

RPS Online Asynchronous Day - Tuesday, April 25, 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 "E" 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.
- PE (Ohm)

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.
- Media (Skare)
 - Reading Poetry
 - Open the [slide](#). Choose 3 books to open and read. If you get one about writing poems, try again. Have fun reading poetry.
 - https://docs.google.com/presentation/d/1H4tecjiFS19g4A26_385B_ILEHmqVRMz30bjnMt6yHH0/edit?usp=sharing

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.
- PE (Vesel)
 - HIIT Workout #1: https://www.youtube.com/watch?v=wRL1_wv1h5M
 - HIIT Workout #2: <https://www.youtube.com/watch?v=CHqhrEZPaQI>

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.a

- Media (Try)
 - Writing Poetry
 - Read the [slides](#), Choose two books to look at and listen to from the book wall slide. Then look through the writing examples and choose two to try. Write your poems and decorate them if you'd like. We will share these next time we meet.
 - https://docs.google.com/presentation/d/19Vt0EQTQKzfRrleV1_IR85xkj4macij6d5j8X03JuWU/edit?usp=sharing

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.

- Media (Try)
 - Writing Poetry
 - Read the [slides](#), Choose two books to look at and listen to from the book wall slide. Then look through the writing examples and choose two to try. Write your poems and decorate them if you'd like. We will share these next time we meet.
 - https://docs.google.com/presentation/d/19Vt0EQTQKzfRrleV1_IR85xkj4macij6d5j8X03JuWU/edit?usp=sharing

5th Grade

- Ms. Hill
 - <https://app.classkick.com/#/login/HVQ32L>
 - Class Code: HVQ32L

- PE (Vesel)
 - HIIT Workout #1: https://www.youtube.com/watch?v=wRL1_wv1h5M
 - HIIT Workout #2: <https://www.youtube.com/watch?v=CHqhrEZPaQI>

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>
<u>Math Pink Cat Games</u>	<u>Math Pink Cat Games</u>	<u>Math Pink Cat Games</u>	<u>Math Pink Cat Games</u>	<u>Math Pink Cat Games</u>
<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>

<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>
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Mrs. Fox's Social Skills- Be Yourself:

1. If you have access to a device with internet: Listen to the read aloud *A Bad Case of the Stripes* by David Shannon on Youtube

_____ A. Why did Camilla turn different colors?

_____ B. How did Camilla get back to her normal color?

2. Do you ever worry about what other people think of you?

3. Ask your adult or sibling- "Do you ever worry about what other people think of you?"

4. What can you do or tell yourself when you are worried about what others think of you?

Mrs. Fox's Math-

Option 1 Counting by 2 review:

1. What are some things that usually come in pairs of 2? (Example: shoes, and earrings).

2. Look around your house for pairs, what can you find?

3. Optional Listen to *Count By 2* By Jack Hartman on Youtube

4. Hop while you count by twos.

_____ A. Hop on both feet (like a bunny). When you land count by 2's (hop 2, hop 4, hop 6, hop 8) how high can you count?

Option 2 Money Math

1. If you have 6 pennies, a nickel, and 2 quarters- How much money do you have?

_____ A. Would you have enough money to buy a candy bar for \$1

2. If you have \$3.45 and you give your friend 2 dollars, how much money would you have left?

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

4. Solve this riddle: Mrs. Fox has four coins in her pocket. She has a total of \$1. What coins does she have in her pocket?

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 with blend endings. First you listen for the vowel and the last sound you hear in a word. In the word send, the vowel you hear is /e/ and the blend you hear is /nd/. So when we rhyme with the word send, we need to find words that end with the same vowel consonant blend sound /end/. So send rhymes with mend, lend, and bend because they all end with the /end/ sound.

_____ A. Name a word that rhymes with band? (Example: land because it ends with the /and/ sound)

_____ B. Name 2 words that rhyme with sort?

_____ C. Name 2 words that rhyme with cart?

_____ D. Say the words help and helps out loud. These words look very similar, but do they rhyme?

Mrs. Fox's 2nd Grade Comprehension- Writing Similes

Simile- Describing something or someone by comparing it to something else (Example: He is as brave as a lion; I am as hungry as a bear; She is as fast as a cheetah; Your room is as clean as a whistle)

1. Write a paragraph describing yourself. Use 3 similes in your writing.

(Example- My name is Mrs. Fox. I read like a bookworm. I enjoy cookies like a mouse loves cheese. I hike like a mountain goat.)

Mrs. Fox's Reading Group 3rd 4th and 5th grade- Story Setting

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. What is the setting of the story? (A setting is where and when the story takes place. Example Little Red Riding Hood Takes place in the forest and at Grandmother's house).

B. How would your story change if the setting changed? (What if your story took place in outer space or in the Old West?)

Middle School

Today is a "B" 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 46	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		
4	Attention Task Card 7 Flexibility Task Card 7	What does it mean to you to pay close attention to details and ask questions to help you understand an assignment? 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(Tuesday) Compare and Contrast 1	Please write at least 8 sentences including an introduction and conclusion about the following question: <u>How do you stay focused and steer clear of distractions?</u>
8	Daily Review Week 30 Day 2 Trip to the Fair #10	Please ask a trusted adult what it means to take out a loan, and what interest means in terms of financial accountability, and ask them their thoughts on loans and lines of credit from a bank. Be prepared to report what you learned.

Physical Education 6, 7, and 8 (Nguyen)

- 1) Walk/jog/run 1 mile outdoors.
- 2) complete your 25 daily pushups

6th Grade

- Please refer to [this document](#) for daily plans from Ms. Letkiewicz, Ms. Walters, and Mr. Valentine.
- 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 (Jones)
 - Monday 4/24

- This week we will shift to Egyptian Mythology. Keep watching out for the things that these stories have in common with each other and with the other mythologies we've studied.
 - Videos for Today:
 - [Egyptian Mythology - The Essentials - The Ascension of the Gods:](#)
 - [Osiris Egyptian Lord of the Dead and the Goddess Isis:](#)
 - [Ra - The Sun God - Egyptian Legends](#)
 - Tuesday 4/25
 - Continue to take notes on Egyptian Mythology looking for common threads in their stories. You will need these notes for the paragraph on Thursday.
 - Videos for Today:
 - [Seth - Egyptian God Of Chaos, War And Destruction](#)
 - [Horus | The Son of Truth:](#)
 - [Sobek | Protector of the Nile](#)
- English 7 (Miller)
 - Today, you will conclude your research into an urban myth/legend. Remember, Britannica defines the term as, "A story about an unusual or humorous event that many people believe to be true but that is not true." You are to report on:
 - 1. When and where the myth began
 - 2. What evidence exists to support the myth
 - 3. Your analysis of how convincing this evidence is
 - 4. An explanation of why you think someone would believe (or pretend to believe) in the urban myth/legend
 - 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 7 - 10 today. Recessive through homozygous
 - **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 after the ones you did yesterday
- Spanish 7 (Miller)
 - Look up the days of the week in Spanish plus numbers 11-20, and write them in your notebook. You are done for the day when you can say them out loud without looking.
- US History (Hengel)
 - I would like you to continue to take 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)
 - Today, we will continue reading more background information about the Holocaust in preparation for upcoming texts. Open this link below and then read the following subsections:
 - [An Introductory History of the Holocaust \(jewishvirtuallibrary.org\)](https://www.jewishvirtuallibrary.org/)
 - - The Jews Are Confined to Ghettos
 - - The “Final Solution”
 - 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!
 - Today, we learned that Germany committed genocidal crimes against several neighboring countries, including Poland. Today, Germany and Poland are allies who are sworn to protect one another. How do you think it was possible for relations between these countries to have improved so much since World War II?
- Global Studies (Hengel)
 - Finishing up what you did not complete yesterday
 - https://docs.google.com/presentation/d/1dw_9hiSEND7epNUmGGNbApRoz1ngDaKfwtQJzKtnmY0/edit?usp=sharing
 - 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-P4fcxgjankr8_Q/edit?usp=sharing - write a summary in 3-5 sentences of the article.
- Global Studies (LaRochelle)
 - Based on your work yesterday, make a visual of your government. This visual should include:
 - *The type of government.* If it is a democracy, show the leaders’ relationship with the people. If it’s a monarchy, include a king/queen in a position of power.
 - *Key branches of government.* In the US we have legislative, executive and judicial branches. What will you have? How do they related to each other? Do your best to show how they relate to each other in your visual.
 - *Visuals.* It may be helpful to have a Key with symbols for each part of your government. Adding color may help it be easier to read.

- Be sure to include a title and description of your government. It maybe helpful to do a first and second draft to make sure it is easy to read and understand.
- Linear Algebra (O'Byrne)
 - Week preview video and daily lessons and assignments can be found on [this Google Doc.](#)
- Science 8 (Lawstuen)
 - Today you are going to take notes on density and answer a few questions. What you should accomplish today:
 - Open the following link: [Density notes](#)
<https://docs.google.com/presentation/d/1jKIrZhx-2Nt2LEkigPDoU2zyLul75XmvmlanfXaL-GA/edit?usp=sharing>
 - Take notes in your notebook based on what's on the slides and answer the questions too

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 Literature (Mash)
 - This week, we are beginning our Mystery unit! Yesterday we learned about the Mystery genre and looked at some important terms. Before we begin reading examples of this genre, we are going to learn about "The 20 Rules of Mystery," which we will use to analyze short stories and film throughout the unit. All work from this week will be submitted when we return.
 - [Click here to read the article on "The 20 Rules of Mystery"](#)
 - Read through the entire article. Make sure you have a strong understanding of each of the rules!
 - **Respond:** Think of your favorite mystery books/tv shows/movies. Do they break any of these rules? If yes, what rules? Do you agree with S.S. Van Dine that a good mystery must follow these rules? Why or why not?
 - 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.
 - **Tuesday:** Think about the question on slide 8 of classkick. <https://app.classkick.com/#/login/6HLX2V> Write up a few sentences on when one would be better than the other.

Investigate: When might one want to use the mean as opposed to the median when describing a measure of central tendency? Or vice-versa, can you think of a situation where it would be better to use the median and not the mean? How about mode? When would that be the best measure of center?

- Algebra 2 Honors (Gendreau)
 - This week we will back up a little and make sure we are comfortable with the binomial probability concept.
 - **Tuesday:** Go to slide 18 (<https://app.classkick.com/#/login/TVUXPO>) and watch the lesson 4, day 1 video

- Art I (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.
 - **Tuesday-Friday:** Complete your final piece!
 - You have planned and practiced, so you should feel confident starting your final piece. You have 4 days to get it done, so take your time and do nice work. You can use any medium that you have practiced, including digital. I can't wait to see the finished pieces!!
 - Here is a video that explains our entire project if you need it:
<https://youtu.be/cDqJ2WUJW5g>

- 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.

-
- 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

- Criminal Justice (Speckeen)
 - Monday 4/24
 - [Florida Shooting](#)
 - Tuesday 4/25
 - [Jackson, MS Policing](#)
- 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)**

- Yesterday we gained a high-level introduction to Money and the Financial System. In today's class, we will try to make a little more sense of the Financial System before diving into one complex part of it – the Stock Market. To begin, please label a section in your notebook "The Financial System", then check out the video posted below. As you watch, answer the following questions
- Video Link: <https://watch.screencastify.com/v/mKahnk9jE02HXfEz9ngK>

- Questions:
 - 1) Create a diagram/illustration of the “Financial System” in your notebook. Be sure to include the following: Borrowers, Lenders, Financial Intermediaries, Savings, Interest, and Money/Loans.
 - 2) What are two examples of “Financial Intermediaries”? What role do they serve in the economy?
- Now that we have a big-picture understanding of the Financial System, we will start to explore the complex system known as the Stock Market. Starting today and finishing in tomorrow’s class we will watch a video created by Netflix called “Explained: the Stock Market”. Please label a section in your notes “The Stock Market”. Then, please WRITE OUT the following questions with a couple of lines of space in between. (I know.. this is a different direction than previous lessons. We will want the details from these questions for later use. Without the questions to review, the answers alone will not be very helpful. If you have access to a device capable of using Google Docs you are welcome to make a copy of this Doc to save you time: https://docs.google.com/document/d/14UU5y71MUd0knGwit08KGJiwPQyRDKiMvdGiuYO_JlY/copy) As you watch the video below today and tomorrow, please answer the questions in your notebook.
- Video Link: <https://www.youtube.com/watch?v=ZCFkWDdmXG8>
- Video Questions:
- Before watching questions –
 - 1) What do you already know about the Stock Market?
 - 2) Do you know anyone who invests in stocks? If so, who?
 - 3) Do you plan on investing in the Stock Market in the future? Yes, no, or not sure?
- While Watching Questions
 - 4) An initial public offering, or IPO, allows investors to pay a small amount for a _____ of a business
 - 5) _____ = giving money back to investors
 - 6) The Stock Market = people buying and _____ tiny pieces of companies based on how they think those pieces will be _____ in the future.
 - 7) The New York Stock Exchange has been around since _____.
 - 8) Where can you find tech companies like Apple and Facebook?
 - 9) The _____ index tracks 500 of the largest companies on both exchanges while _____ only follows the 30 companies it considers the most important.
 - 10) If a CEO makes a bad decision, what will shareholders do?
 - 11) Public corporations helped build American _____
 - 12) Who is America’s most famous investor?
 - 13) Warren Buffet recommends – “Buy an _____ low-cost index fund”
 - 14) When Stock Market bubbles burst, it wreaks havoc on the _____

- 15) Stock Buybacks decrease the supply and artificially bump up the _____.
 - 16) Laying off workers, closing factories, and keeping wages low are things that are bad for the economy but are great for a company's _____ profits.
 - 17) As the Stock Market has grown, so have _____.
 - 18) In 1973 the average CEO made about _____x more than the average worker. By 2016, it was _____x more.
 - 19) Successful countries all have _____.
 - After Watching Question:
 - 20) After watching, do you think you will someday invest in the Stock Market? Why or why not?
- 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)
 - Over the next two days, we will be completing introductory stations to prepare for *The Great Gatsby*. Today, you will complete stations 1-4. All work will be submitted when we return!
 - [Click here to make a copy of a worksheet for the stations](#)
 - [Click here to view stations 1-4](#)
 - Complete all 4 stations. Read all slides carefully and make sure you provide responses that are thoughtful and in-depth. Some slides contain links to outside videos/poems/articles. Access these as best you can!
 - Tomorrow you will complete the remaining 4 stations – make sure to save your work!
 - **Note:** If you are not able to edit a Google Slides, please complete the activities on a separate document/sheet of paper. If you are not able to view the station slides, you may contact me at kemash@rochesterschools.org with any questions!
- 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 22 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:
 - Amir is told that he could be arrested for treason. Explain. Why is this ironic?
 - Describe Sohrab
 - What does Sohrab do when it is obvious that the man is going to kill Amir? What do his actions remind you of?
 - 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)
 - Identify (or find) AND List 1 or more abbreviations for the following measurements:
 - Teaspoon
 - Tablespoon
 - Cup
 - Pint
 - Quart
 - Gallon
 - Pound
 - Ounces
- French 1 (Becker)
 - Start by **FILLING IN THE “ÊTRE EXPRESSIONS” NOTES AT THE BOTTOM OF PAGE 71** of your French paper workbook. These phrases all have to do with location or are connecting/conjunction words.
 - **Où** (WITH ACCENT MARK) = where
 - **Ici** = here
 - **En classe** = in class
 - **En vacances** = on vacation
 - **À la maison** = at home
 - **Au cinéma** = at the movie theater
 - **À** [city/place] = in, at [a city or place]
 - **De** [city/place] = from [a city or place]
 - **Et** = and

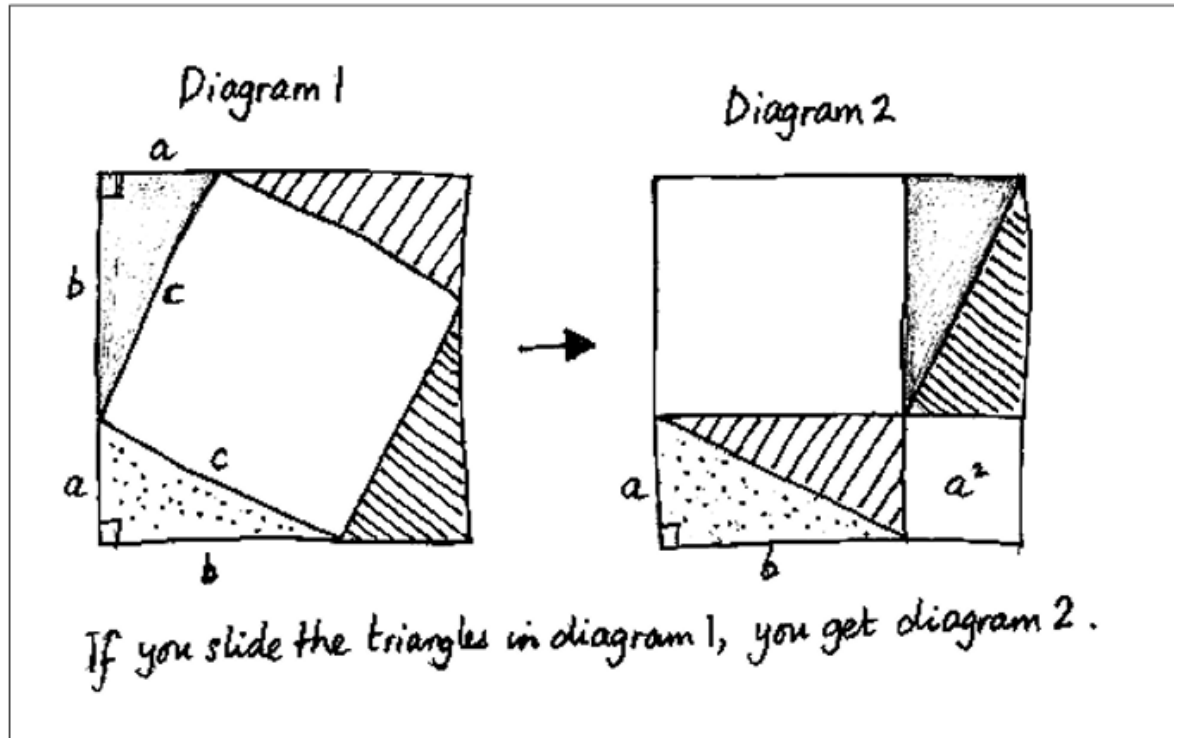
- **Mais** = but
 - **Là** = there
 - **Là-bas** = over there
 - **En ville** = in town, in the city
 - **En France** = in France
 - **Au restaurant** = at the restaurant
 - **Au café** = at the café/coffee shop
 - **Avec** = with
 - **Pour** = for
 - **Ou** (NO ACCENT MARK) = or
 - Now, practice using those new words AND the conjugations of the verb “être” at the top of Page 71, by **completing Exercices B and C on Page 72.**
 - For Ex. B, look at the subject pronoun or name(s) you are given, then write the corresponding conjugation of “être.” (Remember that one person’s name is the equivalent of conjugating for “il/elle/iel” and multiple names is like conjugating for plural ‘they’ [“ils/elles/iels”].) THEN, finish the sentence by writing the place where those people are, in French. The pictures show the following places: school, movie theater, home, and restaurant.
 - For Ex. C, put the sentences into French — **NOT USING A TRANSLATOR!** Give the subject pronoun and correct conjugation of “être,” then say the location. (“You all” = ‘vous’ and “Fatima and Claire” = ‘elles’)
 - IF YOU DON’T HAVE YOUR WORKBOOK, LOOK ON WITH A CLASSMATE WHO *DOES* HAVE THEIRS AND WRITE YOUR ANSWERS ON A BLANK PIECE OF PAPER.
 - If you finish early, read the completed sentences out loud, in French, to a classmate in your computer lab; do your best with pronunciation and give each other helpful writing/speaking feedback. Check each other’s answers.
- French 1 (Chastain)
 - **Mini project:** Please finish your mini project today.
 - Research a French speaking country. Please choose a different one from what you researched earlier in the year.
 - Find 5 facts about this country. Write the facts in French.
 - On a piece of paper, add your facts and draw 3 things to represent this country (ex. Flag, food, notable landmark). My artistic ability is limited to draw stick figures...so it can be simple drawings.
 - French 1 (Janousek)
 - Salut! Let’s continue to do our best and maintain a positive attitude. Merci beaucoup for following the plans. C’est le français! Fantastique!
 - **La Routine:**
 - Say today’s date outloud: vingt-cinq avril 2023 (page 11 in cahier for numbers)
 - Say today’s day outloud: C’est mardi.
 - **Learning Targets:** I can
 - Make a list of Francophone (French speaking) countries.
 - Choose one of the countries to research.

- Say today's day aloud: C'est mardi.
 - **Learning Targets:** I can
 - Make a list of Francophone (French speaking) countries.
 - Choose one of the countries to research.
 - Draw a map of the Francophone country I chose, including the neighboring countries and bodies of water.
 - **Research:** *Cite your sources with the web address or the name and page number(s) of the encyclopedia(s).
 - You may work with a partner if you'd like.
 - 1. Using the Internet or an encyclopedia from the library, make a list of all of the Francophone (French speaking) countries in the world.
 - 2. Choose one of the Francophone countries and draw/take notes on the following information:
 - Draw a map of the country with the surrounding countries and bodies of water labeled. (This is a rough drawing, no need to be perfect.)
 - On the map you drew, label the country in French
 - Put a star where the capital is on your map and label it in French
 - Share your information and map with a partner, or read the information to yourself.
- 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)
 - Draw this into your notes (including the writing):

Proving the Pythagorean Theorem

Marty is trying to prove the Pythagorean theorem.

He draws a sketch:



1. Re-draw Marty's diagram so it is more accurate, using pencil and rule. Label your diagram clearly.
 2. Write down what you know about all the lengths, angles, shapes, and areas on the diagram. Give reasons for your statements.
- 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 239 and carefully work on the entire page. (especially the orange box "strategie") Finish/Review all prior work.
 - 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. Go to page 98 and review it carefully. Discuss the content with a partner. Then work on assignment 13 on a piece of paper (write down the sentences in German, translate them and then assign them N, A, or D).
 - 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.

- Human Geography (Speckeen)
 - Monday 4/24
 - [Minnesota Spring Flooding](#)
 - Tuesday 4/25
 - [Population Distribution](#)

- 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)
 - CHOOSE **FOUR** of the five following statements, indicating whether it is always true, never true, or sometimes true. Give reasoning for how you know. The first one is done for you as an example.

$x + 2 = 3$	Always true It is true when $x = 1$.	Never true	Sometimes true
$x - 12 = x + 30$	Always true It is true when	Never true	Sometimes true
$2(x + 6) = 2x + 12$	Always true It is true when	Never true	Sometimes true
$3(x - 2) = 3x - 2$	Always true It is true when	Never true	Sometimes true
$(x + 4)^2 = x^2 + 4^2$	Always true It is true when	Never true	Sometimes true
$x^2 + 4 = 0$	Always true It is true when	Never true	Sometimes true

- 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 Mayo
 - Review "anulus Aegyptius" questions
 - Practice Vocab Drill
 - Async 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!
 - Async John Marshall
 - Practice your stage 9 and 10 vocab for vocab drill and the vocab quiz!
 - Complete the 10.6 "libri Graeci" handout.
- Latin 2 (Dovre)
 - At Mayo
 - Review "dies festus" part 2 questions
 - Practice Vocab Drill
 - Async 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!
 - Async John Marshall
 - Practice your stage 18 and 19 vocab for the vocab quiz and vocab drill!
 - Translate the "pompa" passage on pages 145-146
- Latin 3 (Dovre)
 - At Mayo
 - Review "Modestus attonitus" passage
 - Review types of Subjunctive Clauses
 - Practice Vocab Drill
 - Async 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!
 - Async John Marshall
 - Translate "Modestus promotus" on page 129.
 - Review how to spot all five types of subjunctive clauses

- Practice your vocab stage 26 and 27 vocab for the vocab quiz and vocab drill!
- Latin 4 (Dovre)
 - At Mayo
 - Review lines 12-18 of the *Aeneid*
 - Battle of Alesia and Caesar to Augustus
 - Async Century
 - Translate lines 12-18 on pages 35-37 of *A Song of War*
 - Async John Marshall
 - Translate lines 5-7 and 8-11 on pages 33-35 of *A Song of War*
- Personal Finance (Haukos)
 - If you haven't, please 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: Various (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	<p>Ck12 Energy Transfer In Electric Circuits</p> <p>Steps</p> <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
<p>Now complete for the day</p> <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 1 (Miller)

- Música por favor! It's time to make a top hit playlist for us. List your top 3 songs with Spanish and the artist. School appropriate lyrics only. You may need to listen to a few songs you like.
- Spanish 2 (Miller)
 - Música por favor! It's time to make a top hit playlist for us. List your top 5 songs with Spanish and the artist. School appropriate lyrics only. I am curious what kind of music you like
- Speech (Wood)
 - **Directions:** Welcome to Week 3 of Dream Exploration Week!
 - This week we are working on honing in on one dream or goal. We will continue with some inspiration!
 - Please complete the following assignment today:
<https://docs.google.com/forms/d/18oGC1fMtScErj4H3ML6GfbS4Qe9NmCCeDyZC2IYQ8E0/edit>
 - If you have any questions, please email me at bewood1@rochesterschools.org!
- 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/1EE2Uu29SbVNxeZhEUTtCQDauSi1IZEPHp0tGI8tk0cw/edit?usp=sharing>

- US History (Pfeifer)
 - **Monday-Thursday:**
 - View this YouTube Video and Answer the In-Video Questions: <https://www.youtube.com/watch?v=p723NjINsEo&feature=youtu.be>
 - Accompanying Slides: https://docs.google.com/presentation/d/1IsETExqVx0HEKlcl2SRUm_CFK30FqgoTqjwr8mRcp9Q/edit?usp=sharing

- Work Based Learning (Thompson)
 - Continuing on with learning about the post-secondary options – 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→Enlisted Personnel link.
 - There are 5 paragraphs in this section to read. Please read and take notes on the important information from each area.
 - Paragraph 1- General

- Paragraph 2 - Promotions

- Paragraph 3 - Grades

- Paragraph 4 - First contacts and length of duty

-
- Paragraph 5 - How to enlist
-

- Work Experience Seminary (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)
 - As was mentioned yesterday, for today's class we will plan to finish the lesson on the Economic Responses to the Industrial Revolution. Please find the lesson posted yesterday (Monday, April 24th) to access the Google Form link.

Ms. Anderson (Learning for Successful Transition)

In LST class we have learned and discussed life after high school. Today, please make a list of all the expenses, (including the approximate monthly cost for each) you will have as a young adult living on your own (rent/house payment, car, insurance, phone, utilities, health care, food, daycare etc.). After you have your list, find an adult to discuss it with.

If you have internet access and want help determining possible costs of living on your own....go on-line and look for sites such as this one:

<https://www.youtube.com/watch?v=YZ01TscIY00>

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

Ms. Harward

P1: Reading & Writing Skills

P3: Reading & Writing Skills

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.
- Today's new learning- The Five Elements of a Story: Plot

The Plot is the term for the events that take place in a story and how they relate to each other. When we summarize a story we're usually describing its plot. A good summary of a story's plot includes three main elements: the conflict, which is the disagreement or different drives of the characters or forces in the story, the climax, which is the most exciting point of the story, and the resolution, which is how the conflict ends.

Read the following fairy tale. Then journal the details found to describe the Plot within the passage. (3-5 complete sentences)

A young boy named Jack trades his only cow for beans that he's told are magic. When he brings the beans home, his mother doesn't believe that they are magic and becomes angry with Jack. Against his mother's advice, Jack plants the beans. A huge beanstalk grows. Jack climbs it and finds a giant's house full of treasure. He takes the treasure from the house and runs away as the giant chases him down the beanstalk. Jack reaches the ground and is able to chop down the beanstalk. He keeps the treasure.

P4: Social Strategies Class

Learning Agenda for Today: Skills for School and Beyond - TIME MANAGEMENT

Writing down and prioritizing your task is only the first step to effective time management. It is important to create systems that will facilitate effective time management. When people are without effective systems they often waste time looking for items such as assignments, keys, passwords, and so on. Think of a time when you had a difficult time completing an assignment. Did you have a system in place? Journal about this time.

Next, speculate how a calendar or a planner might help. Why should we use a calendar or a planner? Does it help to keep us on track with due dates, and all assignments in one place, or does it help to schedule our responsibilities? Journal about your experiences of using a calendar or planner. How did this help?

Within your journal entry consider the following:

1. List as many time wasters as you can from your day.
2. What time-saving techniques can you use to cut down on your time wasters?
3. List four time-management strategies. Which of these strategies do you already practice?

P6: Math Skills

P7: Math Skills

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

Lesson:

When choosing a career, you have to consider what you're giving up to get there (time, money) and what you're getting in return. The fancy name for this is "return on investment" or "ROI." The "investment" is what you put in, the "return" is what you get out. Take a barista, for instance. You

virtually pay nothing in education and time so your investment is low. But you won't earn much money either. To become a psychiatrist, you have to pay a lot in both tuition and time, but you will earn much more money than a barista. You will have learned valuable skills and you'll also have many more career options open to you. The ROI for becoming a psychiatrist is high. Some jobs require high investments of time and money and some don't. Some have high returns in the form of money and options, and some don't.

Today's Learning:

- Create a journal entry about a potential career you have considered after reading the excerpt above
- Why might you want to consider the ROI
- What are the potential risks
- Journal whether or not you feel you need to explore other options
- Jot down any questions you may have about career options

Ms. Lehrke

[Morning Meeting](#)

[City Nature Challenge Extension](#)

Practice your skills in Boom Cards

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

If the weather is nice, go on a scavenger hunt and look for things in nature from the story.