

RPS Online Asynchronous Day - Monday, April 24, 2023

- Students are advised to keep any/all written work so that it can be submitted once the network is restored.
- **Power Up Students:** We are working on a way for you to access Edgenuity without ClassLink. Please send an email to Mr. Couillard at dtcouillard@yahoo.com and he will help you get set up.
- 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

Today is a "D" day

Kindergarten

- Ms. Jarvis
 - Assignments will be posted in Seesaw each morning at 7 AM. Check the light bulb activities tab on your Seesaw app each day. All assignments are due the day they are assigned.

- Music (Weinmann)
 - This week we will be making instruments from recycled materials....
 - Look around your home... Do you see any materials that could be used for a homemade instrument? For example: Plastic Bottles, Rubber Bands, Paper Plates, Ribbon etc.
 - Once you have gathered some materials make a sketch of how you'd like your instrument to look
 - Begin to build your instrument! Once you have finished, decorate your instrument with colors or stickers!

1st Grade

- Grade 1 assignments will be posted in Seesaw each morning at 7 AM. Check the light bulb activities tab on your Seesaw app each day. All assignments are due the day they are assigned.

- Music (Manansala)

2nd Grade

- Assignments will be posted in Seesaw each morning at 7 AM. Check the light bulb activities tab on your Seesaw app each day. All assignments are due the day they are assigned.

- Music (Shea)
 - You will need: Your artist notebook paper and a pencil
 - Activities:
 - Please find your created instrument from last week's lesson.
 - If you have not already completed these steps please do the following:
 - 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.)
 - Write the rhythm down on your artist paper under the description and sound of the instrument question.
 - Instrument Play Along: Play the rhythm you created on your instrument, while listening to your favorite song.
 - Create a new rhythm and write it on your paper. Repeat the last step and play your new rhythm while listening to your artist song.

- Video project (optional, if you are able): Create a video of you showing your instrument to the camera and playing along with your favorite song. Play one of two things:
 - Play the beat of the song **OR**
 - Play the rhythm you created while the song is playing.
 - 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!
- PETS (Fritcher)
 - This assignment can be completed anytime within the week.
 - 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 pages 3 and 4 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 each edge.
 - Tangrams may not 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>.
 - Note that there will not be PETS on May 2 or 10.

3rd Grade

- Please check in Seesaw for daily assignments. Mrs. Peterson will also send daily assignments via email.
- GATE Nonverbal (Heuton)
 - Two of the main skills scientists use are:
 - -Asking questions
 - -Comparing and contrasting
 - Part 1: This week, choose a science topic you are interested in. Practice being curious about it, and write out at least 6 questions you can ask about the topic

that you don't already know the answer to. Remember to use a capital at the beginning of the sentence and a question mark at the end of the sentence.

- Part 2: Go outside and pick two rocks. Make lists of how they are alike and how they are different. Now try to pick two rocks (or sticks or leaves) that are very alike. Make a list of the ways they are alike. Lastly, pick two rocks (or sticks or leaves) that are very different. Make a list of the ways they are different. You might think of texture, weight, etc.

- GATE Verbal (Heuton)
 - Write your answers to the following questions:
 - How would you define perspective?
 - Why would it be important to consider the perspective(s) of animals within zoos?
 - If you are able, watch the following video:
<https://www.yout-ube.com/watch?v=PCOWE0EiCyo>
 - While you watch the video, you may wish to take notes. Listen for animal perspectives on things like their living accommodations, environment/weather and diet. Be prepared to discuss what you notice.

- Music (Shea)
 - You will need: Your artist notebook paper and a pencil
 - Activities:
 - Please find your created instrument from last week's lesson.
 - If you have not already completed these steps please do the following:
 - 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.)
 - Write the rhythm down on your artist paper under the description and sound of the instrument question.
 - Instrument Play Along: Play the rhythm you created on your instrument, while listening to your favorite song.
 - Create a new rhythm and write it on your paper. Repeat the last step and play your new rhythm while listening to your artist song.
 - Video project (optional, if you are able): Create a video of you showing your instrument to the camera and playing along with your favorite song. Play one of two things:
 - Play the beat of the song **OR**
 - Play the rhythm you created while the song is playing.
 - 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 bushes along the road

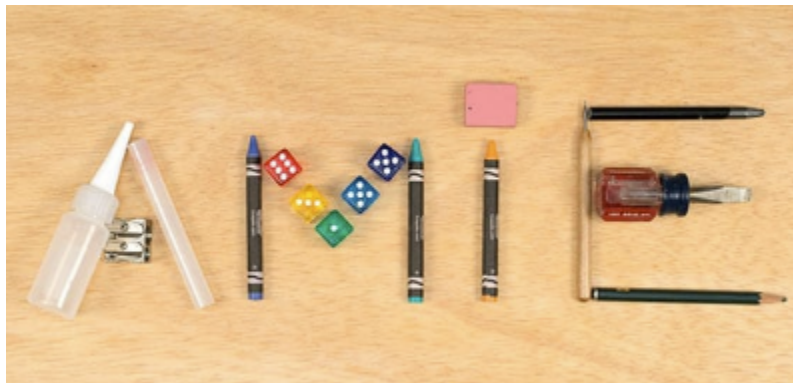
- Press Go to hear your street make music!
- Experiment with **Chrome Music Lab**
 - Go to Song Maker in Chrome Music Lab
 - Create your own songs using the blocks and shapes at the bottom!

4th Grade

- Each day's assignments will be posted on Seesaw. If your child cannot access Seesaw, please email me at flan1991@yahoo.com. I will also be sending out daily assignments to parents' email addresses.
 - Each day we will have a Lexia or A-Z assignment and subject assignments.
 - Please encourage your child to stay on top of their work, post their pictures in Seesaw, and get outside for some down-time.
 - I'll send out updates on play dates to parents' email addresses.
- PE (Strain)
 - Continue with your exercise/activity journals.
 - If you want to go back and revisit a lesson/activity, you can access those at this link:
 - https://docs.google.com/presentation/d/1CeNa3xvpNfIZLF2-hA3YXIPhGT_EO8r8zShcTDfUqZXE/edit?usp=sharing

5th Grade

- Ms. Hill
 - <https://app.classkick.com/#/login/6MWUNW>
 - Code: 6MWUNW
- Art (Cookman)
 - Gather small items from around the house to compose a picture of your name. The longer the name, the more space you will need to prepare for it.



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Ms. Christensen

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>Morning Meeting</u>	<u>Morning Meeting</u>	<u>Morning Meeting</u>	<u>Morning Meeting</u>	<u>Morning Meeting</u>
<u>Morning Meeting Published</u>	<u>Morning Meeting Published</u>	<u>Morning Meeting Published</u>	<u>Morning Meeting Published</u>	<u>Morning Meeting Published</u>
<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>
<u>Reading Published</u>	<u>Reading Published</u>	<u>Reading Published</u>	<u>Reading Published</u>	<u>Reading Published</u>
<u>Social Pink Cat Games</u>	<u>Social Pink Cat Games</u>	<u>Social Pink Cat Games</u>	<u>Social Pink Cat Games</u>	<u>Social Pink Cat Games</u>
<u>Functional Skills</u> <u>Pick up your toys</u>	<u>Functional Skills</u> <u>Help mom with lunch</u>	<u>Functional Skills</u> <u>Wash the dishes or help to</u>	<u>Functional Skills</u> <u>Talk a walk to the park and take a picture</u>	<u>Functional Skills</u> <u>Play a game with a friend or family member</u>
<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
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<u>Project</u> <u>Play with slime</u>	<u>Project</u> <u>Take a picture of flowers or grass that is blooming</u>	<u>Project</u> <u>Check mail</u> <u>Draw a picture in your book of you waiting for school</u>	<u>Project</u> <u>Watch a fun GONOODLE/ KIDSBOP/ YOUTUBE video with a cat or dog</u>	<u>Project</u> <u>Draw flowers on the sidewalk</u>

Mrs. Fox's Social Skills- Be Yourself:

1. If you have access to a device with internet: Listen to the read aloud *Born to Stand Out* by Nikki Rogers on Youtube

A. Why did Camo do things that his friends were doing, even though he didn't like what they were doing?

B. When Camo stopped doing what his friends were doing, and started doing what he liked, how did he feel?

2. What makes you different from your friends? Do you have different talents, things you enjoy to do or wear?

3. Do you ever feel like you have to do what your friends are doing, so that you fit in?

3. Ask a sibling, parent, or grandparent what makes them unique and different from others?

A. Ask if they try to blend in with what others are doing.

Mrs. Fox's Math-

Option 1 Counting by 2:

Optional Listen to *Count By 2s song* by Hopscotch on Youtube

4. Skip count hopping- hop like a bunny

1. Get up on your feet. You are going to march and skip count by 2. Swing your arms, and get those knees up! *If you can do this out in the sunshine, even better!

2. You are going to count at the same time as marching – 1, 2, 3 etc. However, when your right foot hits the floor you are going to say the number, and when your left foot hits the floor, you are going to be silent, and just say the number in our head.

3. So it will look a bit like – left foot: silently mouth '1', right foot: say, '2', left foot: silent '3', right foot: '4'. Can you make it to 20? 100?

4. *Count by Twos*- Skip Counting Gracie's Corner on Youtube

Option 2 Money Math

1. If you have 2 one-dollar bills, 3 dimes, and 3 nickels- How much money do you have?

A. Would you have enough money to buy a box of cookies that costs \$2.50?

2. If you have \$5.00 and you give your friend 2 quarters, how much money would you have left?

3. If you have \$2.35 and you spend 1 dime and 3 nickels, how much money would you have left?

4. Solve this riddle: Mrs. Fox has three coins in her pocket. She has a total of 36 cents. What coins does she have in her pocket?

5. There is a gumball machine at the store- it costs 50 cents for 1 gumball. The machine only takes quarters. You and 4 friends want to get gumballs. How many quarters do you need to buy gumballs for you and your friends?

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

1. Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.

2. You and your partner are going to practice rhyming. First you listen for the vowel and the last sound you hear in a word. In the word tin, the vowel you hear is /i/ and the last sound you hear is /n/. So when we rhyme with the word tin, we need to find words that end with the same vowel consonant sound /in/. So tin rhymes with bin, fin, win, spin, and pin because they all end with the /in/ sound.

A. Name 5 words that rhyme with can? (Example: plan because it ends with the /an/ sound)

B. Name 5 words that rhyme with tub?

C. Name 5 words that rhyme with net?

D. Say the words tub and tube outloud. These words look very similar, but do they rhyme?

Mrs. Fox's Reading Group 3rd 4th and 5th grade- Supportive Character

1. Find a fictional story book at your reading level to read to a friend or family member (perhaps give your grandparents a call and read to them!) - *you can wait until your adult gets home*

2. While you are reading, pause to write down the answers to the following questions:

A. Who is the main character in the book?

B. Who are the supporting characters- a supporting character is someone in a book that is not the main character, but they are mentioned in the story and important to the story line. For example in Sonic, Tails is a supporting character. She is a friend that helps the storyline.

B. Can you name a positive trait the supporting character has?

Positive Character traits examples: Brave, fair, careful, cheerful, clever, energetic, friendly.

C. Can you name a negative trait the supporting character has?

Negative Character trait examples: Greedy, rude, spoiled, stingy, stubborn, selfish, foolish.

2. Share with your partner WHY you think the author added the supporting character to your story?

Middle School

Today is a "A" Day

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

Music (Light-Diede)

- Please check the [RPS Online MS Music Google Site](#)

Ms. Christensen

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Mr. Giarratana

- Choose 1 (online or offline) per day

Hour	Online Assignment	Offline Assignment
1	CNN 10 Daily Reflection (Link at Top) Refugee Chapter 45	Please find a book or other article of reading material and read for at least 20 uninterrupted minutes. When you are done, answer the following questions: 1)What did you read 2)What questions do you have after reading the section or article? 3) If you could, what would you change about what you read?
3	Reading the Room/Environment 7 Continue working on your Social Skills Journal	Please write at least 8 sentences including and introduction and conclusion about the following question: How do you calm your nerves in a difficult situation?
4	Task Initiation Task Card 4 Perseverance Task Card 4	What does it mean to you to be organized and able to complete tasks in a timely manner? Please describe your thoughts. <i>Please use this time to complete any assignments from other classes and reach out to me via email with any questions.</i>
6	A Day in the Life of a Zoo Atlanta Zoo Keeper Reading Review Week 30(Monday) Wild Turtles: Born to be Wild (Reasons Evidence)	Please write at least 8 sentences including and introduction and conclusion about the following question: What makes you feel calm?
8	Daily Review Week 30 Day 1 Trip to the Fair #9	Please locate and ask a trusted adult what it means to be financially responsible, and what tips they have for developing a personal budget. Record what you learn and hand in at a later date.

Physical Education 6, 7, and 8 (Nguyen)

- I hope that you all are finding ways to stay active during this very strange time during our school year that feels almost like COVID without the face masks & global pandemic. Without having a school schedule, have you found yourself sleeping more or less? Do you feel better or worse because of this change?
- 1) Take a moment, watch this brief video on [sleep](#).

- 2) If you have access, complete a DownDog HIIT workout plus your daily pushups (25 per day). If you are unable to access DownDog, complete a 20 minute strength workout of your choice.

6th Grade

- Please refer to [this document](#) for daily plans from Ms. Letkiewicz, Ms. Walters, and Mr. Valentine.
- Art 6 (Strom)
 - Week-long assignment
 - [Zentangles](#) is a great project for mindfulness: be sure to watch the video included in the slides.
- Energy & Environment (Myran)
 - You've played the games out there that try to teach kids how to save energy and be responsible citizens. Your boss has asked you to level up and create a new superhero and game to get kids excited about reducing their Carbon Footprint and teaching others about the importance of reducing their energy usage.
 - Slide 1- introduction to your Super Hero
 - Slide 2- Ways your Super Hero lowers their carbon footprint and inspires others to do so
 - Slides 3-10+ What would your video game function like? Stages, levels, bosses, missions, other characters, objectives
 - Use pictures, descriptions and anything that may help us understand how your game would look, be played, etc...
 - **Scoring= 100 points -----DUE May 8th**
 - slide 1= 10 points (did you introduce us to your Super Hero?)
 - Slide 2= Listed 5 or more ways your Super Hero lowers their Carbon Footprint and inspires others to do so
 - Slides 3-10= 80 points - description of the game is thorough, includes characters, stages, objectives, etc...

7th Grade

- 21st Century Business (Myran)
 - 10 slides - TECHNOVATION
 - Follow directions carefully, do your research on quality sites.
 - 100 Points Total - 10 slides x 10 points each (due May 1st)
 - Slides 1-10----- Research & Report Current Business Trends & Topics.
 - For each slide, list 3 bulleted points of information you find on the topic.
 - For each slide, list 2 or more quality sites you used to gather the info.
 - For each slide, include 5 pictures portraying pros/cons, facts, interesting details, graphics of the topic/trend.
 - The 10 topics below are suggestions by me, if you would rather switch a topic for something else you are interested in researching that is totally fine. Try to keep the topics in the realm of technology and business or career and college studies though***
 - #1- Cryptocurrency
 - #2- Metaverse
 - #3- Raycon earbuds

- #4- Tesla
 - #5- Whoop Band
 - #6- NFT
 - #7- Playstation 5
 - #8- 8K TV's
 - #9- Venmo
 - #10- Oculus Quest 2
- Art 7 (Strom)
 - Week-long assignment
 - [Zentangles](#) is a great project for mindfulness: be sure to watch the video included in the slides.
- English 7 (Miller)
 - This week, we will begin transitioning into our mythology unit. Today, we will look at what the word "myth" actually means. This is rather tricky since the word has multiple meanings! A common definition for "myth" provided by Merriam-Webster reads: "a popular belief or tradition that has grown up around something or someone." In other words, a myth is something that many people believe to be true, yet there is not strong evidence to prove that it is true.
 - We will begin by examining "urban myths" (also called "urban legends"). An "urban myth/legend" is defined by Britannica as, "A story about an unusual or humorous event that many people believe to be true but that is not true." Your first task is to research an urban myth/legend and report:
 - When and where the myth began
 - What evidence exists to support the myth
 - Your analysis of how convincing this evidence is
 - An explanation of why you think someone would believe (or pretend to believe) in the urban myth/legend
 - You will have two days to complete this assignment. Be sure to save your work electronically or write it on paper so it can be turned in later. If you are completely stuck, consider starting with the website below:
 - <https://www.businessinsider.com/common-urban-legends>
- Health 7 (Anglin + Russel)
 - Week-long assignment
 - We continue to learn about the value of our health. We need to take care of all dimensions of our health; physical, mental, social, intellectual, spiritual, and environmental.
 - This week pick three dimensions to focus on. Record in your notebook every day what you did to improve, tweak, take care of that dimension. Describe in detail what you did, where you did it, who you were with, etc., to document your efforts.
 - Notebook entry should include
 - a. Date
 - b. Dimension worked on
 - c. What you did to improve, maintain, tweak that dimension
 - d. Take pic or save for later date to turn in

- Eg. 4/24 Physical: Today I went for a walk in my neighborhood. I used my air pods and listened to my favorite playlist as I walked 2.5 miles.
- Pre-Algebra (Gaddis)
 - Please use the following website to access the material for the week.
 - <https://sites.google.com/rochesterschools.org/mrsgaddis-mathematics/home>
- Pre-Algebra (O'Byrne)
 - Week preview video and daily lessons and assignments can be found on [this Google Doc.](#)
- Science 7 (Lawstuen)
 - You have been slowly introduced to genetics terms through the trait survey, creating your own definitions of dominant and recessive, and playing the quizizz. Today you are going to be taking notes on the genetics vocabulary. I would like you to use the slides and the information on there to create a definition in your own words of each term and then write down an example. What you should accomplish today:
 - Open the following link: [Genetics Vocabulary](#)
<https://docs.google.com/presentation/d/1VpV9Zglsvdsp-DZa1Q3EXivrg5ohBpKF2kUsixsoPMI/edit?usp=sharing>
 - Work on slides 1 - 6 today. Trait through Dominant
 - **Create a definition of each word in your own words** and an example that is not on the slides already, write them down in your notebook
- Spanish 7 (Miller)
 - If you have not already, join our Duolingo class
www.duolingo.com/classroom/wzbvfa
 - Today's assignment is 50xp. Nice work with joining the class. I can see your progress!
- US History (Hengel)
 - I would like you to start taking notes on World War II. Using this powerpoint and a notebook or sheet of paper, make sure you click your way through the powerpoint. There are additional videos linked in to help you better understand the concepts as well.
 - https://docs.google.com/presentation/d/1osdm6vddhM_VgSDxaf-CTD5c9_ABixH-0IRC_PfolUY/edit?usp=sharing
 - If you have any questions please feel free to reach out to me through my email, it is back up and running. erhengel@rochesterschools.org

8th Grade

- 21st Century Business (Myran)
 - 10 slides - TECHNOVATION
 - Follow directions carefully, do your research on quality sites.

- 100 Points Total - 10 slides x 10 points each (due May 1st)
 - Slides 1-10----- Research & Report Current Business Trends & Topics.
 - For each slide, list 3 bulleted points of information you find on the topic.
 - For each slide, list 2 or more quality sites you used to gather the info.
 - For each slide, include 5 pictures portraying pros/cons, facts, interesting details, graphics of the topic/trend.
 - The 10 topics below are suggestions by me, if you would rather switch a topic for something else you are interested in researching that is totally fine. Try to keep the topics in the realm of technology and business or career and college studies though***
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 - #6- NFT
 - #7- Playstation 5
 - #8- 8K TV's
 - #9- Venmo
 - #10- Oculus Quest 2
- Art 8 (Strom)
 - Week-long assignment
 - [Zentangles](#) is a great project for mindfulness: be sure to watch the video included in the slides.
- Automation & Robotics (Myran)
 - This week we will look at different types of engineering careers and some of the inventions they have created. We will also be digging into the Design Process often used by engineers. Be sure to gameplan how to attack this 2 part project before you start.
 - 1) Engineering scavenger hunt
 - 2) design process display (watch 10 videos - choose favorite - document the design process from the video)
 - Due Monday - May 1st - We will spend the day sharing out both of these projects.
 - [Engineer Scavenger Hunt](#),
 - [Design Process](#)
 - [Design Squad Videos](#)
- Communication Arts (Werning)
 - Watch the video on youtube: <https://youtu.be/f4B0q2oOLbs>
 - Define the following global terms as they apply to digital citizenship:
 - Overview of digital citizenship-
 - Mission of digital citizenship-
 - Digital footprint-
 - Copyrights-
 - How do you make a good password? -
 - Student agency-
 - Define these nine elements of digital citizenship:
 - 1. Literacy-
 - 2. Commerce-

- 3. Communication-
 - 4. Access-
 - 5. Etiquette-
 - 6. Digital law-
 - 7. Digital rights-
 - 8. Digital health-
 - 9. Digital security-
 - Of the nine elements of digital citizenship, choose the one that interests you the most. Now, define it, research it, give an example of something that went wrong with it, and provide a practical example of how you can improve that element. Put the definition, three facts about it, graphics, something that went wrong with it, and a practical example of how people can prevent this issue from happening again. You will present your slide to the class.
- English 8 (Miller)
 - This week, we will begin building background information about the Holocaust in preparation for our upcoming texts. This topic is a difficult one to process, and I regret that we cannot start it together to talk through its challenging aspects. Learning about the Holocaust requires a lot of personal reflection. Ultimately, we are studying this unit to honor victims of past atrocities while discussing ways to prevent similar events from occurring in the future. Our first resource is linked below.
 - <https://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust>
 - Today, you will read the following subsections on this webpage...
 - - Background
 - - Propaganda: “The Jews Are Our Misfortune”
 - - The Jews Are Isolated from Society
 - When you have finished reading these subsections, respond to the question below in a well-developed paragraph (meaning it should be at least 8 sentences). Be sure to save your work electronically or on paper!
 - Why is it significant that the Reichstag (Germany's version of our Congress) was burned to the ground shortly after Hitler was elected? What did this symbolize about democracy under Hitler's rule?
- Global Studies (Hengel)
 - Today we will be starting the History of the Israeli-Palestinian conflicts in the middle east. Before Spring Break we were starting the Middle East Unit. You should have completed the Middle Eastern Map. Please take notes and follow along with the slide show, for discussions write them in your notebook. As you are going through the materials if you have questions please don't hesitate to reach out. Here is my email address, erhengel@rochesterschools.org
 - [Slideshow](#)
 - When you are finished with the slide show **look through and skim** the timeline posted through [Washington Post Timeline](#)
 - Watch this video <https://youtu.be/iRYZjOuUnIU>

- Lastly Read this article
https://docs.google.com/document/d/10K_oeWMz19-Ow6XPT7T4hvGT-LiJ-P4fc_xgjankr8_Q/edit?usp=sharing
- Global Studies (LaRoche)
 - This week we will continue our “Create a Country” work by thinking about government and laws. Today, choose a government type for your country. Some options that we’ve discussed in class are:
 - Democracy
 - Oligarchy
 - Dictatorship
 - Monarchy
 - Don’t feel limited to these if there’s another you would like to go with!
 - Think about how the government will be organized. What are the major parts of the government? Who makes decisions? What powers do they have?
- Linear Algebra (O’Byrne)
 - Week preview video and daily lessons and assignments can be found on [this Google Doc](#).
- Science 8 (Lawstuen)
 - On Friday of last week, you described how a hot air balloon works. You did this because it is all based on the density. Density is one of the most important parts of weather, it is the underlying reason for a lot of what happens. Therefore, we need to make sure you understand density. What you should accomplish today:
 - Open this link:
<https://pbslm-contrib.s3.amazonaws.com/WGBH/arct15/SimBucket/Simulations/densitylab/content/index.html>
 - Open this document: [Density Review](#)
https://docs.google.com/document/d/1Up37hmg5SJnDyBwDBNRNTDk_4gxNifa9JYiLOCuXS6M/edit?usp=sharing
 - Everything you need to answer the questions is on the website.
 - Answer the questions on the document in your notebook

High School

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

Ms. Gaddis (Geometry, Geometry Honors, Statistics, Math for College)

- Please use the following website to access the material for the week.
 - <https://sites.google.com/rochesterschools.org/mrsgaddis-mathematics/home>
- Adventure Lit (Mash)
 - This week, we are beginning our Mystery unit! Throughout the week, we will learn about the genre and begin studying short mystery stories. Today, we are going to

start off by learning about the genre and important terms. All work from this week will be submitted when we return.

- [Click here to view the notes and intro to to the Mystery genre](#)
 - Read through each of the slides
 - Know the characteristics of the mystery genre
 - Know the definitions of the important terms
 - Look at the example for important terms
 - **Answer the question:** What are some of your favorite stories that fall within the mystery genre? These could be novels, tv shows, movies, video games etc.
 - You may contact me at kemash@rochesterschools.org with any questions!
- Algebra 2 (Gendreau)
 - This week we will start prepping you for the last two units we will cover in math: Probability/Statistics and Sequences/Series. If you are able, you can do the work in classkick using this link: <https://app.classkick.com/#/login/6HLX2V>. Go to slide 7 and watch the video describing what we are doing this week.
 - **Monday: Slide 7** (<https://app.classkick.com/#/login/6HLX2V>) (or see image below if you can't get into classkick)

Measures of Central Tendency: Mean, Median, Mode & Range

Data Set {2, 3, 2, 1, 2}

[Algebra 2 asynch](#)

- **MEAN:** The average of a group of data points. The "Balance Point".

To find: 1.) Add up all the data points.
2.) Divide by the number of data points.

Ex: $\frac{2+3+2+1+2}{5} = \frac{10}{5} = 2$ The mean is 2

- **MEDIAN:** The middle number when data is arranged in ascending order.

Ex: 1, 2, 2, 2, 3

2 is the middle number.

X 1 4 5 8 9 11
w
Find av. of 5 & 8 = $\frac{5+8}{2} = \frac{13}{2} = 6.5$
The median is 2 (6.5)

- **MODE:** The number that occurs the most in a data set.

Ex: 1, 2, 2, 2, 3

2 occurs the most

The mode is 2

- **RANGE:** The difference between the greatest number in the data set and the least number in the data set.

Ex: $3 - 1 = 2$

The range is 2

Find the mean, median, mode and range for the following data set.

1, 3, 5, 9, 8, 5, 8, 6

Monday

Mean:

Median:

Mode:

Range:

- Algebra 2 Honors (Gendreau)

- This week we will back up a little and make sure we are comfortable with the binomial probability concept.
- **Monday:** Go to slide 17 of the classkick (<https://app.classkick.com/#/login/TVUXPO>) and watch the video I made going over the answers. Make corrections based on what you got, if necessary.
- Art 1 (Anderson)
 - **What we have done, so far:**
 - **1- 3 rough sketches.** These should be 3 different ideas. These are very simple sketches, no pressure, just get ideas on paper.
 - **2- 1 Developed Composition.** Choose your favorite rough sketch and do a nicer version. Look at reference images, take longer, shade it in.
 - **3- Write out your intent.** What are you trying to say about social media?
 - **4- 2 Studies:** A study is practice. If I have a sunset in my artwork, I will practice drawing a sunset. I might try with colored pencil and paint to see which I like best. You can watch a Youtube video: How to paint a sunset, or how to draw a tree. You can also work from a picture or go outside and draw an actual tree!
 - Don't recreate your whole artwork when doing studies, just practice the important parts.
 - Don't be afraid to experiment. If one of your studies doesn't turn out well you still get credit for trying.
 - **Monday:** Complete one more study. Practice or test ideas for the background if you haven't yet. That means you should have 3 studies to turn in.
- Art 2 (Klocke)
 - Weeklong assignment
 - Assignment: Use your time this week to work on two assignments.
 - 1. Visual Journal Prompt #4 – “Word to Live By”
 - Choose your favorite quote. It doesn't need to be from a famous person and it could be from a song. Use any creative materials to fill a sketchbook page with your interpretation of the quote you chose. The quote should be incorporated into your sketchbook page.
 - See Mrs. Klocke's website for a brainstorm sheet to help you get started:
<https://sites.google.com/view/mrsklockeonlineart/home>
 -
 - 2. Critical Response
 - Choose 1 work of art from any artist you like. It could be an artist from art history or a modern artist. It could be related to an interest like Anime or a street artist that tackles an important social issue. On a blank sheet of paper, write a critical response about the artwork you chose. Be sure to have 5 sentences in each category: Describe, Analyze, Interpret, Evaluate. See Mrs. Klocke's website for more guiding questions you can use in your critical response:
<https://sites.google.com/view/mrsklockeonlineart/home>

- Biology (MacDonald)
 - Weeklong Assignment

Biology Classes:	Hours 1, 2, and 4
Topic: What do you know about Cancer (Infographic)	
<p>Purpose of the Day: For this week you will be taking everything you have learned about the Cell Cycle, mitosis and cancer and looking at 9-10 questions about Cancer to help you gain power in knowledge if you ever have to deal with cancer in your personal life.</p>	
<p>What to Do for the Day (This should take you no more than 15 minutes a day</p> <ul style="list-style-type: none"> • Go to this Infographic I made up and do the material under each day • <p>https://view.genial.ly/6442b186bf2ea10012a9c882/interactive-content-cell-vertical-info</p> <p>Work your way through the infographic a little bit each day. Watch all the videos of me explaining each question on the survey you will take about cancer on Monday.</p> <p>Please send me an email telling me:</p> <ol style="list-style-type: none"> 1. What you have been able to accomplish during this time off 2. If you are having any technical issues not able to have any type of access (personal or school owned) 	

- Chemistry (Cochran)
 - Mon-Tues, April 24-25
 - Link: <https://www.positivephysics.org/dashboard/chemistry/acids-and-bases?courseID=2&unitID=41&mode=extrapractice>
 - Complete **ALL** the extra practice problems as review for the test later this week. (Course: Chemistry, Unit 115: Acids and Bases, **Mode: Extra Practice**)

Course: Chemistry ▾ Unit 115: Acids and Bases ▾ Mode: Extra Practice ▾

- Digital Media (Ryan)
 - Week 1 of "The Great Cyber Event," I asked you to listen to a podcast of your choice and write up a summary/analysis of it.

- Week 2 I asked you to listen to the 6 episodes of *The Girl in the Blue Mustang* podcast and take notes as you listened.
- Week 3
 - Finish listening to *The Girl in the Blue Mustang*. (Make sure you have notes!)
 - Next, create a one-pager following the directions below. (Do this on paper. Then when we're up and running, you can take a picture and send it to me.)
 - One Pager Project-Podcast: *The Girl in the Blue Mustang*
 - *A one-pager is a collage of illustrations and written analyses on one page that make up an aesthetically pleasing and detailed summary of a subject based on a work of art, literature, or type of media.*
 - Directions: Share your unique interpretation of the media on one page by imaginatively blending your written ideas with colorful images. You should spend at least thirty minutes reading and/or brainstorming ideas before you begin decorating your page. Use a standard size piece of blank paper (8.5 x 11) or you may use a template provided for you.
 - Below is a list of what should be included on your page:
 - Include the type of media form you are summarizing and any of its titles (episode name, podcast name,, et cetera).
 - Include the name of the speaker(s) or writer(s).
 - Include an important quotation that resonated with you. Explain why it stood out to you. If you don't know the exact quotation, you can paraphrase.
 - Explain the main idea in 1-2 sentences.
 - Include four or more illustrations/graphic images relevant to the media.
 - Describe the author's purpose (entertain, inform, persuade, describe, or explain).
 - Describe the speaker's voice. What is his, her, or their style? What is his, her, or their tone?
 - Explain who you think the intended audience is and why.
 - Include the date of publication or broadcast.
 - List one question you have for the speaker(s).
 - You must fill the entire page.

- Your page must be colored.

- Earth and Space Science (MacDonald)

- Weeklong assignment

Earth and Space Science: Hour 7

Topic Mountain Building and Earthquakes

Purpose of the Day: The purpose of this week is to apply all your knowledge of Plate Tectonics in solving these two Interactive Presentations on Mountain Building and Earthquakes.

Materials Needed: Paper/Journal and Pencil/Pen

Monday-Wednesday

- [Complete the Mountain Building Interavtive \(do all activities on the slides and for the extension part pick 2 and be ready to share](#)
- Make a copy so you can edit it yourself

Wednesday-Friday

- [Complete the Earthquake Interavtive \(do all activities on the slides and for the extension part pick 2 and be ready to share.](#)
- Make a copy so you can edit it yourself

I expect both to be done and ready to share right when we come back.

Please send me an email telling me:

3. What you have been able to accomplish during this time off
4. If you are having any technical issues not able to have any type of access (personal or school owned)

- **Economics (Brue)**

- Happy Monday, everyone!
- I know these past couple of weeks have been unique and challenging – hang in there! We hope to be back to normal, live classes soon. I know that you may have questions, concerns, or perhaps difficulties with some of the asynchronous lessons. You can be assured that we will make time to resolve all of those things as soon as we are able to

have live classes again. In the meantime, keep making progress to the best of your ability, and keep being awesome!

- Last week we took an in-depth look at something we are all fairly familiar with – money. This week we will begin to make sense of something that people dedicate entire careers to understanding – investing. These two topics, money and investing, are closely related and are the basis for a larger economic system known as the Financial System. For today’s class, we will start with a little bit of review from last week and then connect that learning to this week’s concepts of Investing and the Financial System. In your notebook, please label a section “Money and Finance”. Then, answer the following questions as you watch the video link posted below.
- Video Link: https://www.youtube.com/watch?v=Dugn51K_6WA&t
 - 1) If we didn’t have money, how would we get the things that we want?
 - 2) What are the three purposes of money?
 - 3) What are some old and new examples of things used as money?
 - 4) Why is money “valuable”?
 - 5) What two groups make up the Financial System?
 - 6) What are three ways the exchange between Lenders and Borrowers happens?
 - 7) Banks and Bonds deal in debt, but Stocks are known as E_____.
 - 8) Bonds and Stocks are both Financial I_____: pieces of paper traded on markets with many buyers and sellers.
 - 9) According to the video, why do we need the Financial System?
- English 9 (Wood)
 - **Baseball in April Reading and Assignment Calendar**
 - Directions: This week and going forward (whether we are asynchronous or synchronous), we will continue reading Baseball in April. We will be exploring conflict and theme in these short stories.
 - Most of you have the hard copy of the book. If you don't, an electronic copy of the assigned chapters is available in the daily reading and assignment calendar. HERE is the daily reading and assignment calendar where you will find your work.
 - If you need any support, please email me at bewood1@rochesterschools.org. I am here for you!
- English 10 (Mash)
 - This week, we are officially diving back into our Gatsby and Harlem Renaissance unit. Today’s task: get to know the author! All work will be submitted when we return!
 - The Great Gatsby was written by F. Scott Fitzgerald. Today, you will spend class researching a little bit about his life and his career as a writer.
 - [Click here to make a copy of the biography worksheet](#) (click the blue “Make a Copy” button)
 - Use the internet to find articles and sources to help you answer each of the prompts and questions on the worksheet.
 - **Note:** The worksheet is a Google Slides document. If you do not have access to edit a Google Slides, use the questions below to guide your research. You may

respond on a separate sheet of paper. You may contact me at kemash@rochesterschools.org with any questions!

- F. Scott Fitzgerald Biography Prompts/Questions
 - Birthday, death date, cause of death
 - Education
 - Title of breakout work, the piece of work that garnered attention
 - When was Fitzgerald considered a success as a writer?
 - Names of two other important works by Fitzgerald
 - Two memorable character created by Fitzgerald
 - Four interesting facts you learned about F. Scott Fitzgerald
 - Three adjectives to describe Fitzgerald's life
 - Two adjectives to describe Fitzgerald's literary works
 - One meaningful quote from this author
 - Describe a personal or professional obstacle Fitzgerald faced

- English 11 (Mash)
 - This week, we are moving back into *The Kite Runner* and our goal is to finish reading the novel this week! Each day you will receive a link to a pdf version of the chapter as well as a few reading questions. Read the chapter, then respond to the questions. You may type your responses or use pen/paper. All work will be submitted when we return!
 - [Click here to read Chapter 21 of The Kite Runner](#)
 - *I have not provided the link, but you may listen to the audiobook and follow along. To find it, just search for today's chapter of The Kite Runner on youtube!*
 - After reading, respond to the following questions:
 - Farid says to Amir: "Nothing that you remember has survived. Best to forget." Do you agree with Farid? How does Amir respond?
 - Describe the pomegranate tree scene. Where have we seen this tree previously in the book? How might this tree be symbolic?
 - You may contact me at kemash@rochesterschools.org with any questions!

- English 11 (Wood)
 - **Purple Hibiscus Reading and Assignment Calendar**
 - Directions: This week and going forward (whether we are asynchronous or synchronous), we will continue reading Purple Hibiscus. Most of you have the hard copy of the book. If you don't, an electronic copy is available in the daily reading and assignment calendar. [Here](#) is the daily reading and assignment calendar where you will find your work.
 - If you need any support, please email me at bewood1@rochesterschools.org. I am here for you!

- Foundations of Culinary Arts (Duden)
 - Demonstrate your ability to properly use the following measuring tools.
 - 1) Dry measuring cup - choose a dry ingredient measure 1 cup and level off

- On a piece of paper, add your facts and draw 3 things to represent this country (ex. Flag, food, notable landmark). My artistic ability is limited to draw stick figures...so it can be simple drawings.
- French 1 (Janousek)
 - Bonjour! I hope you had a great weekend! 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! Chouette!
 - **La Routine:**
 - Say today's date outloud: vingt-quatre avril 2023 (page 11 in cahier for numbers)
 - Say today's day outloud: C'est lundi.
 - **Learning Targets:** I can
 - Review adjective and other vocabulary
 - BAGS adjectives
 - **Review:**
 - Remember our BAGS (Beauty, Age, Goodness, Size) adjectives that come before the noun in French. Please open your French 1 cahier and turn to page 78. Read the BAGS list at the top of the page out loud, either to yourself (at a whisper is fine) or with a friend. If don't have the table filled in, do so now: *Note, if you do have the table filled in, the following list may look a little different than what you have. Add any you do not have.

<u>Beauty</u> beau(x)/belle(s)/bel	<u>Age</u> vieux/vieille(s) Vieil jeune(s) nouveau(x)/nouvelle(s) nouvel	<u>Goodness</u> bon(s) bonnes(s) mauvais(e)(s)	<u>Size</u> petit(e)(s) grand(e)(s) court(e)(s) gros(se)(s)
joli(s)/jolie(s)			

- Continue to the sentences below the table, writing them down now if you do not have them. Read the French sentences out loud:
 - La jolie fille est mon amie anglaise. = The pretty girl is my English friend.
 - Le petit garçon est mon frère. = The short boy is my brother.
 - Nous habitons dans un grand appartement rouge. We live in a large, red apartment.
- Fill in the next table on page 78 if you do not have it filled in already. *If you do have it filled in already, notice your sentences are different and please read your sentences out loud at a whisper.
 - Je suis un jeune garçon courageux.
 - Tu es une grande fille intelligente.
 - Il/Elle est un/une nouvel/nouvelle élève sportif/sportive.
 - Nous sommes des petits éléphants timides.

- Vous êtes des beaux étudiants sympathiques.
- Ils/Elles sont des grand(e)s kangourous minces.
- Finish filling in page 78 at the bottom if need be:
 - Il a un petit portable noir. = He has a small, black cell phone.
 - Elle a une grande voiture rouge. = She has a big, red car.
 - J'ai des longs stylos bleus. = I have long, blue pens.
- **Practice:**
 - Use a sheet of notebook paper and write eight sentences using the verb ETRE (in the table in the middle of page 78) and vocabulary from page 70. Share your sentences with a partner, or whisper them outloud to yourself.
 - Examples:
 - Je suis une grande fille belge.
 - Tu es un beau garçon content.
 - Il est un vieil homme gentil.
 - Elle est une jeune femme intéressante.
 - Nous sommes des petits cousins forts.
 - Vous êtes des grands frères bruns.
 - Ils sont des bons chiens drôles.
 - Elles sont des belles chattes mignonnes.
- French 2 (Becker)
 - Today, you need to **FILL IN THE “ROOMS OF THE HOUSE” NOTE CHARTS ON PAGES 84 & 86** of your French paper workbook.
 - The words in bold are the rooms and the other words in its category (under and across from it) are the household objects commonly found in that room.
 - To fill in these notes, use the www.WordReference.com/fren dictionary to look up the words, especially the objects.
 - Please do this on a device with internet/data access, like your phone. If you do NOT have a phone or internet access on it, please work with a classmate in your computer lab who DOES have access.
 - IF YOU DON'T HAVE YOUR WORKBOOK, LOOK ON WITH A CLASSMATE WHO *DOES* HAVE THEIRS AND WRITE YOUR NOTES ON A BLANK PIECE OF PAPER.
 - If you finish early, try pronouncing the vocabulary words out loud, in French, to the best of your ability. Then, draw pictures of the objects next to the definitions you wrote down!
- French 2 (Chastain)
 - **Note (applies to all week):** Since all of you 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: We will add to our research from last week. Add a second country to work on today. So, you will have two countries in total.**

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

- French 3 (Janousek)
 - Bonjour! I hope you had a great weekend! 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! Chouette!
 - **La Routine:**
 - Say today's date outloud: vingt-quatre avril 2023
 - Say today's day outloud: C'est lundi.
 - **Learning Targets:** I can
 - Review school expressions of time in French
 - Practice school expressions of time in French
 - **Review:**
 - In your French 3 cahier (notebook), turn to pages 82-83. Read the explanations of when to use the following expressions of time in French:
 - Il y a...que/Ça fait...que
 - Depuis
 - Pendant
 - Pour
 - **Practice:**
 - Complete the Practice on page 84. Work with a partner if you'd like. Please say the sentences either with a partner or to yourself out loud when you are done.
 - Check your work and correct any errors when you are done:
 - 1. J'ai célébré mon anniversaire il y a quatre mois.
 - 2. Elle est partie de l'école il y a une heure.
 - 3. Nous t'avons appelé il y a deux heures.
 - 4. Tu es sorti(e) il y a un mois.
 - 5. J'attends depuis quatre mois.
 - 6. Elle mange depuis 15 minutes.
 - 7. Il parle français depuis 10 ans.
 - 8. Tu voyages depuis une semaine.
 - 9. J'ai attendu pendant quatre mois.
 - 10. Elle a mangé pendant 15 minutes.
 - 11. Il a parlé français pendant 10 minutes.
 - 12. Tu as voyagé pendant une semaine.
 - 13. Je vais attendre pour quatre mois.
 - 14. Elle va manger pour 15 minutes.
 - 15. Il va parler français pour 10 minutes.
 - 16. Tu vas pour une semaine.

- FYEX (Haukos)

- Week-long assignment
- Because we still cannot get into our Keyboarding platform, you will be continuing with typingclub.com
 - Please go to www.typingclub.com and click “Get Started”
 - We will go through Lessons 24-47 this week. You are all going to be so fast! Please focus on NOT LOOKING at your fingers. Make sure you are sitting up with your feet flat on the floor. Don’t forget to send me a picture of your keyboarding spot.

- Geometry (Andrist)

Simplifying radicals. If you have access to a personal device, look up a video if you need further help. One of the easiest ways to simplify a radical is to make a list of factors, then look for the largest perfect square. This can then be taken out of the radical symbol (also referred to as a square root symbol) while the other factor remains inside the square root. Use the two examples below to solve the following problems:

Ex. $\sqrt{40}$ Step 1: list the factors of <u>40</u> Step 2: find the largest perfect <u>square</u> Step 3: Write the 2 factors in square root. Step 4: Simplify	$\frac{40}{1 \ 40}$ $\frac{2 \ 20}{4 \ 10}$ $\frac{5 \ 8}$	$\sqrt{4 * 10}$ $\sqrt{4} = 2 \quad \sqrt{10} = \text{decimal (leave in square root)}$ Final Answer: $2\sqrt{10}$
Ex. $\sqrt{32}$ Step 1: list the factors of <u>32</u> Step 2: find the largest perfect <u>square</u> Step 3: Write the 2 factors in square root. Step 4: Simplify	$\frac{32}{1 \ 32}$ $\frac{2 \ 16}{4 \ 8}$	$\sqrt{2 * 16}$ $\sqrt{16} = 4 \quad \sqrt{2} = \text{decimal (leave in square root)}$ Final Answer: $4\sqrt{2}$

1. $\sqrt{48}$

2. $\sqrt{96}$

3. $\sqrt{18}$

4. $\sqrt{72}$

- German 1 (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 last week, 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
 - Week-long assignment
 - This week there will be a Global Celebration and/or Holiday Exploration for April!
 - Explore (Google) **April** Global (International) Celebrations and/or Holidays
 - Choose 1 of particular interest to you
 - Explain:
 - Where is it located (Country/specific city)?

- What is it about ?
 - Why did it come to be?
 - When it happens and for how long (Ex., particular days, number of days, etc.)?
 - How is the celebration/holiday carried out by the people during-the timeframe?
- Locate an authentic or traditional recipe made or frequently eaten during this time.
 - Included the following:
 - Name and picture
 - Include an image and link to the recipe
 - Ingredients w/amounts
 - Kitchen equipment and tools needed to make
 - Directions/Instructions
- Graphics (Klocke)
 - Weeklong assignment
 - Assignment: Gestalt Project
 - Gestalt is a concept in design that we will become familiar with in Logo Design. It centers around the idea that the WHOLE is greater than the sum of its parts. There are 4 main concepts: Proximity – In an assortment of objects, the ones that are close to each other are perceived as a group; Similarity – this can occur in the form of shape, color, dimension or other qualities; Closure – When parts of a whole object are missing, our perception fills in the visual gap; Continuity – Objects are perceived as a continuous line that follows an established path. This is on page 4 in the Graphic Design "Part 2" packet. For your Gestalt project, you need to:
 - 1. On a half-sheet of blank paper or page 4, draw a shape outline in PENCIL. (Example: butterfly, star, sailboat, etc.)
 - 2. Use a pen or marker to add designs inside the shape without losing the original shape. Designs could be patterns that relate to the shape or random patterns unrelated to the shape. Fill the entire shape with 2-5 different patterns.
 - 3. Erase the pencil outline. You should be able to identify the shape without the outline. If not, go back and make sure some of your patterns have solid areas.
 - See Mrs. Klocke's Website for examples and more in-depth information: <https://sites.google.com/view/mrsklockeonlineart/home>
- Health 10 (Anglin)
 - Week-long assignment
 - We continue to learn about the value of our health. We need to take care of all dimensions of our health; physical, mental, social, intellectual, spiritual, environmental, occupational.

- This week pick three dimensions to focus on. Record in your notebook every day what you did to improve, tweak, take care of that dimension. Describe in detail what you did, where, who you were with, etc., to document your efforts.
- Notebook entry should include
 - a. Date
 - b. Dimension worked on
 - c. What you did to improve, maintain, tweak that dimension
- Eg. 4/24 Physical: Today I went for a walk in my neighborhood. I used my air pods and listened to my favorite playlist as I walked 2.5 miles.

- Housing and Interior Design (Duden)
 - Week-long assignment
 - **LAST WEEK you were assigned to measure your large appliances** (Height x width x depth): refrigerator, stove/oven, microwave, dishwasher (IF you DID NOT HAVE you were NOT expected to provide a measurement: Note N/A)
 - **THIS WEEK:** take your large appliance measurements and “go shopping” to find updated comparables which could “replace” your current appliances (refrigerator, stove/oven, microwave, dishwasher)
 - Find 3 comparables for each appliance - include: image, link and cost
 - Keep in mind for the NEW appliances to all “match” = same color/finish/brand
 - Note additional special features they each may have
 - DO NOT ALTER features your kitchen will not be able to support
 - Pay attention to the measurements in order for them to fit in the current location(s)
 - If you do not have a water line on your refrigerator currently you can not look for a replacement with a water/ice feature
 - If you have a gas or electric stove/oven you need to look for the same type
 - **LASTLY:** Determine which appliances you would choose to “replace” your current appliances AND Explain why you would have chosen each of them.

- Independent Study Art (Klocke)
 - Weeklong assignment
 - Assignment: Use your time this week to work on two assignments.
 - 1. Critical Response
 - Choose 1 work of art from an artist that addresses a social issue. Some artists that fit this description would be Shepard Fairey, Kehinde Wiley, Banksy, Shamsia Hassani, Favianna Rodriguez, but there are many others. On a blank sheet of paper, write a critical response about the artwork you chose. Be sure to have 5 sentences in each category: Describe, Analyze, Interpret, Evaluate. See Mrs. Klocke’s website for more guiding questions you can use in your critical

response:

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

- 2. Planning for your next project
 - Start looking for inspiration for your next project. Create 3 sketches of a new subject you would like to use for your next project. Choose a new medium and experiment with new ways of using that medium.
- Intermediate Algebra (Andrist)
 - Create an example of an equation that has:
 - a: one solution
 - b: two solutions
 - c: an infinite number of solutions
 - d: no solutions.
 - (for example...one solution means you can say something like, for $4x+2=10$ we will find that $x = 2$ and no other number will be correct. Don't use that as your example. 😊)
 - Next to each of the equations you create, explain how you know. Go ahead and look back through your notes from this fall if you need a reminder!
- Interpersonal Relationships & Communication (Duden)
 - Week-long assignment
 - **Friendship/relationships**
 - Make a timeline of some of your longest friendships (minimum of 3) you have had (they do not need to be current)
 - How met
 - Age when met (age when ended and reason why)
 - List 10+ words to describe a friend you would want to have (Make sure they are unique)
 - Identify how a good friend makes you feel
 - Identify warning signs of negative friendships
 - Describe what makes a good friend
 - Identify and list at least 5 do's in a friendship
 - Identify and list at least 5 don'ts in a friendship
- Latin 1 (Dovre)
 - At John Marshall
 - Review "anulus Aegyptius" questions
 - Practice Vocab Drill
 - Async Mayo and Century
 - Read the "anulus Aegyptius" passage and answer the questions on page 173.
 - Practice your declension and verb endings (-o, -s, -t, and so on)
 - Practice your stage 9 and 10 vocab for vocab drill!
- Latin 2 (Dovre)
 - At John Marshall

- Review “dies festus” part 2 questions
 - Practice Vocab Drill
 - Async Mayo and Century
 - Answer the “dies festus” part 2 questions on page 143
 - Memorize the demonstrative pronoun on page 144
 - Practice your stage 18 and 19 vocab for vocab drill!
- Latin 3 (Dovre)
 - At John Marshall
 - Review “Modestus attonitus” passage
 - Review types of Subjunctive Clauses
 - Practice Vocab Drill
 - Async Mayo and Century
 - Translate the “Modestus attonitus” passage on page 129
 - Review how to spot all five types of subjunctive clauses
 - Practice your vocab stage 26 and 27 vocab for vocab drill!
- Latin 4 (Dovre)
 - At John Marshall
 - Review introduction questions and first four lines of the *Aeneid*
 - Async Mayo and Century
 - Translate lines 12-18 on pages 35-37 of *A Song of War*
- Personal Finance (Haukos)
 - **Do First:** Please complete this [mentimeter!](#) Thank you for your great answers over the last two weeks! Let’s keep the momentum going!
 - You will answer the question: What are some things you would want to know about someone before you loaned him/her money?
 - **Do Next:** Make a copy of this [Google Doc](#).
 - We are diving into a project for the whole week. We will be completing research for a debate on whether or not college students should/should not have credit cards. You will consider the arguments, choose a position to support, research using given resources, find three of your own resources, formulate points and counterpoints, and reflect.
- Physical Education (Buchanan)
 - Students are to complete 30min of Choice Activity that will help them reach their SMART Goals that they set in class each day.
 - There is a note on Google Classroom, if/when students have access again, as well.
- Physics (Cochran)

- Link:
<https://www.positivephysics.org/dashboard/physics/circuit-analysis?courseID=1&unitID=26&mode=work>
- Do: Complete Problems 2 (within Unit 24: Circuit Analysis)
- Physics (MacDonald)
 - Weeklong Assignment

Physics Class: Hours 3	
Topic for the Day: Positive Physics Unit 25 Circuit Design	
Purpose of this learning: During this week we will be taking what we did last week on circuits and begin work on circuit design.	
Materials Needed	Resources to Use/What to do
Notebook or Loose Leaf Paper (form it into a booklet) Pen or Pencil	Ck12 Energy Transfer In Electric Circuits Steps <ol style="list-style-type: none"> 1. Go to positivephysics.org 2. Create Account 3. Username= 1s 2 letters first name then last (example jomacdonald) 4. Set your own password 5. Class code= macdonald
Now complete for the day <ol style="list-style-type: none"> 1. Course= Physics Unit 24 and Unit 25 2. If you are totally done you have free time (Thank you for working these two weeks. If you have not finished please contact me via email telling me what the situation is why the Positive Physics info is not completed. (I want an email from each student telling me their situation after 2 weeks) 	

- Pre-Calculus (Gendreau)
 - This week we will close up the unit on matrices and start in on a unit on sequences and series which is a topic you have looked at before. In classkick,

<https://app.classkick.com/#/login/AH9JE7> , go to slide 9 for instructions! Again, anyone having issues getting online to the classkick site, please text/call me: 952-270-2887.

- **Monday-Tuesday:** I want you to work through some problems in the study guide for the matrices unit. (<https://app.classkick.com/#/login/23UGGJ>) Slides 82-86

- Sociology (Pfeifer)
 - **Monday-Friday:**
 - View this YouTube Video and Answer the In-Video Questions:
<https://www.youtube.com/watch?v=3j3vnmUxYmA>

- Spanish I (Miller)
 - Duolingo 50xp on www.duolingo.com/classroom/byvyjy. Screen grab picture of completion. Put new words in a notebook.

- Spanish 2 (Miller)
 - Duolingo 50xp on www.duolingo.com/classroom/gvquud. Screen grab picture of completion. Put new words in a notebook.

- Speech (Wood)
 - **Directions:** Welcome to Week 3 of Dream Exploration Week! Our final speeches will ask you to explore one dream.
 - Last week you worked on your vision board that included all of your dreams, both big and small. This week we will work on honing in on one dream or goal. We will begin with some inspiration!
 - Please complete the following assignment today:
https://docs.google.com/forms/d/1q_2lkuqpl2LShUOOhm_qBVTpk1j2sx13PR2JD3vUMFI/edit
 - If you have any questions, please email me at bewood1@rochesterschools.org! I am here for you!

- Ukulele (Wright)
 - Hope you are all doing well, HS ukulele students!
 - This week's assignment will be focused on using 3 primary chords for 3 children's songs in 3 keys. Creating a pyramid of musical possibilities!
 - For this week, your assignment is to choose 3 childhood tunes (examples include Happy Birthday, Hot Cross Buns, Mary had a little lamb, etc.) and figure out how to play them in 3 different keys. Using only primary chords in the keys of C, D, and G, figure out what chord progression goes best with each song.
 - The primary chords in C are: C, F, G (G7);

- The primary chords in D are: D, G, and A (A7);
 - and the primary chords in G are: G, C, and D (or D7)
 - Bonus challenge - playing the songs in the key of A: using A, D, and E7.
 - Hint: Starting and ending on the chord in the key it is written in happens in most songs
 - If you have internet access, you can look up chords to those 3 songs, or 3 other children's songs, and try to transpose them to 3 different keys.
 - This musical pyramid should be recorded and turned in by Monday, May 1st, or as soon as you have the ability to turn them in using your technology, if you are not able to by May 1st.
 - Thanks! Looking forward to meeting in person with all of you again as soon as we are able!
- US Government (Pfeifer)
 - **Monday-Thursday:**
 - View this YouTube Video and Answer the In-Video Questions: <https://www.youtube.com/watch?v=neA-lrSPyts>
 - Accompanying Slides: <https://docs.google.com/presentation/d/1EE2Uu29SbVNxeZhEUTtCQDauSi1ZEPHp0tGI8tk0cw/edit?usp=sharing>
- US History (Pfeifer)
 - **Monday-Thursday:**
 - View this YouTube Video and Answer the In-Video Questions: <https://www.youtube.com/watch?v=p723NjlNsEo&feature=youtu.be>
 - Accompanying Slides: https://docs.google.com/presentation/d/1IsETExqVx0HEKlcl2SRUm_CfK30FqgoTqjwr8mRcp9Q/edit?usp=sharing
- Work Based Learning (Thompson)
 - I hope all is well. I know this all stinks but it will get better. We will take a short break from colleges and universities (come back to it when we are together) and move on to another post-secondary option – entering the military.
 - Open this link and log in with your password. If you cannot remember your username and password use this one. www.mncis.intocareers.org
 - Username: johnmarshall
 - Password: rockets
 - At the home page go here.
 - Occupation tab —>About the military—>open Quick Facts link to complete questions.

- 1. 50% of military jobs are in what area?

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- 2. Who is the Commander and Chief of the military?

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- 3. Complete this chart. - Use Branches of Service link

STATE BRANCH OF MILITARY 6 of them	WHAT DO THEY PROTECT	FACT #1	FACT #2

- Work Experience Seminar (Haukos)
 - **Seminar** - Now that you have narrowed down your career research to one specific occupation, you will have a choice to write a paper or create a Google Slide presentation this week. Please see the attached [Google Doc](#) with specific directions.
 - **Advanced Seminar** - Your group will be moving on to the Game of Life assignment. Please make a copy. This is a **substantial project** and you will not be due until after we get back. You will complete sections 1-5 this week. Please reach out if you have questions.

- World History (Brue)
 - Happy Monday, everyone!
 - I know these past couple of weeks have been unique and challenging – hang in there! We hope to be back to normal, live classes soon. I know that you may have questions, concerns, or perhaps difficulties with some of the asynchronous lessons. You can be assured that we will make time to resolve all of those things as soon as we are able to

- have live classes again. In the meantime, keep making progress to the best of your ability, and keep being awesome!
- Last week we explored how the Industrial Revolution TRANSFORMED societies throughout the world, beginning in Great Britain. We helped to visualize this by transforming a simple, quiet farming village into an industrial city (I look forward to seeing your map when we return to live classes!). The list of effects of the Industrial Revolution is very long, including aspects such as social classes, health, working conditions, and the environment. This long list of effects is why many historians consider the Industrial Revolution to possibly be the most significant revolution in all of human history. However, there is one change that we did not see clearly last week that also came from the Industrial Revolution – changes in how people view the economy. Due to the Industrial Revolution, new economic systems arose such as Socialism and Communism. By the end of today's lesson, you should know if you are a communist! Please use the Google Form link below to access the lesson. Because this lesson is a little longer than others, we will work on this lesson for class today and tomorrow.
 - Lesson link:
https://docs.google.com/forms/d/e/1FAIpQLScxefZCTbm_sUydnypgQbNC1Lns15H3Y1dmC1lYZY-yLwtPlw/viewform?usp=sf_link

Ms. Anderson (Learning for Successful Transition)

We have learned about and discussed setting long term and short term goals. As well as the importance of self regulation and continuously monitoring progress toward our goals. Today, I want you to reflect on your personal short-term goals and your long-term goals. On the assignment sheet, list at least 5 short-term and 5 long-term goals for yourself. And, write down a goal you set earlier this school year, that you have accomplished and/or are making progress on.

Examples of Short-term goals: Create a morning routine, Complete all assignments on time,, Develop a new good habit every month, Try a new sport.

Examples of Long-term goals: Complete your first marathon, Create and commit to a fitness routine, Learn a foreign language, Cut junk food out of your diet, Graduate from HS, Earn a college degree.

If you have access to view this video...it's a quick review of goal setting:

<https://www.youtube.com/watch?v=c7zvetf79yY>

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

Ms. Harward

P1: Reading & Writing Skills

P3: Reading & Writing Skills

Learning Agenda for Today:

- Continue reading the book of your choice for 30 minutes or more. REFLECT on something you read today. Journal your reflections from your reading. We will share your connections with your book once we are back in session together.
- Review last week's PERSUASIVE WRITING techniques - this is a great week to edit as needed.
- Today's new learning- The Five Elements of a Story: Setting

The Setting is all about “when” and “where.” Location, time of day, and weather are all part of a story's setting. The best setting descriptions often include details that use at least some of the five senses: how a place looks, how it smells, how it sounds, how it feels (that's called the mood), and maybe--if it's set in a castle with candy walls--how it tastes.

Read the following passage from a story. Then journal the details found to describe the setting within the passage. (3-5 complete sentences)

It was my first day walking the tightrope at the circus. As I stood on the platform, high above the audience's heads, I felt a slight, cold breeze from the open flap of the circus tent. Up that high, I could only faintly smell the popcorn and cotton candy for sale down below. I heard the crowd chanting for me to begin, and I stuck one toe out to feel the thin tightrope wire. I swallowed--it felt like I could almost taste my nervousness. I took a deep breath and let the air fill my lungs. I stepped out onto the wire.

P4: Social Strategies

Learning Agenda for Today: Skills for School and Beyond - LEARNING STYLE

Please read:

To be successful in school--and even in life after school--have a skill set that includes understanding your learning style; time management; reading, listening, and note-taking strategies; writing reports and conducting presentations; test preparation strategies; and managing stress is essential.

Research and think of famous people from different fields who have/had considerable talent (e.g., Albert Einstein, Duke Ellington, Toni Morrison, Vincent Van Gogh, Babe Ruth, Mahatma Gandhi). Who is the smartest person on this list and why? In looking at the list of famous people, identify how you see that each individual on the list has excelled in one of the following areas below.

- Logical-mathematical (math)
- Musical (music and rhythm)
- Linguistic (language)
- Spatial (visual)
- Bodily-kinesthetic (athletic, body)
- Interpersonal (people)
- Intrapersonal (emotional)

Journal Entry for today: Why it is important to recognize preferred learning styles. There are many different ways of learning. Identify your own preferred learning style that helps you to develop study practices that help you to learn more effectively.

P6: Math Skills**P7: Math Skills**

Learning Targets: Transition Activities- I will consider my future by exploring careers and earning potential.

Read and learn from the following career description:

A psychiatrist is a doctor who treats mental disorders. They conduct therapy sessions where patients discuss their problems. Then they use their knowledge to diagnose and treat patients using continued therapy or medication. It takes about 12 years to become a psychiatrist—four years of undergraduate study, four years of graduate medical school and four years of residency. That's a long time, but psychiatrists also make more money than many people after they finish school—about \$186,000 a year. Don't get psychiatrists confused with therapists, though. Therapists are not medical doctors, and while they do therapy, they can't prescribe medication. They also work in a variety of places: private offices, hospitals, schools or community centers. And while their average earning potential (\$50K) is lower than a psychiatrist's, they also spend less time in school.

Journal and reflect:

- Why does it take so long to become a psychiatrist or similar highly-skilled professional?
- Create a potential budget for attending a college for a psychiatrist vs a therapist. (You will want to research the cost of attending college for these two careers)
- Journal whether or not either one of these careers would be something you'd like to consider...Why or Why Not?

Ms. Lehrke

[Morning Meeting](#)

[City Nature Challenge Story](#)

Practice your skills in Boom Cards

Practice your personal information (name, address, and phone number)

How is your family or house caring for the Earth and animals?