
   - fall line
   - backcountry

Math:
1. If you have access to the internet, work on Happy Numbers for 30 minutes
   Class Code: 372362
2. Work on any two math box pages, these will be submitted when we return

Student Choice:
Choose at least one activity each day:
- Building blocks/Lego's
- Do a puzzle
- Sidewalk Chalk
- Create something using folding paper (origami), paper airplanes
- Help in the kitchen
- Imagination play

- Play Doh/clay
- Board games/card games
- Art/fine Motor o Draw
- Play outside
- Do art with watercolors, oil pastels, crayons, markers, or colored pencils
- Art with Nature

GATE (Schultz)
For Mrs. Hills 5th grade Nonverbal class: Continue working on Rube Goldberg machines. Make sure it lasts 30 seconds or more.

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

Mrs. Fox's Social Skills- Growth Mindset Practice:
1. Ask an adult, sibling, or friend to be your learning partner
2. Tell your partner in your own words what you have learned about Growth Mindset this year. (Hint- we talked about positive inner voice, the power of Yet, and growing your brain by trying new and hard things).
3. I want you to try something new, ANYTHING (safe) that you have never done before. If you need some ideas, you could: try to make a new cookie recipe with an adult, try to jump rope, write a joke book, make up a new dance, try a new kind of food, make a blanket fort, find some cardboard and make a race car, learn how
the wash machine works, try hula hooping, or make a puppet show. Be sure to ask first, and clean up your mess when you are done.

4. When we learn new things, we can get frustrated when they don’t work out the way we hope. I want you to practice using your positive inner coach. Here are some things you can practice saying to yourself as you try something new:
   
   A. I will try my best.
   B. Mistakes help me learn.
   C. It is ok to ask for help.
   D. I am learning something new! It does not have to be perfect!

5. I want you to write down or take a picture of the new activity you tried.

Mrs. Fox's Math- Counting by 5s review:
1. Optional if you have access to a device- Listen to Count by 5’s | Exercise and Count by 5| Count to 100| Counting Song by Jack Hartmann

2. You will need as many nickels as you can for this lesson.

3. Nickels are worth 5 cents each. When we count nickels, we skip count by 5.
   5,10,15,20,25,30,35,40,45,50,55,60,65,70,75,80,85,90,95,100.

4. See if you can make $1 (100 cents) with nickels, how many nickels do you need to make $1? Use your nickels as you count by 5s.

Mrs. Fox’s 1st 2nd Reading Group- Graphophonemic awareness
Option 1:
1. Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.

2. You and your partner are going to practice graphophonemic awareness (that is just a big fancy word for understanding which letters make which sounds in a word when you are writing). This is a similar exercise as when you practiced substituting sounds out loud. Now you will do it in writing!
   
   A. The learning partner (the adult or older sibling) will say and write a word (Example: "slip"). Next, the student will write the word ("slip"). The adult will say which sound to substitute ("Write the word slip, but change the sound /p/ at the end to a /m/."). ***Adults, make sure you are giving the sound of the letter to change and not the name of the letter.***
   
   B. The student will write the new word with the substituted sound, "slim"

   C. Continue with three or four letter words or longer, depending on how difficult the task is for the student. Practice for 10 minutes.

   Example: The adult says and writes the word, "bit."
     The student will write, "bit."
     The adult says, "Now write bit, but change the /b/ sound at the start to a /s/ sound."
     The student will write the new word "sit"

   Example 2: The adult says and writes the word, "ride."
     The student will write, "ride."
     The adult says, "Now write ride, but change the /r/ at the start to a /t/.
     The student will write the new word "tide"

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

Option 2.- If your student is still working on letter sounds and letter names, use play-doh to make the following letters (the vowels): a, e, i, o, u, y, b, and d with a partner. With your partner's help, name the letters and practice the sounds they make. Put together the b e d 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.

Mrs. Fox’s 2nd Grade Comprehension- Writing hyperboles
A hyperbole is using an extreme or exaggeration to emphasize a point (Examples: She could hear a pin drop a mile away- This means the person has good hearing. There was an ear splitting shriek - This means there was a loud sound. I haven't seen you in ages!- This means you haven't seen someone in a long time.
1. Optional- If you have access to a device with internet: Listen to the read aloud *Parts* by Ted Arnold on Youtube. How many Hyperboles can you find in the story?
2. Get a pencil and paper. Please keep your finished work.
3. Make each of the following basic sentences more descriptive by using a hyperbole: (Example: The teacher talked a lot. This basic sentence can be made more descriptive by adding the following hyperbole: The teacher never took a breath when talking.)
   - A. I am hungry.
   - B. The boy was very angry.
   - C. The dog kept barking.
   - D. His mother was a good cook.
   - E. It was a long car ride.
   - F. The woman was 90 years old.
   - G. I laughed really hard.

**Mrs. Fox's Reading Group 3rd 4th and 5th grade - Character Traits:**
1. Find a new fictional story book at your reading level to read to a friend or family member (perhaps give your grandparents a call and read to them!) - *you can wait until your adult gets home*
2. Share with your audience that we are working on character traits. While you are reading, pause to write down the answers to the following questions:
   - A. Who is the main character in the book?
   - B. What are some of their behavioral traits (how do they behave? Example: brave, nice, mean, clumsy, scared)
   - C. What traits do you have in common with the main character of your story? (Example: The main character and I both are scaredy cats).
   - D. Would you want to be friends with the main character or the story? Why or why not?
   - E. What was the main goal of your character in the story? (Example: The Little Red Riding Hood's main goal in the story was to bring cookies to her grandma)
   - F. Was there anything that tried to stop your character from reaching their goal? (Example: The Big Bad wolf tried to steal the cookies from Little Red).

Read for a total of 20 minutes.

**Ms. Heather Christensen**
Morning Meeting - Talk about the date and day of the week. Count by 10s to 500.
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 bedroom items (I spy something that is for resting on.)
Functional - Go for a walk to the library or pretend you went to the library. What book would you like to hear? Find a book on YouTube and listen to it.
Math - In our April goodie box, we will use the items to make some slime. Let's measure.
Writing - Write your name and take a picture of a scene out your window. Now write a sentence about what you see.
Project - Help to Clean up the toys, wash them if needed and put them away.

**Middle School**

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

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

**Grade 6**
**Thursday, April 20th**
- 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 - Think About it Thursday
  ▪ Use the clues in the following sentences to infer what is being described. Write your answer in your notebook.
    ▪ “I am part of the Earth. I can be dangerous, hot, explosive, and easily eruptive. What am I? How do you know?”

• Tone vs. Mood - Tone vs Mood with Melodies - Day #1
  ▪ 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 AND the reader’s mood and explain how you know by LISTENING to your favorite songs!
  ▪ Directions: Choose ONE of your favorite songs - it can be anything! Listen to the rhythm, melody, lyrics (words), and instruments to help you answer the following questions. Be prepared to listen to this song more than once! Please make sure each of the 5 questions below are answered in your ELA notebook.
    ▪ What is the name of the song and singer/band?
    ▪ Listen carefully to the words of the song. What lyrics (words) best show the topic?
    ▪ What is the tone (author's attitude) of the song? Explain how you know.
    ▪ What is the mood (your thoughts/feelings) of the song? Provide an explanation.
    ▪ Is the tone/mood of this song positive, negative, neutral, or more than one? How do you know?

• Math (Walters)
  • Continue finding the unit rate of the following problems. Write the answers in your notebook.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 miles in 42 minutes</td>
<td>_______ minutes per mile</td>
</tr>
<tr>
<td>120 books on 6 bookshelves</td>
<td>_______ books per bookshelf</td>
</tr>
<tr>
<td>24 biscuits in 4 packets</td>
<td>_______ biscuits per packet</td>
</tr>
<tr>
<td>240 students in 8 classes</td>
<td>_______ students per class</td>
</tr>
<tr>
<td>84 eggs in 7 boxes</td>
<td>_______ eggs per box</td>
</tr>
</tbody>
</table>

• Science (Valentine) (This project can also be worked on tomorrow)
  • Question of the Day - (Write it in your notebook): What do you think an Environmental Engineer does?
  • Target: Review the engineering design process. Instead of throwing something away, design a product or object that you can make from the “garbage”.
  • Do This: Think back to the idea of reusing something from around your house instead of throwing it away. Think about how you could use the item to serve a purpose for you.
  • What problem would it solve for you?
  • Research and plan a design to make something new with the reusable item.
  • Start changing it so that it works for you. What changes did you have to make?
  • Test it out and see if it works.
  • If you see areas that need improvement, then make changes to your design that may improve your product. Then test it again to see if it is better.
Project Time (Letkiewicz, Walters, & Valentine)

- "Rethinking Wastewater" - Activity
  - With a family member, sort the following words into two sets: freshwater activities vs greywater activities.
    - Boiling Pasta
    - Brushing Your Teeth
    - Washing Your Hair
    - Taking a Shower
    - Filling a Fish Tank
    - Filling Water Balloons
    - Watering the Garden
    - Flushing a Toilet
    - Watering the Lawn
    - Washing a Car
    - Cleaning your Bicycle

PE (Nguyen) 6th Grade

- The 127th Boston Marathon will take place on Monday, April 17, 2023, featuring nearly 30,000 athletes from more than 100 countries. In Rochester, the Med City Marathon will be run for the 27th time on May 13th, 2023.
- Runners spend weeks, even months preparing for this physical event. There are 26.2 miles in a complete marathon and there are 26 school days until the running of the Med City Marathon. Beginning today, April 17th, we are going to chip away at this distance one day at a time. Your option is to walk, jog, run, or bike the distance of the Med City Marathon.
  - Find a safe location to walk, jog, run or bike at least 1 mile per day. You may do more than 1 per day but pace yourself.
- In your notebook, track your distances.
  How far is a mile? A mile is a mile, but it is FOUR laps around a standard track. If you live in Rochester, we all have access to the Soldiers Field track near the pool. Not to mention the miles and miles of trails near Silver Lake and Cascade Lake. You can also use a smartphone app like MapMyRun or Strava (download for free) to track your distances.
➢ Challenge yourself to get outdoors (or on a treadmill if you have one) every school day for the next 26 days. Together we will all run the marathon together and cross the finish line together later in May!!
➢ Don’t forget to continue to complete 25 pushups every day!! Track those push-ups in your notebook as well!
➢ Please complete your walk/jog and pushups daily.

7th Grade

ART 7 (Strom)
Think about what art means to you. There are many types of art people do every day that you might not think of as art. There is drawing, painting, sculpture and everything else we learn about in art class- but it's not always paper and media/clay. Some students make art with legos, or make up, do models or nail art... maybe they make digital art or construct pictures in VR. What I'd like you to do is get your art supplies together so they're easy to find when you're in class and show me an example of the art you do when you have designated time to create something freely! This will help me learn a lot about you as an artist!

Communication Arts (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 you audience is, or who should buy this. Start a numbered list and write who you 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
Today we will finish out Greek mythology with other stories within the mythos. Afterwards you should write at least 1 paragraph describing what you noticed as the common threads of Greek Myths. Do many of the stories share the same type of topics? Do they show the world in a certain way? Also be thinking about the similarities and differences there are to Japanese Mythology.

Videos for today:

Pandora’s Box:
https://www.youtube.com/watch?v=pMdJxVjZMRI&list=PPSV

Athena and Arachne:
https://www.youtube.com/watch?v=TI4l68K3qvc&list=PPSV

Echo and Narcissus:
https://www.youtube.com/watch?v=faCdZChbnu8&list=PPSV

Icarus and Daedalus:
https://www.youtube.com/watch?v=3s2QPQnuaGk&list=PPSV

Attachments area
Preview YouTube video The myth of Pandora’s box - Iseult Gillespie
Preview YouTube video Athena and Arachne: The Girl Who Challenged the Goddess - Greek Mythology in Comics - See U in History

Preview YouTube video Echo and Narcissus: The Story of the Man who Fell in Love with Himself - Greek Mythology in Comics

Preview YouTube video The myth of Icarus and Daedalus - Amy Adkins
English 7 (Miller) + Social Studies 7 (Hengel) + Math 7 (O’Byrne and Gaddis)

English 7 (Miller)
The past several days, you have been focusing on an issue that faces your fictional country. Yesterday, you argued from the perspective of one side of this problem. Today, you will argue from an opposing point of view. Do your best to make this argument just as persuasive as the one you wrote yesterday, even if you disagree with it! 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.

Social Studies 7 (Hengel)
Continuing our unit on the Great Depression and the dust bowl you have two options today. You can play Missions US if you are able to and learn what it would be like to experience it and make choices for a character during that time period or you can read an article and summarize it. **YOU DO NOT HAVE TO DO BOTH.**
Option 1: Play [https://www.mission-us.org/games/up-from-the-dust/](https://www.mission-us.org/games/up-from-the-dust/)
Play as a character going through the hardships of the Great Depression and the Dust Bowl in America. **You do not need to create an account use mine.**
Username:ehrengel
Password: onlineschool23
Option 2: Read [https://www.history.com/topics/great-depression/dust-bowl](https://www.history.com/topics/great-depression/dust-bowl)
After reading the article write a brief paragraph off what you learned. 2-3 sentences.

Math 7 (O’Byrne) 7th

1) Watch the lesson video on compound events – probability. You will learn about how to create a table or tree diagram. [https://youtu.be/Jwz7SX32h_Q?list=PL1a7w81Zp_7yX-1Tx-idwnUiZ_TONISgS](https://youtu.be/Jwz7SX32h_Q?list=PL1a7w81Zp_7yX-1Tx-idwnUiZ_TONISgS)

2) Complete the compound probability worksheet in your notebook. [https://www.mathworksheetsland.com/7/35genfreq/ip.pdf](https://www.mathworksheetsland.com/7/35genfreq/ip.pdf)

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

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

1. A store is selling shoes for $33.00. The sale price includes a 40% discount. What was the original price?
2. A music store is selling earbuds for $57.00. The sale price includes a 5% discount. What was the original price?

3. A pet store is selling Geckos for $40.00. The sale price includes a 25% discount. What was the original price?

Science 7 (Lawstuen)
Think about the word dominate - what does that mean to you? It actually has a similar meaning to the genetics term dominant. **Create a definition for the word dominant** based on what you already know about the word dominate. Now the other term that is used a lot in genetics is recessive. It has the opposite meaning of dominant. **Create a definition for the word recessive.** The last part of today’s assignment is a thought question I would like you to answer in a couple of sentences.

PE 7 (Nguyen)
The 127th Boston Marathon will take place on Monday, April 17, 2023, featuring nearly 30,000 athletes from more than 100 countries. In Rochester, the Med City Marathon will be run for the 27th time on May 13th, 2023.

Runners spend weeks, even months preparing for this physical event. There are 26.2 miles in a complete marathon and there are 26 school days until the running of the Med City Marathon. Beginning today, April 17th, we are going to chip away at this distance one day at a time. Your option is to walk, jog, run, or bike the distance of the Med City Marathon.

- Find a safe location to walk, jog, run or bike at least 1 mile per day. You may do more than 1 per day but pace yourself.
- In your notebook, track your distances.
- How far is a mile? A mile is a mile, but it is FOUR laps around a standard track. If you live in Rochester, we all have access to the Soldiers Field track near the pool. Not to mention the miles and miles of trails near Silver Lake and Cascade Lake. You can also use a smartphone app like MapMyRun or Strava (download for free) to track your distances.
- Challenge yourself to get outdoors (or on a treadmill if you have one) every school day for the next 26 days. Together we will all run the marathon together and cross the finish line together later in May!!
- *Don’t forget to continue to complete 25 pushups every day!!* Track those push-ups in your notebook as well!
- Please complete your walk/jog and pushups daily.

Health 7 (Anglin and Russel)
We are continuing to learn more about our mental health. An important aspect of maintaining good mental health is managing and coping with stress.

**You will become a stress expert.**

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

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

**Spanish 7th Grade (E. Miller)**
What is the similarity and difference between *tú* and *usted*? Look it up and put it in a notebook. Give three examples of when to use each.

**21st Century Business (Myran) – Wednesday-Friday 3rd/4th 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)**
The past several days, you have been focusing on an issue that faces your fictional country. Yesterday, you argued from the perspective of one side of this problem. Today, you will argue from an opposing point of view. Do your best to make this argument just as persuasive as the one you wrote yesterday, even if you disagree with it! 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.

**Social Studies 8 (Hengel)**
Start to create your travel brochure to your country.  
How to create a brochure on paper
<table>
<thead>
<tr>
<th>Side One: Title</th>
<th>Name of your Country and decorate it so that it draws in a person's attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>2: Inside Flap</td>
<td>What are things tourists can do, and what they will see?</td>
</tr>
<tr>
<td>3. Inside Fold:</td>
<td>What is the culture of your country? Write it out and use images and designs that show what are the countries norms, what is the weather like there?</td>
</tr>
<tr>
<td>4. One of the extra sections add featured dishes</td>
<td>Add a list of restaurants that you have featured and what types of food are available. Remember to think about what food can be grown in that climate and if you are importing your food.</td>
</tr>
<tr>
<td>5. Where will they be staying?</td>
<td>Are there resorts that travelers could stay in, air bnbs, hotels. Are there toursty areas that will have everything for them in one area? What are the costs of staying there and how will people convert their money into your currency? What is the price of traveling to your country? Consider if tourism is impactful to your economy. What is the pricing for staying at these places?</td>
</tr>
<tr>
<td>6. Back Cover</td>
<td>List out what countries are nearby and ways to get to those countries if they</td>
</tr>
</tbody>
</table>

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

Please use this day to complete the worksheet from Wednesday. You can write your answers as a decimal rounded to the nearest hundredth place.

**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 \( a = \frac{p}{100} * w \). Where \( a \) is part of a whole, \( p\% \) is the percent, and \( w \) is the whole.

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**Science 8 (Lawstuen)**

You are going to add to your weekly weather journal. You will need to include the following things in your weather journal.
1. Date (Day, month, and year) and time you did your weather journal
2. Location you are at
3. Temperature
4. Was it sunny, partly cloudy, or cloudy
5. Was there precipitation at all that day (snow, rain, fog, sleet, ice)
6. Was it windy when you made your observation, if so how fast and what direction
7. What is the humidity?
8. What is the air pressure?
9. Pick one other observation to make while you are out doing your P.E. walk/jog/run/bike
   a. Examples
      i. Were there any plants growing - what did they look like, how tall, etc
      ii. Was the grass green - describe what it looks like
      iii. Did you see and hear any animals outside if so what animal and what did it sound like
      iv. What did the outside smell like and what did the air feel like

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

Global Studies 8 (LaRochelle)
Thinking about the map of your country, answer the following questions. This can be done on the back of the map, a separate sheet or in an app of your choice. Make sure to keep it with your map! We'll turn these in together.

Questions
What is the climate like in your country? Is it hot/cold, wet/dry? Are there big seasonal changes?
What kind of food or other crops do they grow there?
What other major industries are there? Mining? Manufacturing? Tourism?
What do they need to trade for? What can't they provide for themselves?
[Bonus] Who do they trade with? What is their relationship with other countries like?

PE 8 (Nguyen)
The 127th Boston Marathon will take place on Monday, April 17, 2023, featuring nearly 30,000 athletes from more than 100 countries. In Rochester, the Med City Marathon will be run for the 27th time on May 13th, 2023.

Runners spend weeks, even months preparing for this physical event. There are 26.2 miles in a complete marathon and there are 26 school days until the running of the Med City Marathon. Beginning today, April 17th, we are going to chip away at this distance one day at a time. Your option is to walk, jog, run, or bike the distance of the Med City Marathon.
   o Find a safe location to walk, jog, run or bike at least 1 mile per day. You may do more than 1 per day but pace yourself.
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   o Don't forget to continue to complete 25 pushups every day!! Track those push-ups in your notebook as well!
   o Please complete your walk/jog and pushups daily.

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

Mr. Giarratana
1st Hour (Reading) (use for Thursday as well)

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

- Based on the information in the article, describe how an elephant seal's movements are different on land than in water.
- Why do male elephant seals arrive on land before females during breeding season?
- Describe two reasons why elephant seals come on land.

Please record responses separately and submit when able.

3rd Hour (Social Skills)
- If you could change anything about our school, what would you change?
- What is the best school assignment you’ve ever had?
- Think about a teacher you really liked. What is one thing they said or did that made a difference for you?

Please record responses separately and submit when able.

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

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

6th Hour (Reading/Writing)
- What are your passions and interests, and how can you incorporate them into your work or personal life?
What is one small creative project that you can do today, and how can I make it unique to your personal style?
What is one fear or obstacle that is holding you back creatively, and what can you do to overcome it?

Please record responses separately and submit when able.

8th Hour (Math)
1. For a party, Jaime had 5 ⅓ bottles of cola for her friends to drink. She drank ⅓ of a bottle herself. Her friends drank 3 ⅓. How many bottles of cola does Jaime have left?
2. At lunchtime, an ice cream parlor served 6 ¼ scoops of chocolate ice cream, 5 ¾ scoops of vanilla and 2 ¾ scoops of strawberry. How many scoops of ice cream did the parlor serve in total?
3. Mark drank ¾ of a carton of milk this week. Frank drank 7 times more milk than Mark. How many cartons of milk did Frank drink? Write your answer as a fraction, or as a whole or mixed number.

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.
- If it is nice weather, go for a walk or play a game with another person.
- Try to clean a window and/or mirror. How much are you able to do on your own?
- Practice your personal information (first and last names, address, and phone number). How much are you able to do without any help?
- Help with the laundry and/or dishes. You can load or unload and put things away.

ADVENTURE LITERATURE (Mash)

Adventure Literature

Directions: Now that we've finished watching our Adventure media and spent time analyzing and taking notes on cinematic/theatrical elements, we're going to spend Thursday and Friday putting it all together. Both days you will have a prompt to respond to. Please use your notes to guide your response. You can choose to write (typed or pen/paper), or you may choose to record a video. All work from this week will be turned in to me when we return to class.

Prompt: What are 3 reasons this movie or TV show can be considered part of the Adventure genre?

Your response must:
- Provide 3 clear reasons
- Thoroughly explain each of your three reasons
- Provide specific examples from your movie/TV show to support your reasoning

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.
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:
   o 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.
   o 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?
   o 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:
   o 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.
   o Intention - What was your intention in the making of the work? What did you want to communicate to the viewer or to yourself?
o 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 4th 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)

<table>
<thead>
<tr>
<th>Biology Classes:</th>
<th>Hours 1, 2, and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic for the Day:</td>
<td>Intro to Genetics and Forensics “What causes Genetic Variation”</td>
</tr>
</tbody>
</table>

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

Materials Needed: Paper/Journal and Pencil/Pen

Resource to Use: Ck12 Genetic Variation

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

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

Step 2: Click the Review link and test your knowledge

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

What to write in your Async Biology Journal
1. What is crossing over and when does it occur?
2. Describe how crossing over, independent assortment and random fertilization lead to genetic variation

CHEMISTRY (Cochran)
- Read about pOH Scale and Calculations: https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/21.11/primary/lesson/the-poh-concept-chem/
- Go to link: https://www.positivephysics.org/ and complete “pOH Calculations” Activity under Unit 115: Acids and Bases

CRIMINAL JUSTICE (Speckeen)
Criminal Justice - Pentagon/DOJ Article - Ukraine Document Investigation

DIGITAL MEDIA-ENGLISH 4 (Ryan)
Period 1: Lesson plans 4.17-4.21.23

Assignment: True Crime Podcast
2. Listen to the first three episodes. (Each episode is about 30 minutes long.)

3. Take notes on each episode. Include important plot points, questions left unanswered, your predictions and your opinions. These notes should be about a 1/2 page to full page per episode.

EARTH AND PLANETARY SCIENCE (MacDonald)

Today your challenge is to add up all the money that is in the United States economy. Ready? Go!

No.. Don’t actually do that. But, imagine where would you even begin this task. Perhaps you would start by adding up all the money the US Treasury has printed (ie. Coins, dollar bills, etc.). However, you would soon come across the fact that we live in the 21st century and most people have money but don’t have physical paper with them. Rather, they have debit cards, credit cards, or even digital wallets where they can just scan their phone. Is this all money? You bet – start adding! The total supply of money in the US economy is a monumental task to calculate (something we will leave to the paid economists). What makes this so challenging is that there is far more “money” in the economy than the amount of paper money printed by the US Treasury. Making things even more challenging is that new money is always being created, and only indirectly by the US government. In today’s class, we will explore how new money is created in our economy.

To do this, we will check out the video posted below about the fancy economic concepts of The Money Multiplier and Fractional Reserve Banking. Label a section in your notes “Money Supply & the Creation of Money”, then answer the following questions as you watch.

https://www.youtube.com/watch?v=93_Va7I7Lgg

Video Questions:

1) What do banks do with the money that you deposit with them? What is this system called?
2) Why might banks have higher reserve ratios?
3) What does the Money Multiplier tell us?
4) What happens to the money supply when banks create loans?
5) During a recession, banks may increase their reserve ratio and people may hold onto their money – so what happens to the total amount of money circulating in the economy?

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 4 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: What line or passage stood out to you? Why?
(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 4 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: What line or passage stood out to you? Why?
(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 4 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: What line or passage stood out to you? Why?
(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 4 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: What line or passage stood out to you? Why? (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)
Last week, you wrote paragraphs in English about the appearance and personality of yourself and other people you know, like your family members and friends. Now, I would like you to write 3-5 sentences for each person again, but this time IN FRENCH — without using a translator, of course! BORROW PAPER/PENCIL FROM A CLASSMATE, IF NEEDED.
• Use your English sentences from last week to guide you, along with Page 70 of your French paper workbook with the adjectives and Page 81 with the family vocab. Try to find ways to express what you want to say only using the workbook vocabulary. However, if there is an adjective you really want to use and it’s not on the list, then you may use the WordReference.com/enfr dictionary to look the word up, if you have a personal device with internet/data access.
• Remember that “mon” means ‘my’ for a male person and “ma” means ‘my’ for a female person. “Mon ami(e)” means ‘my friend’ (either male or female with the added ‘e’).
• You WILL ALSO NEED TO USE THE VERB “ÊTRE” (“TO BE”). Remember its conjugations: je suis (I am), tu es (you are), il est (he is), elle est (she is), nous sommes (we are), vous êtes (you [all] are), ils/elles sont (they are).
• In order to describe what someone is NOT like, put the “ne…pas” around the verb (for example, “je ne suis pas” = I am not, elle n’est pas = she is not).
• Your sentences should consist of SUBJECT PRONOUN (or person’s name) + conjugated ÊTRE + ADJECTIVE. Please keep your sentences simple and stick to what we are learning in class.
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.

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

**La Routine:**
Say today’s date out loud: vingt avril 2023 (page 11 in cahier for numbers)
Say today’s day out loud: C’est jeudi.

**Learning Targets:**
I can
- Review asking questions and talking about nationality.

**Review:**
In your French 1 cahier (cahier), turn to pages 109-111.
Read over the information about asking questions on pages 109-110.

**Practice:**
- Complete Exercice A and B on pg. 111.
When you are done, you may work quietly on other classes’ work.

Please note that I am using last year’s workbook, so my page numbers may be off a page or two. I am sorry for the inconvenience!

Sincerely,
Mme Priscilla Chastain

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FRENCH 1 (Janousek) Periods 1, 4, 6, 8

Salut! I hope you had a nice evening last night with your family and perhaps friends! Today is Thursday so the weekend is within sight. Yahoo!

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

**La Routine:**
Say today’s date out loud: vingt avril 2023 (page 11 in cahier for numbers)
Say today’s day out loud: C’est jeudi.

**Learning Targets:**
I can
- Review the verb ETRE and adjectives describing ourselves and others
- Create sentences describing ourselves and others

**Review:**
In your French 1 cahier (notebook), turn to page 71. Read out loud the verb ETRE, at a whisper or with a partner. Then, in the middle of the page, sing or say the ETRE song (to the tune of Twinkle, Twinkle Little Star de Mozart) with a partner or by yourself at a whisper. Sing/Say the song 3 times and sign next to the small X. Put the date next to your signature (4/20/23).

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:**
Turn to page 75 and complete Exercices B and C. Feel free to work with a partner. When done, check your work with someone near you and then read the sentences out loud together. Finally, check your work with the answers below, making any corrections necessary:

Page 75, Exercice B:
Elle est drôle.
Elle n’est pas drôle.
Il est intéressant.
Il n’est pas intéressant.
Nous sommes intelligents.
Nous ne sommes pas intelligents.
Je suis grand(e).
Je ne suis pas grand(e).
Vous êtes fatiguées.

Page 75, Exercice C (Answers may vary):
Miguel est brun.
Miguel est gentil.
Miguel est mignon.
Garfield est drôle.
Garfield est amusant.
Garfield est beau.
Sully est grand.
Sully est sympa.
Sully n’est pas méchant.
Tinkerbell est petite.
Tinkerbell est timide.
Tinkerbell est contente.

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

FRENCH 2 (Madame Becker)
Today, we are going to add the **words for rooms of the house** into the mix! **Look at Pages 81, 83, 84, and 86 of your paper workbook.**

• Some extra words you may need to know are: la terrasse = the patio, la cave = the cellar, le sous-sol = the basement, le grenier = the attic, la laverie = the laundry room. **Add those words to the vocab blanks on Pages 83 and 86.**

Now, put that vocabulary into practice! Last week, you wrote paragraphs in English about the activities you CAN do and the activities you HAVE TO do in various rooms around a typical house/apartment. Now, I would like you to **write 2-4 sentences for each room, but this time IN FRENCH** — without using a translator, of course! BORROW PAPER/PENCIL FROM A CLASSMATE, IF NEEDED.

• Use your English sentences from last week to guide you, along with **Pages 75-77 of your French paper workbook with the household chores and the verbs “pouvoir” and “devoir,” and Pages 81-86 with the rooms of the home.** Try to find ways to express what you want to say only using the workbook vocabulary. However, if there is an adjective you **really** want to use and it’s not on the list, then you may use the WordReference.com/enfr dictionary to look the word up, if you have a personal device with internet/data access.

• Remember that “dans” means ‘in.’

• **Your sentences should consist of SUBJECT PRONOUN + conjugated POUVOIR or DEVOIR + ACTIVITY/CHORE VERB + dans + ROOM OF THE HOUSE.** Please keep your sentences simple and stick to what we are learning in class. Talk about a mix of things you CAN do and things you HAVE TO do in each room of the home. Think outside the box and generate ideas with your classmates!

• **EXAMPLES**: “Je peux regarder la télévision dans le salon. Je dois passer l’aspirateur dans le salon. Je peux manger dans la cuisine. Je dois faire la vaisselle dans la cuisine.”

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.

FRENCH 2 (Chastain)
Bonjour! I hope your day is going well! 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 outloud: le vingt avril 2023 (page 11 in cahier for numbers)
Say today’s day outloud: C’est jeudi.

**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:**
- Please finish your mini project today.
- 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 on other classes’ work.

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

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**FRENCH 3 (Janousek) Period 3**
Bonjour! I hope your day is going well! It’s Thursday so we are getting much closer to the weekend. I hope we are able to meet in real time 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: vingt avril 2023
Say today’s day outloud: C’est jeudi.

**Learning Targets:**
I can
- Review time expressions in French, beginning with il y a…que and ça fait…que in the present tense.
- Create original dialogues asking and answering questions using these expressions in the present tense.

**Review:**
In your French 3 cahier (notebook), turn to pages 82. Read through the “il y a…que and ça fait…que” explanation at the top of the page. Read with a partner and out loud if possible. Focus on the PRESENT TENSE, so literally, the top part of the page stopping after the question, “Il y a combien de temps que tu connais Claire?” with the answer, “Il y a deux ans.”
Practice:
On a sheet of paper, write out 2 questions and corresponding answers using “il y a...que and ça fait...que.” You’ll have a total of 4 questions and answers written out.
For example:
Il y a combien de temps que tu sers du thé ou de la glace?
Il y a deux mois.
Il y a combien de temps que tu t'intéresses à ramer?
Il y a trois ans.
Ça fait combien de temps que tu écoutes ce comédien?
Ça fait deux ans.
Ça fait combien de temps que tu es artiste?
Ça fait toute ma vie.

Once done, work with a partner. One partner begins and asks his/her questions and the partner answers. Then partners switch roles. If possible, do these dialogues with three different partners. Maybe you could call one another, so you could work with students from different schools.

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 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)
Geometry: Radicals
Choose three more cards for each category: Sometimes, Always, or Never true. Explain your reasoning for each, and give examples.
G EOMETRY and G EOMETRY HONORS (Gaddis)
Simplifying radicals. If you have access to a personal device, look up a video if you need further help. One of the easiest ways to simplify a radical is to make a list of factors, then look for the largest perfect square. This can then be taken out of the radical symbol (also referred to as a square root symbol) while the other factor remains inside the square root. Use the two examples below to solve the following problems:

<table>
<thead>
<tr>
<th>Ex.</th>
<th>( \sqrt{40} )</th>
<th>( \sqrt{32} )</th>
</tr>
</thead>
</table>
| Step 1: list the factors of 40 | \[ \begin{array}{c|c|c}
40 & 40 & 40 \\
1 & 20 & 20 \\
2 & 10 & 10 \\
4 & 5 & 5 \\
8 & 4 & 4 \\
\end{array} \] \] & \[ \begin{array}{c|c|c}
32 & 32 & 32 \\
1 & 32 & 32 \\
2 & 16 & 16 \\
4 & 8 & 8 \\
\end{array} \] |
| Step 2: find the largest perfect square | \( \sqrt{4} = 2 \) & \( \sqrt{16} = 4 \) |
| Step 3: Write the 2 factors in square root. | \( \sqrt{10} = \text{decimal} \) (leave in square root) & \( \sqrt{2} = \text{decimal} \) (leave in square root) |
| Step 4: Simplify | \( 2\sqrt{10} \) & \( 4\sqrt{2} \) |

| 1. \( \sqrt{48} \) | 2. \( \sqrt{96} \) | 3. \( \sqrt{18} \) | 4. \( \sqrt{72} \) |

**Geometry Honors** – Find the radius and diameter of each circle described below. Round to the nearest hundredth.

1. \( C = 18 \text{ in} \)  
2. \( C = 124 \text{ ft} \)  
3. \( C = 375.3 \text{ cm} \)
4. \( C = 2608.25 \text{ m} \)  
5. \( A = 201.1 \text{ in}^2 \)  
6. \( A = 78.5 \text{ ft}^2 \)
7. \( A = 18.1 \text{ cm}^2 \)  
8. \( A = 60.8 \text{ yd}^2 \)  
9. \( A = 116.9 \text{ ft}^2 \)
GERMAN I (Zaczkowski)
Level 1:
Hallo! Please pick a partner from the class and speak German to each other for 5 minutes, Was hast du am Wochenende gemacht?. Grab a Deutsch Aktuell 1 book and go to page 234/235 and study the new vocab. On a piece of paper, write down 10 things around you and what color they are. Work with someone who has access to internet to look up words of items you don't know or stick to words you find in the book.

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

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

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

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

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

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

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

HEALTH 10 (Anglin)
Housing and Interior Design (Dude)(Hour 3)

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

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

HUMAN GEOGRAPHY (Speckeen)
Human Geo - Water Loss Article - [Colorado Water Loss](https://sites.google.com/view/mrsklockeonlineart/home)

INTERMRDIATE ALGEBRA (Andrist)
Intermediate Algebra: 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.
INTERPERSONA; RELATIONSHIPS AND COMMUNICATION (Duden) (Hour 4)

1. **Make a Pro(+) and Con(-) list** of 10+ each qualities YOU look for in a friend
2. **Interview 2 others:** Asking for THEIR Pro(+) and Con(-) list(s) of 10+ each qualities THEY each look for in a friend
3. **Compare and Reflect:** How do YOUR and THEIR (2) Pro(+) and Con(-) lists
   1. What are the similarities?
   2. What are the differences?

What reasons can you conclude there are similarities and differences?

**LATIN 1 (Dovre)**
At Mayo
1. Review the “statuae” passage
2. Practice your declension and verb endings.

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

Asynch John Marshall
1. Read the “anulus Aegyptius” passage and answer the questions on page 173.
2. Practice your declension and verb endings.

**Latin 2**
At Mayo - Review the “dies festus” part 1 passage and practice the demonstrative pronouns.

Asynch Century
1. Translate the “dies festus” part 1 passage on page 141
2. Memorize the demonstrative pronouns on page 144.

Asynch John Marshall
1. Answer the “dies festus” part 2 questions on page 143
2. Memorize the demonstrative pronouns on page 144.

**Latin 3**
At Mayo - Review the Culture questions and “sub horreo” questions. I will introduce the result clause to the students.
Asynch at 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

Asynch at John Marshall
1. Translate the “modestus attonitus” passage on page 129

Latin 4
At Mayo - Review lines 5-7 and 8-11 of the Aeneid.

Asynch at Century and John Marshall
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)
- Learning for Successful Transition - LST (Anderson)
  ○ Continue on your document from Wednesday
  ○ This is our Thankful Thursday.......Today you will hand write two "Thank you" notes.

Use anything you have at home, a blank type card, construction paper, lined-notebook paper etc. Decide on two people in your life that deserve to be thanked. Write the 2 notes and give them to the people. Then document their reactions after they read the thank you note.

If you have internet access, here's a refresher regarding steps in writing thank you notes:
https://www.postable.com/blog/how-to-write-a-thank-you-note-the-ultimate-guide/#steps
or

○ Lastly, spend the last 10 minutes of class 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. Subtract 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.

\[
\begin{align*}
\text{Ex.} & \quad \begin{cases} x + 3y = -9 \\
0 - 5y = -5 \\
-5y = -5 \\
y = 1
\end{cases} & \quad \begin{cases} x + 3(1) = -9 \\
x + 3 = -9 \\
x = -12 \\
(-12,1)
\end{cases}
\end{align*}
\]

1. \(- (x + 9y = -24)\)
2. \(- (8x - y = 13)\)
3. \(- (9x - y = 10)\)
MATH SKILLS (Harward) P6 and P7
Learning Objective: Transition Activities. I will explore what it means to invest money by purchasing my own home by learning about mortgage rates.

Lesson: Read and Reflect

FIXED-RATE MORTGAGE: A fixed-rate mortgage is just that—fixed; it doesn’t change. You agree to pay your lender the same amount of money each month throughout the length of your mortgage. Interest Rates change depending on the market, but with a fixed-rate mortgage, the interest remains the same. You and your lender will agree on an interest rate at the start of the mortgage. That way, you’ll know exactly what you owe each month and can plan your budget in advance. Typically, these mortgages come in 15-year or 30-year terms. Your monthly payments could end up higher than other mortgage options, however, since lenders charge higher rates for this kind of security. Fixed-rate mortgages are typically a better choice if you plan to stay in your home for a long time.

ADJUSTABLE RATE MORTGAGE: With an adjustable-rate mortgage, or ARM, your monthly mortgage payments can change. Your interest rate is tied to the market, and since the market changes, your interest rate will change as well. The typical ARM lets you keep the same interest rate for several months before it is adjusted; when it is adjusted depends on your mortgage. For instance, in a 7-1 ARM, you keep the same interest rate for 7 months, but your interest rate can change every year—that’s what the 1 stands for. If it were a 2, it could change every two years. With an ARM, you can pay a lower monthly bill than a fixed-rate mortgage, at least at first. However, your interest rate tends to increase the longer you hold the mortgage. When deciding between a fixed rate and an ARM, consider how long you plan to stay in the home before selling it.

PERSONAL FINANCE (Haukos)
This week we will be working on the “So Expensive” series! Today is Apple Products.

Please watch the video and journal your answer in a notebook.

In Notebook: Were you surprised to hear that the quality of Apple products is similar to that of its competitors? Explain why or why not.

PHYSICS (Cochran)
Wed- Friday, April 19-21

• Complete the following activities on https://www.positivephysics.org/ under Unit 24: Circuit Analysis
  o Wednesday: Light Bulbs 1
  o Thursday: Current Calculations
  o Friday: Complete Problems 1

• If you still need to create an account at https://www.positivephysics.org/
  o Select “Create Account”, then “I’m a student/learner”, then “Yes, my teacher uses this site”, then enter the Classcode: Cochran
  o Username: Your username should be your last name followed by your first name (Example: cochranmolly) and then choose any password you want.
  o 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.
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: DAY4

Weak arguments might be very general instead of specific. If Elsie had said that the camping trip would be “fun,” she would not have been as convincing. Instead, she is specific about why the trip would be fun for her.
Read the passage below and write 3-5 sentences to support which of the following details from the passage demonstrates the weakest argument and why.

I should be allowed to go to the dance because it will be awesome. I'll get to see my friends and show off my dancing talents. I've been practicing a new dance for two months! Going to the dance will help build my social skills, and there will be teachers chaperoning the whole time.

SOCIAL STRATEGIES (Harward) Period 4
Learning Target: Continuing with Understanding Nonverbal Communication

Learning Agenda for Today:

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

In your journal reflect on the following statements:

1. Describe three situations in the last week in which you communicated something nonverbally.
2. Describe a situation in which someone’s words say one thing and their nonverbal communication says something different.
3. Describe appropriate ways to communicate nonverbally with your friends, in class, and on a job interview.

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

Video Link: https://www.youtube.com/watch?v=TCs_hyl15R8

Intro Note: Before break we were studying societal institutions. In class we discussed the institutions of Family, Religion, and Education. This week you viewed Crash Course videos on the institution of Health Care. Today you will view a Crash Course video on the institution of Government and Politics.

Questions:

1. Civics can tell you how your government works, but sociology can help you understand ____.
2. How do sociologists define politics?
3. What are examples of political actions people take in order to try to influence societal decision making?
5. How did Max Weber define a state (AKA government)? Do you agree with this definition? Explain.
6. Provide an example of traditional authority you've experienced or heard of (hint: you might want to watch ahead to the explanation of monarchy).
7. Provide an example of rational legal authority you've experienced or heard of (hint: you might want to watch ahead to the explanation of democracy).
8. Provide an example of charismatic authority you've experienced or heard of.

9. Regarding economic matters, which end of the political spectrum tends to favor government intervention? (Liberal or Conservative?)

10. Regarding social issues, conservatives (the right) tend to base their positions on ___ authority and liberals (the left) tend to base their positions on ___-rational frameworks.

11. Which theory of power currently makes most sense for you in how American society is structured? Explain. (Pluralist, Power Elite, or Marxist Political Economy?)

**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))**

We were just learning the familiar “tú commands”. Make a list of at least 7 of those commands as it relates to house chores and try them out with someone in your house. Did they understand you?

**Spanish II (E. Miller)**

Make two different conversations start to finish on how to purchase something in Spanish, including how to bargain and get it cheaper.

**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)**

Continue working on writing up all the information you would need to conduct the two experiments that would answer your questions. Did you include what you are finding (average or proportion)? Did you include all the
materials or measurement devices to get results from the experiment? Make sure you have written down everything in order to answer each hypothesis questions.

SEMINAR & ADVANCED SEMINAR (Haukos)
Semin - Today we will continue to research just one occupation more heavily. When we are back to normal, this is your next big assignment. In your notebook, you should take notes on the following: Detailed duties of the job, work environment, salary, education, licensing, and then go into www.monster.com and 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 - Now that you know your Enneagram Personality, please write down three things unique to your personality. There are many websites to find this information. Now, tell me the benefit of understanding the different types of personalities that can be identified through the Enneagram.

21st Century Business (Myran) - Monday/Tuesday (3rd/4th Hour) Wednesday-Friday
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.

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

Optional From Yesterday: 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

Today's Video Link: https://www.youtube.com/watch?v=ZT9ipQdYL-s

Rubric (Use as a guide for your writing):
80 Points = Your answers are written in complete sentences.
90 Points = Your answers also include proper APA or MLA citations.
100 Points = Your answers also include academic language.

Questions:
1. What are the three factors which influence members of congress when making their decisions?
2. What is a record constituents can easily check regarding their members of congress before an election?
3. Where do members of congress spend most of their time: in Washington, D.C. or in their home districts? Why?
4. Why is constituent polling important for members of congress?
5. What is the main thing interest groups provide to members of congress? Where are they most influential? What are your feelings about this?
6. What could limit a political party's ability to have all its members vote along the party line? Can you think of any examples where members of a political party voted differently from the rest of their party?
7. Who is the de facto leader of their party? When do they have the most power?

8. Your opinion: Who is the current de facto leader of the Republican Party? Do they even have one? Explain your answer.

**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?

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**US HISTORY (Pfeifer)**

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

**Video Link:** [https://www.youtube.com/watch?v=BMWYblZ8gwQ](https://www.youtube.com/watch?v=BMWYblZ8gwQ)

**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.

**21:30 - 27:15**

1. Describe the journeys experienced by the Jewish people to German concentration camps.

2. How was it decided who would immediately be killed upon arrival at Auschwitz?

**27:15 - 32:45**

3. How did these concentration camps make money?

4. With the small food rations, approximately how long could a person survive before their body gave out?

5. How many European Jews were murdered by the Nazis during Hitler’s Final Solution (the Holocaust)?

**32:45 - 39:58**

6. The war began in Asia in ___ when Japan invaded ___ .

7. What were the Japanese people told about their race and their emperor?

8. How were Chinese civilians treated by the Japanese soldiers?

**39:58 - 43:17**

9. How did the Japanese press report on the war after America entered in 1942?

10. How were Americans portrayed in Japan during WW2?

11. What happens on Saipan and how is it portrayed by the Japanese government?

**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**

Hello,

We will continue to look at the student resources offered at RCTC. Open this link: [https://www.rctc.edu/services/](https://www.rctc.edu/services/)

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

**Dental Services**

**Fitness Center**

**Health Services**

**Meditation Room**

**Victim Services Resources**

**WORLD HISTORY (Brue)**

For today’s class, please pick up with your Industrial Transformation activity where you left off yesterday. Your map might start to get a little challenging – good luck! :) Remember, our goal is to better understand how societies were changed because of a few “simple” inventions (ie. The Industrial Revolution).

Map Legend:

[https://docs.google.com/document/d/1YR9iB_fdT-VPFyA6Zv3xyv5Lv8C8Vlk82ZO6RgFee3Q/edit?usp=sharing](https://docs.google.com/document/d/1YR9iB_fdT-VPFyA6Zv3xyv5Lv8C8Vlk82ZO6RgFee3Q/edit?usp=sharing)

Industrial Transformation Game Slides:

[https://docs.google.com/presentation/d/1htoE3wIVxC_vPyYHfyZXOdOJ0qZau_BNA_8TuJMtHH0/edit?usp=sharing](https://docs.google.com/presentation/d/1htoE3wIVxC_vPyYHfyZXOdOJ0qZau_BNA_8TuJMtHH0/edit?usp=sharing)