

RPS Online Asynchronous Day Friday, April 21, 2023

- Students are advised to keep any/all written work so that it can be submitted once the network is restored.
- **Power Up Students: Edgenuity is not currently accessible on a Chromebook as it requires login via Google which is down for the school system. To access Edgenuity use a device other than a school Chromebook. You should be able to access Edgenuity via Classlink.**
- Speech/Language Services
  - Your child is currently receiving speech services from an SLP via teletherapy. During this network outage, your child's speech services will be paused and made up at a later date.
- Adaptive PE for K-12 students with Ms. Graham
  - Please complete one:
    - Go outside to play or walk for at least 30 minutes at least once this week
    - Roll up a pair of socks and play catch with a trusted adult or sibling for at least 5 minutes. You could also try to throw the socks underhand into a bucket from 5-10 feet away.
  - Write down what you were able to complete and have an adult sign it. Be ready to share what you did when we meet next.
- We encourage students to fill their time with meaningful academic and social emotional learning. Here are a few ideas:
  - Gratitude:
    - Journal three things you are thankful for every day.
    - Leave notes for your loved ones around your home.
    - Write a thank you note to anyone!
    - Give three compliments.
    - Start a meal with everyone stating something they are Thankful for.
  - Mindfulness:
    - Find a peaceful spot and practice deep breathing for 5 minutes.
    - Take a walk outdoors,
    - Find a calming guided meditation on Youtube or another device,
    - Sit outdoors and listen to the birds,
    - Spend 5 minutes stretching
  - Community:
    - Paint Rocks with colorful pictures or quotes and hide them in your neighborhood.
    - Pick up garbage around your home.
    - Help family or friends with chores.
    - Color chalk pictures on your sidewalk or driveway.
    - Take a walk

## **Elementary School**

### **Library/Media**

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

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

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

### **Kindergarten-Jarvis**

#### **Reading-**

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

**Writing- Write 1 or more sentences in your journal. Don't forget a capital letter at the beginning and a period at the end of the sentence!**

Tuesday: I like to play \_\_\_\_\_.

Wednesday: Signs of spring—In the spring plants \_\_\_\_\_.

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

Friday: Friday Favorite-Tell me about your favorite animal. My favorite animal is \_\_\_\_\_.

Monday: Sort your toys today by color! (You can choose one type of toy like blocks, dolls, crayons, be creative!). Share your sorting with someone older than you.

Tuesday: Draw a picture to solve this story: There were 3 birds sitting in a tree. 2 more birds came to the tree. How many birds are there in all?

Wednesday: Ask your child to write these numbers (say them outloud, do not show them the number, give them assistance if needed):

16, 24, 13, 28, 31 Challenge: 78, 65, 83, 105, 114

Thursday: Use your yellow 10 frame in your Kindergarten Kit Math folder and 2 colors of counters from your kit (the little cubes). Make 3 ways to make 10. Write the number sentence for each.  $\_\_ + \_\_ = 10$

Friday: Create a sound and movement pattern (example: clap, jump, say woo) and teach it to your family members. Can they keep the pattern going with you?

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

- Building blocks
- Do a puzzle
- Sidewalk Chalk
- Create something using folding paper
- Help in the kitchen
- Imagination play

- Play Doh/clay
- Board games/card games
- Art/Fine Motor
- Play outside
- Do art with watercolors, oil pastels, crayons, markers, or colored pencils.
- Art with Nature
- Make patterns (use things inside or outside)

**First Grade-B. Winter**

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

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

**Writing-Write 2-5 sentences (or more) in your learning log. Don't forget a capital letter at the beginning and a period at the end of the sentences!**

Monday: Weekend News—write about your weekend.  
This weekend I \_\_\_\_\_.

Tuesday: I like to play \_\_\_\_\_.

Wednesday: Signs of spring—In the spring plants \_\_\_\_\_.

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

Friday: Friday Favorite-Tell me about your favorite animal. My favorite animal is \_\_\_\_\_.

**Math-** 1<sup>st</sup> and 2<sup>nd</sup> grade: Complete one Math Boxes Journal page each day.

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

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

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

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

## Grade 2 -P. Winter

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

## 2nd Grade PETS with Mrs Fritcher

- Monday, April 24

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

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

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

Activities:

- Create your own instrument: Look around your house and look for anything to create an instrument.
- Examples:
  - Pull rubber bands around a container to create strings at the opening of the container.
  - Flip a cup or container upside down and use pencils to tap on it.
  - Find an object that makes a musical sound when you tap it against a desk.
- On your artist information paper from last week: write your instrument and what it is made of. Write down what kind of sound it makes (ex. Loud/soft or low/high sounds)
- Listen to your favorite artist's song from last week and keep the beat to the song on your instrument.
- Create a 4-beat rhythm to play on your instrument using the rhythms we know (ta, ti-ti, rest, etc.)
- Explore the Dr. Musik website: <https://www.doctormusik.com/>
- This features virtual instruments and online composing activities.
- Explore the **Isle of Tune** online activity: <https://www.isleoftune.com/>
  - Create a road for your car to drive down.
  - Place cars on the road
  - Place houses, lights, trees, and brushes along the road
  - Press Go to hear your street make music!
- Experiment with **Chrome Music Lab**
  - Go to Song Maker in Chrome Music Lab
  - Create your own songs using the blocks and shapes at the bottom!

### **Grade 3 -Peterson**

\*Read for 30-60 minutes. Write down in your notebook : Choose 3 vocabulary words from the story. Use your dictionary to look up the definition. Continue checking off your April Bingo reading calendar.

\*Journal-Write in your notebook: Nature gives us many beautiful things-plants, animals, water, weather, stars and planets, etc. What is one of your favorite things in nature and why? Make sure to check punctuation and write in 4-6 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:

$$\begin{array}{r} 1,045 \\ - 352 \\ \hline \end{array} \qquad \begin{array}{r} 43,810 \\ - 2,711 \\ \hline \end{array} \qquad \begin{array}{r} 100,000 \\ - 1,234 \\ \hline \end{array}$$

\*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. After you have done it, write about your results. Did it work? If not (which is pretty normal), what do you think you could do differently?

### **GATE Grade 3 (Heuton)**

For 3rd grade verbal GATE, the assignment is to answer 4 questions to get started on new zoo unit:

1. What is your opinion of zoos?
2. How do you think zoos have changed over time?
3. What is one of your favorite zoo animals?
4. What else do you know about zoos?

For 3rd grade nonverbal GATE, the assignment is to:

Brainstorm skills scientists use. This is different from materials/items they use. It is instead focused on what scientists do. Ask yourself, which of these skills might be easier or harder for you to use?

### **Grade 4-Flanahgan**

**Parents, please share daily assignment lists with your kiddo. Please help them if you are able, or email their question/area of struggle to me at [flan1991@yahoo.com](mailto:flan1991@yahoo.com)**

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

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

### **(Schultz) Mrs. Flanagan's 4<sup>th</sup>**

#### **Grade Nonverbal class:**

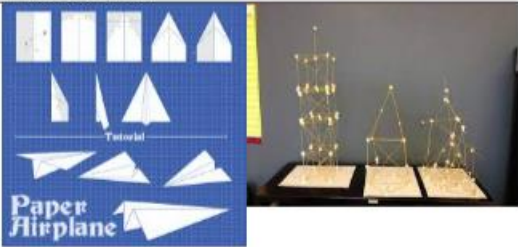
Test your memory! The temporal lobe in our brain deals with memory. Let's see how good your eidetic memory is. We will do the experiment we saw in Bill Bye's video. Go into any room where you live. Give yourself 1 minute to try and memorize everything in that room. Then go to another room and draw everything 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?


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Materials needed this week: a notebook, pencils, crayons, colored pencils, Social Studies book (yellow with a ship on the cover), Math journals 1 and 2, scissors, baggies (Friday Fun you may need spaghetti noodles or toothpicks and mini marshmallows or chewing gum).  
If you need support please reach out! [hill5kim@yahoo.com](mailto:hill5kim@yahoo.com) phone number: 507-328-3846  
Assignments can also be found at: <https://app.classkick.com/#/login/H5DASD>  
Class Code: H5DASD



<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Complete any reading activities assigned this week that are not completed yet.</li> <li>2. Read in a fort! Spend at least 30 minutes reading independently in your fort!</li> <li>3. If you have access to the internet, complete 20 minutes on Lexia</li> </ol>	<p><b>Writing/Vocabulary:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Complete any unfinished vocabulary work for the week.</li> </ol>
<p><b>Math:</b></p> <ol style="list-style-type: none"> <li>1. If you have access to the internet, work on Happy Numbers for 30 minutes Class Code: 372362</li> <li>2. Complete any unfinished work from this week</li> </ol>	<p><b>Student Choice:</b> Choose at least one activity each day:</p> <ul style="list-style-type: none"> <li>o Building blocks/Legos</li> <li>o Do a puzzle</li> <li>o Sidewalk Chalk</li> <li>o Create something using folding paper (origami, paper airplanes)</li> <li>o Help in the kitchen</li> <li>o Imagination play</li> <li>o Play Doh/clay</li> <li>o Board games/card games</li> <li>o Art/Fine Motor o Draw</li> <li>o Play outside</li> <li>o Do art with watercolors, oil pastels, crayons, markers, or colored pencils.</li> <li>o Art with Nature</li> </ul>
<p><b>Friday Fun!</b> Choose one of the following activities:</p> <ul style="list-style-type: none"> <li>• Create a paper airplane airport by building 3-5 different paper airplanes. Decide where the runway to land your plane is. See which airplane is the most accurate in landing on the runway.</li> <li>• Using old news paper and magazines, tape. Can you roll up tubes of paper to make a small table? Can you make it strong enough to hold a book on it?</li> <li>• Ask a parent to allow you to use spaghetti noodles (uncooked) or toothpicks and mini</li> </ul>	

marshmallows or chewing gum. See how large of a structure you can build using the mini marshmallows or gum to stick the pieces together.

Examples 



**Phy Ed (Vesel) 5th 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-rSUSC8T5I>

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

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**Mrs. Fox's Social Skills- Growth Mindset- Inner coach VS inner critic practice:**

Review: Your "Inner Coach" refers to the positive self-talk that you have with yourself that helps you be successful when you are facing challenges. Your "Inner Critic" is the negative self-talk that is more likely to come out if you've made a mistake or are working on something that you feel is difficult.

1. Optional- If you have a device that has internet, listen to the read aloud, *The Sour Grape* by Jory John and Pete Oswald on Youtube. What are some examples of positive inner coach statements the Grape made? What inner critic statements did the Grape make? What changed Grapes attitude throughout the story?

2. Read the following statement and determine if they are statements a positive inner coach would make or a negative inner critic (Hint, if you would not say these to your friends, don't say them to yourself!)

- A. I have practiced 100 times, I still don't know how to do it!
- B. My brother/sister can do it because they are just smarter than me!
- C. I can learn from my friends.
- D. I am not a good storyteller.
- E. If this doesn't work, I will try another way.
- F. I am training my brain!
- G. I am going to figure this out.

3. Go back and make the statements that were a negative critic into statements a positive inner coach would say.

**Mrs. Fox's Math- Counting by 10s review:**

1. Optional if you have access to a device listen to *Count Together by 10's | Counting Workout for Kids | Song* by Jack Hartmann
2. You will need as many dimes as you can for this lesson.
3. Dimes are worth 10 cents each. When we count dimes, we skip count by 10.  
10,20,30,40,50,60,70,80,90,100
4. See if you can make \$1 (100 cents) with dimes, how many dimes do you need to make \$1? Use your dimes as you count by 10s.

### **Mrs. Fox's Reading Groups-**

1. Find your favorite book.
2. Read that book with an adult or your sibling.
3. 3rd, 4th, and 5th graders Write 1 paragraph on why the story is your favorite. Include an introduction sentence, 3 details, and a conclusion sentence. (Example: The book *Where's Our Mama?* by Diane Goode is my favorite story. First, it is a very funny book, and the children make me giggle. Second, The illustrations of the characters' faces add to the humor in the story. Finally, I love the end hug they give when they find their mama. In conclusion, *Where's Our Mama* is a book I would recommend to all mama's).
4. Optional- You can listen to the story *Where's Our Mama* by Diane Goode on Youtube
5. 1st and 2nd graders- Tell your learning partner your favorite story and three reasons why it is your favorite story.

### **Ms. Heather Christensen**

Morning Meeting - Talk about the date and day of the week. Sing the days or the week and months of the year.

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 yard items (I spy something that is green.)

Functional - Go for a walk and pick up any trash that you find. (It is nearly EARTH DAY!) Wash hands after with soap and water! Take a photo of you picking up trash.

Math - Find some interesting rocks and see how many layers you can find.

Writing - Write your name and look at the walk picture taken earlier. Now write a sentence about what you see.

Project - Take a break, take a picture of you taking a break. (Really hoping this is the last of these assignments.)

## **Middle School**

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

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

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

### **Grade 6**

- 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 - Free Write Friday
    - Set a timer for five minutes for today's Free Write Friday. Your prompt: A new ice cream parlor is built and is only going to have five flavors. Which five flavors should they choose and why? Back up your opinions. Write this in your notebook.
  - Tone vs. Mood - Tone vs Mood with Melodies - Day #2
    - Today's Learning Target: "I can identify the tone and mood of a text."
    - Using your notes from Monday, you will identify the author's tone AND the reader's mood and explain how you know by LISTENING to your favorite songs!
    - Directions: Time to choose your next song! Choose another 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)
  - Comparing unit rates-Find the unit rate for each of the items. Round to the nearest cent when needed. Then, compare the unit rates to find out which is the best value.
  - Write these in your notebook:
 

▪ 6 boxes of popcorn= \$8.00	Unit rate: _____
▪ 12 boxes of popcorn= \$14.00	Unit rate: _____
▪ 9 boxes of popcorn=\$10.00	Unit rate: _____
▪ Which is the best value and why:	
_____	
▪ 5 group passes= \$22.00	Unit rate: _____
▪ 8 group passes= \$30.00	Unit rate: _____
▪ 12 group passes=\$48.00	Unit rate: _____
○ Which is the best value and why:	
_____	
- Science (Valentine)
  - **Question of the Day**-(Write it in your notebook): What is one thing that you can do better personally that might help our environment?
  - **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:** Today you should finish what you started working on yesterday in science. Keep building and testing your object that you are making from your reusable "garbage".
  - If you finish early, then answer this question: Write about one important thing we have learned about in science this year. Explain why it is important.
- Project Time (Letkiewicz, Walters, & Valentine)

- “Rethinking Wastewater” - Video Activity
  - (If you are able to) click the link below to access an interactive site as to how water works.

<https://www.scholastic.com/njaw/waterworks/index.html>

### **PE (Nguyen) 6<sup>th</sup> 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.

### **7<sup>th</sup> Grade**

#### **ART 7 (Strom)**

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

#### **Communication Arts (Werning)**

4/21B Friday - Day one of two for writing ad and script 6 points. Two points each for 4,5,6

Design the ad one page ad story board with pictures and words. #4

Take the outline and write a script for you to read while you do the next step. #5

Use phone or Chromebook to film the ad as you read the script while focusing the phone or Chromebook on the advertisement. #6

### English 7 (Jones) 8th Period

See attached creative writing prompt. Write at least 1 paragraph of creative writing.

[https://mail.google.com/mail/u/0?ui=2&ik=194093e582&attid=0.1&permmsgid=msg-f:1763160153200836253&th=187800d155a8be9d&view=att&disp=inline&realattid=f\\_lgfoj9pa0](https://mail.google.com/mail/u/0?ui=2&ik=194093e582&attid=0.1&permmsgid=msg-f:1763160153200836253&th=187800d155a8be9d&view=att&disp=inline&realattid=f_lgfoj9pa0)

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

#### English 7 (Miller)

This week, you have outlined a conflict that faces your fictional country from multiple perspectives. Now, it is time to resolve the problem! Begin by describing what kind of government your country has. Is it a democracy? Is it a dictatorship? Are there representatives for different regions in the country? Imagine that you are a leader who has the power to create a law in your country. Explain how you will create this law, what the law declares, and why you have taken the side that you have.

#### Social Studies 7 (Hengel)

Continuing our unit on the Great Depression and the dust bowl you have two options today. You can continue to 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/>

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:erhengel**

**Password: onlineschool23**

Option 2: Read <https://www.history.com/topics/great-depression/1930s>

After reading the article write a brief paragraph off what you learned. 2-3 sentences.

#### Math 7 (O'Byrne) 7<sup>th</sup>

This week we learned about simple probability and compound probability. Use today to practice these skills by spending 15-20 minutes playing a probability game from this website. <https://numberdyslexia.com/probability-games-to-play-online/>

#### 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.

Find 4 items that have been put on sale – you can look online if possible or go to a store and write down what you see. For example: Monster beverage drink is 5% off the original price of \$3.78. Write down the following information on your four items. (Some of the information you



might have to calculate). What is the item? What is the original price of the item? What is the percent discount of the item? What is the sale price of the item?

### Science 7 (Lawstuen)

You are going to begin learning and practicing some of the genetics vocabulary. Please play this introduction game 3 times. Go to [joinmyquiz.com](https://www.joinmyquiz.com) 2. And enter this code 2919 7263

### 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.**

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

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

Remember the Spanish alphabet? Review the sounds and be able to spell your name. Beg and plead with your family to go to a Mexican restaurant in Rochester (not Taco Bell) this weekend. Play a Rockalingua game: <https://rockalingua.com/games>

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

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

### **ART 8 (Strom)**

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

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

#### **English 8 (Miller)**

This week, you have outlined a conflict that faces your fictional country from multiple perspectives. Now, it is time to resolve the problem! Begin by describing what kind of government your country has. Is it a democracy? Is it a dictatorship? Are there representatives for different regions in the country? Imagine that you are a leader who has the power to create a law in your country. Explain how you will create this law, what the law declares, and why you have taken the side that you have.

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

Continued worktime on creating your travel brochure!

[How to create a brochure on paper](#)

For each side include the following

Side One: Title	Name of your Country and decorate it so that it draws in a person's attention
2: Inside Flap	What are things tourists can do, and what they will see?
3. Inside Fold:	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?
4. One of the extra sections add featured dishes	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.
5. Where will they be staying?	Are there resorts that travelers could stay in, air bnbs, hotels. Are there touristy 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?
6. Back Cover	List out what countries are nearby and ways to get to those countries if they

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

Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

- 1) Watch the Video Lesson: <https://youtu.be/lzfsFRypWrc>
- 2) Practice finding the distance using this worksheet: [find-the-distance-between-two-points-on-the-coordinate-plane.pdf \(education.com\)](https://www.education.com/worksheets/finding-the-distance-between-two-points-on-the-coordinate-plane)

### 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.

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### Science 8 (Lawstuen)

Continuing on with the weather unit, we are going to start a new topic. To do so, you are going to explain in words and drawing how a hot air balloon works.

1. Draw a hot air balloon
2. Add in the air molecules
3. Add in the different air temperatures
4. If the different air temperatures is causing the air to move, draw the direction that air is moving
5. Describe in at least 2 sentences how a hot air balloon can rise up and float through the air. Hint: think about density and convection currents (how plate tectonics moved)

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

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

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

Use today to wrap up your map and any remaining questions from yesterday!

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.

- 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 pushups in your notebook as well!*
- Please complete your walk/jog and pushups daily.

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

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

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

### **Mr. Giarratana**

#### **1st Hour (Reading)**

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

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

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

What is the place where you feel most yourself?

If you could travel back in time three years, what advice would you give yourself?

If you could make one rule that everyone in the world had to follow, what would it be? Why?

**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)**

- Write a story from the perspective of an inanimate object that has come to life.
- Write a poem about a childhood memory that has stayed with you.
- Write about a character who wakes up one day with a superpower.

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

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

1. To make the Leaning Tower of Pisa from spaghetti, Mrs. Robinson bought 2.5 kilograms of spaghetti. Her students were able to make 10 leaning towers in total. How many kilograms of spaghetti does it take to make 1 leaning tower?
2. Rocco has 1.5 liters of orange soda and 2.25 liters of grape soda in his fridge. Antonio has 1.15 liters of orange soda and 0.62 liters of grape soda. How much more soda does Rocco have than Angelo?
3. 4 days a week, Laura practices martial arts for 1.5 hours. Considering a week is 7 days, what is her average practice time per day each week?

**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

Happy almost Earth Day and Eid!

- Spend some time in Boom Cards and practice your skills.
- What is at least 1 thing you would like me and/or our class to know about your family or culture?
- Try to dust something in your house. Why do we need to dust things in our house?
- Practice your personal information (first and last names, address, and phone number). How much are you able to do without any help?
- Try and take a selfie or picture of something that you have helped make. This can be making your bed, making something to eat, using the microwave, etc.

### 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:** Look back at your notes on cinematic and theatrical elements. What are the 3 strongest uses of cinematic and theatrical techniques? How are these used? How does each technique add meaning to the film/show? Why do you think the director chose to include this?

#### Your response must:

- Provide 3 specific examples of cinematic and/or theatrical techniques
- Summarize how each technique is used -- set the scene for the reader
- Discuss how each technique adds meaning to the film/show (*does it tell us something important about a character? Does it show us something important about the setting, theme? etc.*)
- Discuss WHY you think the director chose to include this technique (*how would the film/show be different if the director DID NOT include this technique?*)

### 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 your work in a notebook that you could turn in later.

**Friday: Slide 5**

<p><b>7. Which is a true statement?</b></p> <p>A. <math>m^2 - n^2 = (m - n)(m - n)</math></p> <p>B. <math>m^2 + n^2 = (m + n)(m + n)</math></p> <p>C. <math>m^3 - n^3 = (m - n)(m^2 + mn + n^2)</math></p> <p>D. <math>m^3 + n^3 = (m + n)(m^2 + mn + n^2)</math></p>	<p><b>8. Which is the factored form of <math>64p^3 + 125</math> ?</b></p> <p>A. <math>(4p + 5)^2</math></p> <p>B. <math>(4p + 5)(16p^2 + 20p + 25)</math></p> <p>C. <math>(4p - 5)(16p^2 - 20p + 25)</math></p> <p>D. <math>(4p + 5)(16p^2 - 20p + 25)</math></p>
<p><b>9. Assuming the denominator does not equal zero, simplify the expression below.</b></p> $\frac{6n^2 - 23n + 7}{8n^3 - 28n^2} + \frac{1 - 9n^2}{2n^2 - 10n}$ <p>A. <math>\frac{-2n(n-5)}{3n+1}</math></p> <p>B. <math>\frac{-(n-5)}{2n(3n+1)}</math></p> <p>C. <math>\frac{-2n(3n+1)}{n-5}</math></p> <p>D. <math>\frac{-(3n+1)}{2n(n-5)}</math></p>	<p><b>10. Assuming the denominator does not equal zero, simplify the expression below.</b></p> $\frac{5k}{k-2} - \frac{k}{k+2}$ <p>A. <math>\frac{4k(k+3)}{(k+2)(k-2)}</math></p> <p>B. <math>\frac{4k}{k-2}</math></p> <p>C. <math>\frac{4k}{(k+2)(k-2)}</math></p> <p>D. <math>\frac{4k(k-3)}{(k+2)(k-2)}</math></p>
<p><b>15. Which equation has exactly one solution?</b></p> <p>A. <math>3x^2 - 2 = -8</math></p> <p>B. <math>2x^2 - 14 = 4x - 1</math></p> <p>C. <math>5x^2 - 4x - 6 - x^2 - 7</math></p> <p>D. <math>6x^2 = 18 - 23x</math></p>	<p><b>16. What is the solution set to the following equation?</b></p> $4m^2 - 8m + 9 = 0$ <p>A. <math>m = 1 \pm 4i\sqrt{5}</math></p> <p>B. <math>m = \frac{2 \pm i\sqrt{5}}{2}</math></p> <p>C. <math>m = -1 \pm 4i\sqrt{5}</math></p> <p>D. <math>m = \frac{-2 \pm i\sqrt{5}}{2}</math></p>

**ALGEBRA II HONORS (Gendreau) Period 7**

We are going to start on the next unit – Probability and Statistics. I have loaded the unit into Classkick (use this link to access: <https://app.classkick.com/#/login/TVUXPO>) There are videos on the first slide of each lesson. Also, listen to my audio messages when you see them posted!

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

**Tuesday:** Slides 10-11



**Wednesday:** Slides 15-16

**Thursday:** Slide 22

**Friday:** Slide 22-23

## **ART II (Klocke)**

Assignment:

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

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

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

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

Assignment:

1. Gather Feedback - Ask 2-3 people to look at your painting both up close and from a distance. Ask them to tell you something they like about it, a question they have, and give a suggestion.
2. Complete Project - Work on adding the finishing details, sign your work and take a final photo.
3. Write Artist Statement - On paper, write at least 2 paragraphs about your landscape painting. It should cover at least 2 of these topics:
  - Content - What is being seen in the work's content? Be as detailed and specific as you can in describing what you have included in the image. Explain your incorporation of the art elements and principles as they relate to your work.
  - Intention - What was your intention in the making of the work? What did you want to communicate to the viewer or to yourself?



- Process - What decisions did you make about what to include in the artwork? What materials/techniques/tools did you use in the creation of your work? What did you become aware of during or after its completion, including connections to other experiences, art history, and the source(s) of your exploration?

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

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

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

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

### **BIOLOGY (MacDonald)**

<b>Biology Classes:</b> Hours 1, 2, and 4
<b>Topic for the Day:</b> Intro to Genetics and Forensics "What is Cell Division"
<b>Purpose of the Day:</b> The purpose of today is to take what you learned last week and expand it so you have the basic knowledge to understand Genetics when we come back.
<b>Materials Needed:</b> Paper/Journal and Pencil/Pen
<b>Resource to Use:</b> <a href="#">Ck-12 Reproduction</a>
1. Please take the time today to just finish up anything you have not finished in your biology journal and be prepared now to come back and move forward on Genetics

### **CHEMISTRY (Cochran)**

- Read about Neutralization Reaction and Net Ionic Equations AND make sure you watch all the videos in this link: <https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/21.16/primary/lesson/neutralization-reaction-and-net-ionic-equations-for-neutralization-reactions-chem/>
- Go to link: <https://www.positivephysics.org/> and complete "Acid-base Neutralization Reactions" Activity under Unit 115: Acids and Bases

### **CRIMINAL JUSTICE (Speckeen)**

Criminal Justice - [Vox Video](#)

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

Period 1: Lesson plans 4.17-4.21.23

Assignment: True Crime Podcast

1. Choose an app of your choice to listen to podcasts. Search for the (free) Dateline podcast, *The Girl in the Blue Mustang*.
2. Listen to the first three episodes. (Each episode is about 30 minutes long.)

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

**EARTH AND PLANETARY SCIENCE (MacDonald)**

Earth and Space Science: Hour 7	
Topic Earth's Tectonic Plates	
Purpose: Make sure your daily journal entries/questions are done for each day.	
Materials Needed	Resources to Use/What to do
1.	

**ECONOMICS (Brue)**

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

**After reading today:** Think about your reading life this week. What was your experience? What would you like to continue? What would you like to change? *(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 5 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven't read before. When we return online, you will each share your week's reading with one another.

**After reading today:** Think about your reading life this week. What was your experience? What

would you like to continue? What would you like to change? *(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 5 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven't read before. When we return online, you will each share your week's reading with one another.

**After reading today:** Think about your reading life this week. What was your experience? What would you like to continue? What would you like to change? *(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 5 of Independent Reading Week! Each day you will read for 45 minutes and consider the reading prompt. If you have access to your independent reading book, please continue to read in this book. If you do not, read anything! You may read a new book, a magazine, a newspaper, etc. You may read something new each day; the only requirement is that you read something you haven't read before. When we return online, you will each share your week's reading with one another.

**After reading today:** Think about your reading life this week. What was your experience? What would you like to continue? What would you like to change? *(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)**

Using the adjectives and family member vocab you have learned and practiced this week (Pages 70 and 81), **have conversations with your classmates in the computer lab, OUT LOUD and IN FRENCH, to ask each other what you/your family members/your friends are like (adjectives).** **\*\*Use the sentences you wrote yesterday to guide and support you!\*\*** Here are some sample questions/answers:

- Q: "Tu es \_\_\_\_\_ [insert French adjective]?" ('Are you \_\_\_\_\_?')
- A: "Oui, je suis \_\_\_\_\_ [same adjective]" OR "Non, je ne suis pas \_\_\_\_\_." ('Yes, I am...' / 'No, I am not...')
- Q: "Ton père est \_\_\_\_\_ [insert French adjective]?" ('Is your dad \_\_\_\_\_?')
- A: "Oui, mon père est \_\_\_\_\_ [same adjective]" OR "Non, mon père n'est pas \_\_\_\_\_." ('Yes, my dad is...' / 'No, my dad is not...')
- Q: "Ta tante est \_\_\_\_\_ [insert French adjective]?" ('Is your aunt \_\_\_\_\_?')
- A: "Oui, ma tante est \_\_\_\_\_ [same adjective]" OR "Non, ma tante n'est pas \_\_\_\_\_." ('Yes, my aunt is...' / 'No, my aunt is not...')

**Keep the conversation going by asking about different family members or friends and by choosing different adjectives! Make sure you and your partner both have turns asking the questions. Switch partners eventually!**

- If you want to get *\*really fancy\**, you can also ask if your partner's family members/friends *like* certain things or *do* certain activities, using the -ER verbs and conjugations we recently learned (Pages 46-51)!

Do your best with pronunciation and give each other helpful speaking feedback and comprehension support.

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

Bonjour! It's Friday! Yahoo!! 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: le vingt-et-un avril 2023 (pg 11 in cahier for #s)

Say today's day out loud: C'est vendredi. Youpi!

#### **Learning Targets:**

I can

- Review family vocabulary
- Practice family vocabulary

#### **Review:**

In your French 1 cahier (cahier), turn to pages 90-91. Review the vocabulary for family in French.

#### **Practice:**

- Draw a family tree (either real or imaginary). Please include 10 family members. Label each family member in French. Write a sentence saying who the person is and what his/her relation is to you.
- For example: C'est ma mère. Elle s'appelle Gail.

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

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

Sincerely,

Mme Priscilla Chastain

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

Bonjour Tout le Monde! I hope you had a nice evening last night with your family and perhaps friends! Today is Friday so the weekend will be here very soon. Yippee!

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 outloud: vingt-et-un avril 2023 (page 11 in cahier for numbers)

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

### **Learning Targets:**

I can

- Review adjective placement in French, starting with putting the adjective after the noun.
- Review the verb AVOIR.
- Create sentences using adjectives.

### **Review:**

Please turn to page 77 in your cahier. Begin reading at the top of the page, noticing that we begin with what we know in English. Basically in English we usually put adjectives before the noun. Then note that in French, in general, adjective placement is switched or the opposite of English. In French, adjectives go AFTER the noun.

Continue to read page 77. Look at the stick figure indicating the SUBJECT of a sentence and then the columns for the verb AVOIR, then the ARTICLE, then the NOUN and finally the ADJECTIVE, noting the ADJECTIVE comes last in the sentence. If you do not have that table written in, write this in now:

AVOIR ARTICLE NOUN ADJECTIVE

J'ai une maison bleue.

Tu as une veste marron.

Il/Elle a un crayon jaune.

Nous avons des stylos noirs.

Vous avez des cahiers blancs.

Ils/Elles ont une école verte.

Read the EXAMPLES underneath the table on page 77, noting the agreement of the noun, either masculine or feminine, AND either singular or plural.

Before completing the Practice at the bottom of page 77, please read through the noun and adjective lists on the following pages. Whisper them outloud please. You can find **noun vocabulary** on pages 7, 30-33, 46, 47 and 49. You can find **adjectives** on pages 23-25, 70, 73, 74.

Complete the Practice at the bottom of page 77. Use the notes above and in your cahier on page 77 to finish the sentences with the verb AVOIR. Be creative.

Examples:

Caroline a des escargots français.

Nous avons un magasin snob.

J'ai un dauphin mignon.

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

## FRENCH 2 (Madame Becker)

Using the household chores and rooms vocab and the verb “devoir” that you have learned and practiced this week (Pages 75-77 and 81-86), **have conversations with your classmates in the computer lab, OUT LOUD and IN FRENCH, to ask each other what chores you HAVE TO do around the home.** \*\*Use some of the sentences you wrote yesterday to guide and support you!\*\* Here is a sample script:

- Q: “**Tu dois** \_\_\_\_\_ [insert French chore phrase]?” (‘Do you have to \_\_\_\_\_
- A: “**Oui, je dois** \_\_\_\_\_ [same chore phrase] **dans** \_\_\_\_\_ [insert room of the house where that chore is done]” (‘Yes, I have to... in the...’) OR “**Non, je ne dois pas** \_\_\_\_\_.” (‘No, I do not have to...’)

**Keep the conversation going by asking about different chores! Make sure you and your partner both have a turn to ask the questions. Switch partners eventually!** Do your best with pronunciation and give each other helpful speaking feedback and comprehension support.

- \_\_\_\_?’)

## FRENCH 2 (Chastain)

Bonjour! It’s Friday! Yahoo!! I miss having our online class with you all and hope we are able to meet again soon. This is an unusual situation. Please do your best. Here is what you need to do today:

### La Routine:

Say today’s date out loud: le vingt-et-un avril 2023 (pg 11 in cahier for #s)

Say today’s day out loud: C’est vendredi. Youpi!

### Learning Targets:

I can

- Learn about and discuss a French speaking singer

### Note:

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

### Mini project:

- Research a French speaking singer either from Manie Musicale or one that we’ve listed to in class (or one you know)
- Make a list of 5 interesting things about this singer.
- Make a list of 2 songs by this singer.
- On a sheet of paper, add your lists and draw 2 things to represent this singer (ex. Flag from country etc). 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

## FRENCH 3 (Janousek) Period 3

Bonjour! It’s Friday! Yahoo!! I hope you have a great day and a fantastic weekend. Please do your best and help one another. Here is what you need to do today:

### La Routine:

Say today's date outloud: vingt et un avril 2023  
Say today's day outloud: C'est vendredi. Youpi!

### Learning Targets:

I can

- Review time expressions in French, beginning with il y a...que and ça fait...que in the past tense (passé composé).
- Read a story in French in the past tense and translate it into English.

### Review:

In your French 3 cahier (notebook), turn to page 82. Begin reading in the middle of the page at "However, il y a can also..." Stop at "\*\*Notice how these are ONLY past tense."

### Practice:

Please read the story below at least three times, preferably out loud with a partner. Then, on a sheet of paper, translate the story in English. It does not have to be perfect, just a general translation of each sentence.

### Mon Aventure à Bordeaux

Mes élèves et moi, nous sommes allés à Bordeaux il y a cinq ans. Nous sommes tous restés avec des familles françaises. Un jour sur deux, nous sommes allés à l'école et nous étions\* dans des classes réelles avec des élèves français. Au début c'était\* un peu difficile d'être en classe car nous étions\* fatigués après le voyage, mais il y avait\* des "breaks" quand nous jouions\* dans la cour de récré avec des jeunes. Ce n'était\* pas du tout comme les terrains de jeux dans le Minnesota. Il n'y avaient\* pas de balançoires ni de glissoires. Mais il y avaient\* des structures comme une tente fait du bois et des barres où nous pouvions\* grimper. Pourtant la chose la plus populaire pour des élèves français était\* le ballon de foot. Il n'y avait\* pas

vraiment d'équipe ni de règle. Le but était\* de faire un but. 😊

Les horaires de classe étaient\* complètement différent qu'aux Etats Unis aussi. Nous avons commencé à la même heure, vers huit heures du matin, mais nous sommes rentrés vers cinq heures du soir! En plus, il n'y avait\* pas de bus pour aller et retour à l'école. C'étaient\* des parents qui ont amené des enfants à l'école et qui les ont cherché à la fin d'école, tous les jours!

Puisque nous étions à l'école si longtemps, le déjeuner durait\* presque une heure et demie! Le repas était\* délicieux avec du poisson ou de la viande, des haricots verts ou des carottes, du yaourt, un dessert et bien sûr, plusieurs tranches de baguette. Tout était\* fait à la cuisine de l'école. Nous avons eu l'habitude de manger très vite alors nous étions\* dans la cour de récré pour plus d'une heure! C'était\* génial!

\*Indicates the imperfect (l'Imparfait) which I believe many of you have studied and which we will work on together in the near future.

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

## **FYEX (Haukos)**

Monday - Friday

Because we cannot get into our Keyboarding platform, you will be starting with a free version of another typing program to learn home row.

Please go to [www.typingclub.com](http://www.typingclub.com) and click "Get Started"

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

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

## **GEOMETRY (Andrist)**

Outside Time

Please spend 30-40 minutes outside, and document one right triangle out and about. Explain how you could prove that the triangle you found is, indeed, a triangle. If you are at Lincoln, do this in the space you are in; do not break rules or manipulate your situation for this task!!

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

**Geometry** Use today as work time to finish all the assignments posted Monday – Thursday.

**Geometry Honors** – Use today as work time to finish all the assignments posted Monday – Thursday.

## **GERMAN I (Zaczkowski)**

Hallo! Please pick a partner from the class and speak German to each other for 5 minutes. Grab a Deutsch Aktuell 1 book and go to page 237. Read the conversation carefully and then respond in writing to the assignments 11+12 on page 238.

## **GERMAN 4 (Zaczkowski)**

Hallo! Speak Deutsch with a partner and then review the work from yesterday (the chart 9). Read the interview on page 96 and then respond to assignment 11 on page 97 on a piece of paper.

## **GLOBAL CULINARY ARTS (Duden) (Hour7)**

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

**EACH DAY: Choose 1 from the list provided OR Explore an additional Individual Interest; Country, Region and/or Cuisine (Totaling 5 by the end of the week)**

- Mexico/Mexican
- Thai/Thailand
- Caribbean
- North African
- Mediterranean
- Indian
- Middle Eastern



- China/Chinese
- Italian
- Jamaican
- French
- Cajun

#### **What's Expected for each day of choice:**

1. List 5+ individual spices or seasonings predominant (main)
2. Identify 1+ popularly known and used "blend" and what it consists of (is made-up of)
3. Describe/explain each spice/seasoning/blend
4. Find 1+ recipe where 1 or a combination of multiple spices, seasonings- or blends are used.

Include an image and link to the recipe.

#### **GRAPHIC DESIGN (Klocke)**

Assignment: Each day work on 1 of the 5 parts of the next project - Logo Design!

#### **We are starting the SECOND packet - it says, "Graphic and Digital Arts - PART 2"**

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

Reminder: You will need to take a picture of every assignment and be ready to turn them in when we are all back online. **More information is available on my website:**

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

#### **HEALTH 10 (Anglin)**

#### **Housing and Interior Design (Dude)(Hour 3)**

Time to Visit YOUR kitchen as a user and potential designer viewpoint:

1. **YOU Create a Pro (+) AND Con(-) List considering the following:**

- Layout: Linear/Parallel (+island?)t, L-Shaped, U-Shaped - countertops determine “shape”
- Kitchen Work Triangle: sink - refrigerator-oven
- Pantry/food storage, refrigerator/freezer
- Storage: Cupboard space
- Sink area: cleaning area, under sink, dishwasher(?)
- Preparation area: Counter space, location
- Cooking area: stovetop, oven, microwave
- Other factors to consider lighting, flooring, ventilation/airflow, specialty/extras

2. **Ask a parent/guardian/frequent user of the kitchen to Create a Pro (+) AND Con(-) List**

considering the same areas (listed above)

3. **Identify AND List ALL the changes** 1) YOU would make, 2) THEY would make
4. **Compare Similarities and Differences of YOUR & THEIR CHANGES**
5. **Create a paper drawing “rough draft” of your kitchen’s “footprint” (as is)**
  1. Include and label: appliances, window(s), doorways, hallways, etc.
  2. NO MEASUREMENTS (YET;))

## HUMAN GEOGRAPHY (Speckeen)

[https://www.youtube.com/watch?v=QAKW\\_i0bDpQ](https://www.youtube.com/watch?v=QAKW_i0bDpQ)

## INTERMEDIATE ALGEBRA (Andrist)

Table Tiles

Answer the following questions:

1. Which method do you think would be the most efficient method for determining the number of each type of tile required for a table with dimensions 100 cm by 100 cm? **Explain your answer.**
2. Of the methods shown in the sample responses, which method do you think is the clearest and easiest to understand? **Explain why.**
3. Which of the methods shown in the sample responses leads more easily towards establishing a general rule for determining the numbers of each type of tile required for any size table? **Explain why.**

## INTERPERSONA; RELATIONSHIPS AND COMMUNICATION (Duden) (Hour 4)

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

What reasons can you conclude there are similarities and differences?

## LATIN 1 (Dovre)

At Century

1. Review the “statuae” passage

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.

Asynch Mayo

1. Read the "anulus Aegyptius" passage and answer the questions on page 173.
2. Practice your declension and verb endings.

### LATIN 2

At Century - Review the "dies festus" part 1 passage and practice the demonstrative pronouns.

Asynch John Marshall and Mayo

1. Answer the "dies festus" part 2 questions on page 143
2. Memorize the demonstrative pronouns on page 144.

### LATIN 3

At Century - Review the Culture questions and "sub horreo" questions. I will introduce the result clause to the students.

Asynch at John Marshall and Mayo

1. Translate the "modestus attonitus" passage on page 129

### LATIN 4

At Century - Review lines 5-7 and 8-11 of the *Aeneid*.

Asynch at 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.

Asynch at Mayo

1. Translate lines 12-18 on page 35-37 in the *A Song of War* textbook.

### LEARNING FOR SUCCESSFUL TRANSITION - LST (Anderson)

- Learning for Successful Transition - LST (Anderson)
  - Continue on your document from Thursday

For Friday: This is "In the Know Friday"

Find and learn about at least three current events in the news, (it can be local, state, US or world news). You can go on-line, watch TV, read a paper etc.....whatever is available to you. List each current event (who, when, where, what happened).

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

### MATH FOR COLLEGE (Gaddis)

Elimination is the third method used to solve systems of equations. Add or subtract the following problems to eliminate one variable and solve for the remaining variable. Then use substitution to find the other missing variable. These are a mix of the types of problems assigned on Wednesday and Thursday.

$$1. \begin{array}{r} x + 8y = 7 \\ + x - 4y = 1 \\ \hline \end{array}$$

$$2. \begin{array}{r} 2x + y = 1 \\ + 5x - y = 20 \\ \hline \end{array}$$

$$3. \begin{array}{r} x + 8y = 7 \\ - (x - 4y = 1) \\ \hline \end{array}$$

$$4. \begin{array}{r} 3x - y = 12.3 \\ - (4x - y = 14.9) \\ \hline \end{array}$$

## MATH SKILLS (Harward) P6 and P7

Learning Objective: Transition Activities. I will explore what it means to invest money by purchasing my own home by learning about how to build equity in my home.

Lesson: Read and Reflect.

EQUITY: Equity refers to the difference between the current market value of a house and the amount the owner still owes on the mortgage. It is the amount that the owner would get after selling the property and paying off the mortgage. The more of your loan (mortgage) that you pay back, the more your equity will grow, and the more of your house you will actually own. Maybe you start off with just a closet or bathroom worth of equity, but if you keep making payments, the kitchen and living room will soon be yours, too!

### Today's Learning:

- **Create a journal entry about what you have learned today about EQUITY**
- **Journal whether or not you feel you need to explore more options**
- **Jot down any questions you may have about EQUITY**

## PERSONAL FINANCE (Haukos)

Today you will have time to finish the "So Expensive Series" and answer the questions from the last four days. Also, please go back to last week and make sure you have completed everything and have your notebook completed.

## PHYSICS (Cochran)

Wed- Friday, April 19-21

- Complete the following activities on <https://www.positivephysics.org/> under Unit 24: Circuit Analysis
  - Wednesday: Light Bulbs 1
  - Thursday: Current Calculations
  - Friday: Complete Problems 1
- If you still need to create an account at <https://www.positivephysics.org/>
  - Select "Create Account", then "I'm a student/learner", then "Yes, my teacher uses this site", then enter the Classcode: Cochran
  - **Username**: Your username should be your **last name followed by your first name** (Example: cochranmolly) and then choose any password you want.
  - Last week's assignment: Complete the "Inquiry" and "Vocabulary and Concepts" under Unit 24: Circuit Analysis

Complete only if you **do not** have a phone/device (and did not complete the above assignments): Write one paragraph (at least 5 sentences) **each day** about how you would get by living in an area without electricity. Ideas include: name everything you rely upon for electricity and how you would replace those tasks; explain ideas to make everyday tasks easier without electricity; explain how you could combine efforts with others to complete tasks without electricity.

## PHYSICS (MacDonald)

<b>Physics Class: Hours 3</b>	
<b>Topic for the Day: Positive Physics Unit 25 Circuit Design</b>	
<b>Purpose of this learning:</b> Today I want you to make sure that you have complete Unit 24 and Unit 25 at a level of at least 80% completion for each unit.	
<b>Materials Needed</b>	<b>Resources to Use/What to do</b>
Notebook or Loose Leaf Paper (form it into a booklet)	<a href="#">Ck12 Energy Transfer In Electric Circuits</a>
Pen or Pencil	Steps 1. <a href="#">Go to positivephysics.org</a> 2. Create Account 3. Username= 1s 2 letters first name then last (example jomacdonald) 4. Set your own password 5. Class code= macdonald
Now complete for the day	
1. Make sure that each unit 24 and unit 25 is completed at 80% or higher. If you have procrastinated this is going to really be painful	

### PRE-CALCULUS (Gendreau) Period 3

We are going to continue in the matrix unit. I have added answer keys to the bottom of each assignment so you can determine how you are doing! Use the same link to access in classkick: <https://app.classkick.com/#/login/23UGGJ>

I'm hopping around a bit in this unit and skipping some material, so don't panic if there is a gap in your lessons! That's on purpose.

**Monday:** Slides 27-28

**Tuesday:** Slides 33-34

**Wednesday:** Slides 49-50

**Thursday:** Slides 70-71

**Friday:** BONUS DAY! Slides 57-58 (this is for bonus if you are interested!)

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

Lesson:

- Continue reading the book of your choice for 30 minutes or more. REFLECT on something you read today. Journal your reflections from your reading.
- Persuasive Writing Activity: DAY5

After working this week on persuasive writing details, it is your turn. Write a paragraph describing what you have learned from writing this week.

### SOCIAL STRATEGIES (Harward) Period 4

Learning Target: Nonverbal vs Verbal Communication from a Global Perspective

Learning Agenda for Today:

1. Research appropriate nonverbal behavior in other countries.
2. Journal and explain proper nonverbal etiquette in other parts of the world.
3. What have you learned today and what other questions do you have about NONVERBAL vs VERBAL communication from a Global Perspective

### **SOCIOLOGY (Pfeifer)**

**Introduction:** Today will be a current events day. **You are encouraged to first prioritize the assignments from Monday - Thursday if you are not yet done with these assignments.** As always, you may write your answers using the method of your choice (ex: paper/pencil) and we will find a way for you to turn it in once we return to normal. Please contact Pfeifer at [sjpei17@smumn.edu](mailto:sjpei17@smumn.edu) if you have any questions.

**Directions:** First, choose a current event from the source of your choice (ex: CNN10, KIMT, KAAL, Post Bulletin, etc.). You may choose any topic you would like, however, you are encouraged to choose a topic related to the content we have discussed in sociology class. Next, write two paragraphs about what you saw or read.

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

### **SPANISH 1 (E. Miller)**

Find a Spanish game online or an app. Tell us about it when we have class! If you cannot find anything, go to <https://rockalingua.com/games>

### **Spanish II (E. Miller)**

What is a micro loan and how does it help a local economy? Find an example in a Spanish speaking country and summarize what you found. What kind of business would you start?

### **SPEECH (Wood) Monday - Friday**

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

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

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

classmates. You have all week to create this board so it should reflect a week's worth of time! Make it a beautiful representation of your dreams!

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

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

### **STATISTICS (Gaddis)**

Today I want you to pick one hypothesis question to answer. In a paragraph or two tell explain why you choose that hypothesis over the other one. I have listed a few ideas for questions you could answer regarding why you picked that hypothesis. Was it the materials needed? Did one sound more interesting to you?

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

**Seminar** - In a notebook, I'd like you to write two paragraphs about what you would want to do with your life if it didn't matter how much money you made or how expensive college costs.

What would be your dream job? Give me details, including where in the world you would like to work? What hours would you like to work (Night shift? Early mornings? 9-5? Summers off?) Would you like to work in an office, at home, outdoors? What would be your ideal group of people to work with?

**Advanced Seminar** - Now that you know your Enneagram Personality, please tell me how you feel about your results. Do you feel like it fits? Ask a friend or family member to take the quiz, too! Compare your results with theirs.

### **21st Century Business (Myran) - Monday/Tuesday (3<sup>rd</sup>/4<sup>th</sup> 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 Hy-Vee website, or if you have rockstar parents you could actually go to the store and track pricing for each item.

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

**Introduction:** Today will be a current events day. **You are encouraged to first prioritize the assignments from Monday - Thursday if you are not yet done with these assignments.** As always, you may write your answers using the method of your choice (ex: paper/pencil) and we will find a way for you to turn it in once we return to normal. Please contact Pfeifer at [sjpfei17@smumn.edu](mailto:sjpfei17@smumn.edu) if you have any questions.

**Directions:** First, choose a current event from the source of your choice (ex: CNN10, KIMT, KAAL, Post Bulletin, etc.). You may choose any topic you would like, however, you are encouraged to choose a topic related to government and/or politics. Next, write two paragraphs about what you saw or read.

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

### **US HISTORY (Pfeifer)**

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

**Video Link:** <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.**

#### **43:17 - 48:48**

1. By the Summer of 1944, the Japanese government concluded \_\_\_\_ . As a result, what did they instruct the Japanese people to do?
2. Who were the kamikazes?
3. How many kamikaze missions were flown at Okinawa?
4. Students were used as human \_\_\_\_.

#### **48:48 - 55:38**

5. Who was instructed to defend Japan on the beaches by the Japanese High Command?
6. What were the targets of British & American bombers by most nights by 1943? Do you have thoughts on tactics like this?

#### **55:38 -**

7. Why were American bomber planes headed toward Tokyo stripped of their guns?
8. How many civilian residents of Tokyo died in one night of bombing?
9. What happened to Hiroshima on August 6, 1945 and Nagasaki on August 9, 1945? How much longer would it take for Japan to surrender?
10. After the war ended, what happened in Nuremberg? What was the outcome for 12 high ranking Nazi officials?



11. Did anything similar take place for Japanese officials?

**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**

Before we dive into what programs RCTC offers, let's learn a little bit about RCTC.

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

Read the section titled **Rochester Community and Technical College (RCTC)**.

Provide 5 facts that you learned.

Read the section titled **Rochester Community and Technical College Campus (Main Campus Buildings)**.

Provide 3 facts about the main campus that you learned.

Read the section titled **RCTC Heintz Center (West Campus Buildings)**.

Provide 3 facts about the west campus that you learned.

Read about the different names that RCTC has over the years. Why do you think they settled on their current name?

**WORLD HISTORY (Brue)**

World History

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

the next. As you progress you will eventually come across three reflection questions, write your answers to these on the back of your map.

Map Legend:

[https://docs.google.com/document/d/1YR9iB\\_fdT-VPFyA6Zv3xyv5Lv8C8VIk82ZO6RgFee3Q/edit?usp=sharing](https://docs.google.com/document/d/1YR9iB_fdT-VPFyA6Zv3xyv5Lv8C8VIk82ZO6RgFee3Q/edit?usp=sharing)

Industrial Transformation Game Slides:

[https://docs.google.com/presentation/d/1htoE3wIVxC\\_vPyYHfyZXOdOJ0qZau\\_BNA\\_8TuJMtH0/edit?usp=sharing](https://docs.google.com/presentation/d/1htoE3wIVxC_vPyYHfyZXOdOJ0qZau_BNA_8TuJMtH0/edit?usp=sharing)

Important Notes:

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

