

RPS Online Asynchronous Day - Wednesday, April 26, 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 "F" 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.
- Media (Griffin)
 - 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

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.
- PE (Vesel)
 - Escape into Spring: https://www.youtube.com/watch?v=wpB8Fz5Y_MU
 - Would you Rather: <https://www.youtube.com/watch?v=2fYmqm4PJkM>
 - Encanto Run: <https://www.youtube.com/watch?v=lOwycaVXfr4>

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.
- Media (Griffin)
 - 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

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.
- 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 E08r8zShcTDfUqZXE/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.
- Music (Manansala)

5th Grade

- Ms. Hill
 - <https://app.classkick.com/#/login/4R9IHE>
 - Code: 4Rf9IHE
- Music (Manansala)

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>

Mrs. Fox's Social Skills- Asking Follow-up Questions:

1. Find a learning partner (sibling, friend, parent, grandparent, etc.)
2. With Mrs. Arro, we have worked on asking follow up questions when we are having a conversation. You are going to play a game with your learning partner where you will practice asking follow-up questions.
3. Your learning partner is going to write down the name of a person, place, or thing. They will keep this secret so you don't see.
4. You are going to ask 1 question at a time to your partner and try to guess the secret word they wrote down.
5. Your partner can only say yes or no.
(Example questions: "Is the word you wrote down an object we have in the house?" If your partner says yes, you would ask a follow-up question. "Is the object in the kitchen?" If your partner says yes, ask another follow-up question, " Is the object in the cupboard?" If your partner says no, ask another follow-up question, "Is the object something we can eat?" You keep asking questions, until you figure out the word they wrote down. Then you can switch and have your partner take a turn.

Mrs. Fox's Math-

Option 1 Outdoor Counting

1. With an adult, go on a walk around your neighborhood- Bring a writing utensil with you to keep track of what you find.
 - A. How many yellow flowers can you find (my daffodils are blooming!)
 - B. How many birds can you find in the sky?
 - C. How many birds can you find in the trees?
 - D. How many other kids do you see outdoors?
 - E. How many trees can you find that are flowering?
 - F. What else did you find on your walk?

Option 2 Money Math

1. If you have 1 quarter, 2 dimes, and 1 nickel - How much money do you have?
 - A. Would you have enough money to buy a balloon that costs \$1?
2. If you have \$5.60 and you give your friend 2 quarters, how much money would you have left?
3. If you have \$1 and you spend 1 dime and 3 nickels, how much money would you have left?
4. Solve this riddle: Mrs. Fox has 5 coins in her pocket. She has a total of 95 cents. What coins does she have in her pocket?

Mrs. Fox's 1st 2nd Reading Group- Phoneme Grapheme Analysis

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

Adult: Write the word *grin* and ask your student the following questions:

- A. "This word is grin. What word is this?" (grin)
 - B. " In the word grin, what sound does the letter *i* make?" (/i/)
 - C. " In the word grin, what sound does the letter *n* make?" (/n/)
 - D. " In the word grin, what sound does the letter *r* make?" (/r/)
 - E. " In the word grin, what sound does the letter *g* make?" (/g/)
2. Get a white board and a marker.

Adult ask your student to do the following:

 - A. " Write the letter that makes the /n/ sound"
 - B. " Write the letter that makes the /i/ sound"
 - C. "Write the two letters that make /gr/ when blended together."

- D. Write the word *grin*.
3. You can repeat the process with other words with blends: spit, hint, plus, snap

Mrs. Fox's Reading Group 3rd 4th and 5th grade- Paragraph writing

1. With an adult, go on a walk around your neighborhood or go out in your backyard
2. Write a paragraph about what you saw.
 - A. Include an introduction sentence, 3 details, and a conclusion sentence.
(Example: Today I took a walk around my neighborhood. While I was walking, I saw daffodils starting to flower. I also saw people out walking their dogs. Finally, I saw ducklings down by the pond. It was a lovely walk, and I saw many signs of spring.)

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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<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>	<u>Reading</u>
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<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
<u>Math</u> <u>Pink Cat Games</u>	<u>Math</u> <u>Pink Cat Games</u>	<u>Math</u> <u>Pink Cat Games</u>	<u>Math</u> <u>Pink Cat Games</u>	<u>Math</u> <u>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>

Mr. Giarratana

- Choose 1 (online or offline) per day

Hour	Online Assignment	Offline Assignment
1	CNN 10 Daily Reflection (Link at Top) Refugee Chapter 47	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 Facial Expressions/Body Language 4 Continue working on your Social Skills Journal	Please write at least 8 sentences including and introduction and conclusion about the following question: What does growing older mean to you?

4	Organization Task Card 13 Organization Task Card 3	<p>What does it mean to you to be organized and able to easily recall information previously presented to you? Please describe your thoughts.</p> <p><i>Please use this time to complete any assignments from other classes and reach out to me via email with any questions.</i></p>
6	A Day in the Life of a Zoo Atlanta Zoo Keeper Reading Review Week 30(Wednesday) Compare and Contrast 3	<p>Please write at least 8 sentences including an introduction and conclusion about the following question:</p> <p><u>How do you advocate for yourself?</u></p>
8	Daily Review Week 30 Day 3 Data & Graphs: Amusement Park 3	<p>Please find a trusted adult and ask them their thoughts on savings accounts? Do they have one? What is their motivation for setting aside money from their checking accounts into a savings account? Be ready to share what you find.</p>

Physical Education 6, 7, and 8 (Nguyen)

- After watching the sleep video, I hope that that has gotten you thinking about your own sleep patterns. 1) Starting tonight, in your notebook (the same one you are recording all of your workouts), record what time you get into bed. Record whether or not you have the TV on or if you are using technology (phone/tablet/computer) in bed. Upon waking, record what time you wake up. On a scale of 1 to 10, how would you rank your sleep. 1 being awful, 10 being amazing. You will record your sleep routine for the next 5 days.
- 2) 25 push ups
- 3) Complete 20 minutes of gentle stretching.

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 (Jones)
 - Day three of Egyptian Myths. Notice at this point that we have done more videos on gods than any other mythology. Why would that be? Is that something you've noticed?

- Videos for Today:
 - [Anubis | Lord of the Necropolis](#)
 - [Thoth | Master of the Balance](#)
 - [Apophis | Egypt's Greatest Nightmare](#)
 - [Sekhmet | Lioness of the Pharaohs](#)

- English 7 (Miller)
 - As we continue the mythology unit, it is important to have this essential question in mind: "What is the point of considering ideas that seem untrue at first glance?" Play with this question in your mind as you read about Galileo Galilei in the link below. As you read the article, answer the following questions on a saved electronic document or piece of paper to submit later.
 - [Galileo - Telescope. Quotes & Discoveries \(biography.com\)](#)
 - 1. When and where was Galileo born?
 - 2. What did Galileo study?
 - 3. The "Aristotelian doctrine" is the belief that Earth is the center of the universe. List at least two things Galileo discovered using his telescope that go against the "Aristotelian doctrine."
 - 4. In your own words, explain why you think Galileo was punished for proposing that Earth is not the center of the universe.

- 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)
 - Now that you have finished taking notes on all the vocabulary words for the genetics unit, you will be practicing them. The slide set will allow you to practice using the vocabulary words in different ways. It will be important to know, understand, and be able to use these words as you will have to for our next steps. What you should accomplish today:
 - Open the following link: [Practice Genetics Notes](https://docs.google.com/presentation/d/1gKzKzJuDzpqR0kDSyqI-S6aTm4GeeHboMSO1oGt7Pv4/edit?usp=sharing)
 - Work on the slide set today. The directions for what to do are in the slide set.
 - Answer the questions in your notebook next to the vocabulary words
- Spanish 7 (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.
- US History (Hengel)
 - I would like you to finish 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***
 - #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 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 finish reading the background article about the Holocaust. Open the link below and read the final three subsections:
 - <https://www.jewishvirtuallibrary.org/an-introductory-history-of-the-holocaust>
 - - Jewish Resistance
 - - Liberation
 - - Victims
 - 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!
 - In today's reading, we learned that most of the Jewish people who did survive German aggression during World War II lost their homes. If you found yourself in a similar situation after the war, what would you do? Would you feel safe going back and trying to restart, or would you rather move somewhere new? Explain.
- Global Studies (Hengel)
 - Continuing with our unit of the middle east
 - Please Watch this video <https://youtu.be/vNpmq6Ok-QQ>
 - Complete the Ted Talk Video Guide in your notebook [Ted Talk Video Guide](#)
- Global Studies (LaRochelle)
 - Aim to finish a first draft of your government visual today. 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.
- Linear Algebra (O'Byrne)
 - Week preview video and daily lessons and assignments can be found on [this Google Doc.](#)
- Science 8 (Lawstuen)
 - You are going to add to your weekly weather journal. You will need to include the following things in your weather journal.
 1. Date (Day, month, and year) and time you did your weather journal
 2. Location you are at
 3. Temperature
 4. Was it sunny, partly cloudy, or cloudy
 5. Was there precipitation at all that day (snow, rain, fog, sleet, ice)

6. Was it windy when you made your observation, if so how fast and what direction
7. What is the humidity?
8. What is the air pressure?
9. Pick one other observation to make
 - i. Were there any plants growing - what did they look like, how tall, etc
 - ii. Was the grass green - describe what it looks like
 - iii. Did you see and hear any animals outside if so what animal and what did it sound like
 - iv. What did the outside smell like and what did the air feel like

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! Over the next few days, we are going to read and analyze our first short story of the unit, "The Adventure of the Speckled Band." Today, you will look at background information on our story and begin reading. You will have two reading days and Friday you will have time to analyze the story. As you read, please complete the reading questions linked below. These are separate from the analysis on Friday. All work from this week will be submitted when we return.
 - First, read through the background information on the story. [Click here to read introduction information to the story](#)
 - Then, begin reading the story. Aim to read half of it today. [Click here to read "The Adventure of the Speckled Band"](#)
 - Complete the reading questions as you read. [Click here to make a copy of the reading questions](#)
 - 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.
 - Slide 9 in classkick. <https://app.classkick.com/#/login/6HLX2V>

- Consider what Thomas Malthus proposed back in 1798. Use math to help explain what he was trying to convey. Create a scatterplot and write up a few sentences about his theory.

In 1798, economist Thomas Malthus proposed that the human population would grow geometrically,



(1, 2, 4, 8, 16, 32, ...),

while the production of food would grow arithmetically



(1, 2, 3, 4, 5, 6, ...).



a) Prepare a scatter plot showing a comparison of a geometric growth to an arithmetic growth over 6 years, using the simple values given above.

b) What concept was Malthus trying to convey by this mathematical comparison of population growth to food production?



- 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 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.
 - 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)

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.

What to Do for the Day (This should take you no more than 15 minutes a day

- **Go to this infographic I made up and do the material under each day**
-

<https://view.genial.ly/6442b186bf2ea10012a9c882/interactive-content-cell-vertical-info>

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.

Please send me an email telling me:

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)
 - Wed-Thurs, April 26-27
 - Link:
<https://www.positivephysics.org/dashboard/chemistry/acids-and-bases?courseID=2&unitID=41&mode=assessment>
 - Complete the test on Acids and Bases. (Course: Chemistry, Unit 115: Acids and Bases, **Mode: Assessment**)

Course: Chemistry

Unit 115: Acids and Bases

Mode: Assessment

- Criminal Justice (Speckeen)
 - [TLU - Michelle Alexander - "The New Jim Crow"](#)
- 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)
 - For today's class we will look to wrap up the video we started yesterday on the Stock Market. To access the video link and questions, please go to the lesson posted yesterday (Tuesday April 25th)
- 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)
 - Yesterday you completed the first half of our introductory stations to prepare for *The Great Gatsby*. Today, you will complete stations 5-8 to finish up our activity! All work will be submitted when we return.
 - Continue to use the worksheet from yesterday. [Click here if you need to make a new copy.](#)
 - [Click here to view stations 5-8](#)
 - 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!
 - **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 23 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:
 - What may be symbolic about one of Amir's injuries? Explain.

- At the end of the chapter, Amir recalls Rahim’s statement that there’s a “way to be good again.” What do you think he meant?
 - 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)
 - Watch: [Conversions: The Big "G" Gallon Chart](#)
 - Create YOUR own visual (drawing) of “The BIG “G”” (Gallon) including other measurements which make up a Gallon = Quarts, Pints and Cups
 - Take a picture of your BIG G

- French 1 (Becker)
 - **Start by reviewing the words for various family members, found on Page 81** of your French paper workbook.
 - Then, **complete Exercise D on Page 84**. TAKE YOUR TIME AND THINK THINGS THROUGH!
 - You need to know that “moi” means ‘me’ and the girl labeled “moi” in the drawing of the family tree is the main person we’ll be talking about.
 - So, when you look at each of the questions, it is giving you two options and you will ONLY CIRCLE ONE! Look at the person labeled with that number in the drawing. For example, question #1 refers to the boy in the drawing of the family tree that is labeled (1). Then, the statements say, “C’est mon cousin” (‘This is my [boy] cousin’) OR “C’est mon frère” (‘This is my brother’).
 - Remember you have to look at the family tree and think about the main girl labeled “moi.” According to the family tree, is that boy her cousin or her brother? USE THE FAMILY VOCAB TO HELP YOU UNDERSTAND THE STATEMENTS!
 - **HINTS**: The main girl has two siblings, shown on either side of her, and then their parents are above them in the family tree. In the first, lower row, you have the main girl, her siblings, and further spread out are her cousins (her parents’ siblings’ children). In the second, middle row, those people are either the girl’s parents or her aunts/uncles (her parents’ siblings). Finally, in the third, top row, those people are all her grandparents.
 - 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, check your notes/answers with a partner. Then, complete the family vocab crossword on Page 83, if you haven't already.
- French 1 (Chastain)
 - **Mini project:** Research a French speaking city.
 - Make a list of 5 cool things to see or do in this city. Make a list of 3 “must” try food/drink items in this city.
 - On a piece of paper, add your lists and draw 3 things to represent this city (ex. Flag, food, notable landmark). My artistic ability is limited to draw stick figures...so it can be simple drawings.
- French 1 (Janousek)
 - Salut! I hope your day is going well. We are already at mid-week. Feel good about the fact that you are here and doing your best. Way to go! Merci beaucoup for following the plans.
 - **La Routine:**
 - Say today's date outloud: vingt-six avril 2023 (page 11 in cahier for numbers)
 - Say today's day outloud: C'est mercredi.
 - **Learning Targets:** I can
 - Continue to write down or type in a document noting information about the Francophone country I chose.
 - **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. Continue to research the Francophone country you chose yesterday. Continue to write down the information on a sheet of paper or open your document and add to what you typed yesterday.
 - Today find the following information:
 - The official languages spoken
 - The population
 - The ethnic groups represented
 - The religions practiced in the country
 - The life expectancy (how long do habitants live) of the country
 - The labor force by occupation (what kinds of jobs do people have)
 - The unemployment rate (percentage of people without a job)
 - Share your information with a partner, or read the information to yourself.
- French 2 (Becker)
 - We are learning another new verb — “sortir” which means ‘to go out’! Start by **FILLING IN THE “SORTIR” VERB CHART AT THE TOP OF PAGE 87** of your French paper workbook. You will copy the same thing into the first column AND the second, “négatif” column, too. Here are the conjugations:
 - **je sors**
 - **tu sors**
 - **il/elle/iel sort**
 - **nous sortons**
 - **vous sortez**

- The official languages spoken
 - The population
 - The ethnic groups represented
 - The religions practiced in the country
 - The life expectancy (how long do habitants live) of the country
 - The labor force by occupation (what kinds of jobs do people have)
 - The unemployment rate (percentage of people without a job)
 - Share your information 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)
 - Penelope drew a diagram for the Pythagorean Theorem, different from Marty's, like so. Draw this into your notes (including the writing).

$a = 3\text{cm}$
 $b = 5\text{cm}$
 $c = 5.5\text{cm}$

Area trapezoid = $\frac{1}{2}(a+b) \times (a+b) = \frac{1}{2}(a+b)^2$
 $= \frac{1}{2}(3+5)^2 = \frac{1}{2} \times 64 = 32\text{ cm}^2$

Area triangle = $\frac{1}{2}ab = \frac{1}{2} \times 3 \times 5 = 7.5\text{ cm}^2$
 Two of them = 15 cm^2
 Other triangle = $\frac{1}{2}c^2 = \frac{1}{2} \times 5.5^2 = 15.125\text{ cm}^2$
 Altogether $15\text{ cm}^2 + 15.125\text{ cm}^2 \approx 32\text{ cm}^2$.

This one trapezoid is three triangles!

-
- What connects Penelope's diagram to the Pythagorean Theorem?

- Is Penelope's reasoning convincing? Explain why you do or why you don't think so.
- Describe any improvements you think Penelope could make to her proof.

- 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. Review the difference between "kennen/wissen" and then go to page 240 and work on the assignments 13 and 14. Work/Review with a partner, write your responses on a piece of paper.

- 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 review your work from yesterday. Remind each other what the new content is about. Then work on assignment 14 and finish any other work from the week.

- 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

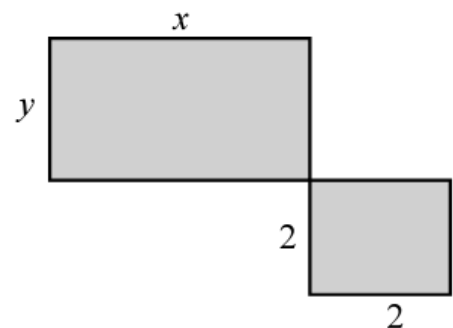
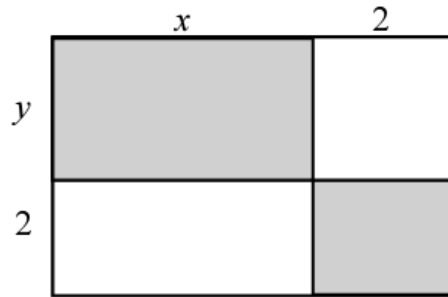
- Graphics (Klocke)
 - Weeklong assignment
 - Assignment: Gestalt Project
 - Gestalt is a concept in design that we will become familiar with in Logo Design. It centers around the idea that the WHOLE is greater than the sum of its parts. There are 4 main concepts: Proximity – In an assortment of objects, 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)
 - [Population Distribution Consequences](#)
- 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)
 - Here is a picture showing that the following is never true:

$$(x + 2)(y + 2) = xy + 4$$



-
- Add pictures to your four choices from yesterday to illustrate if you were correct or not. Either write one sentence indicating why you were or were not correct, or write one question about your drawing or answer so we can discuss later.
- 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 Century
 - Review “anulus Aegyptius” questions
 - Practice Vocab Drill
 - Asynch John Marshall and Mayo
 - Practice your stage 9 and 10 vocab for vocab drill and the vocab quiz!
 - Complete the 10.6 “libri Graeci” handout.
 - Practice your declension and verb endings (-o, -s, -t, and so on)
- Latin 2 (Dovre)
 - At Century
 - Review “dies festus” part 2 questions
 - Practice Vocab Drill

- Asynch John Marshall and Mayo
 - Practice your stage 18 and 19 vocab for the vocab quiz and vocab drill!
 - Memorize the demonstrative pronoun on page 144
 - Translate the “pompa” passage on pages 145-146
- Latin 3 (Dovre)
 - At Century
 - Review “Modestus attonitus” passage
 - Review types of Subjunctive Clauses
 - Practice Vocab Drill
 - Asynch John Marshall and Mayo
 - 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 Century
 - Review lines 12-18 of the *Aeneid*
 - Battle of Alesia and Caesar to Augustus
 - Asynch John Marshall
 - Translate lines 5-7 and 8-11 on pages 33-35 of *A Song of War*
 - Asynch Mayo
 - Translate lines 19-22 on pages 37-39 of *A Song of War*.
 - Scan line 21 for its meter. Remember, the first syllable is always long. And each line ends with shave and a haircut!
- 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	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.
- **Slide 9/10** This is the start of the sequence discussion. In classkick, <https://app.classkick.com/#/login/AH9JE7> , go to slide 9 for instructions!
- Sociology (Pfeifer)
 - **Monday-Friday:**
 - View this YouTube Video and Answer the In-Video Questions: <https://www.youtube.com/watch?v=3j3vnmUxYmA>
- Spanish 1 (Miller)
 - Have you made a Venn Diagram before? Look it up if you are not sure how to do it. We are going to compare US culture with Spain/Spanish culture in the diagram. Use at least 3 aspects of the culture in each part of the circle.
- Spanish 2 (Miller)
 - Have you made a Venn Diagram before? Look it up if you are not sure how to do it. We are going to compare US culture with Spain/Spanish culture in the diagram. Use at least 5 aspects of the culture in each part of the circle. Challenge: add in one more circle from another Spanish speaking country for three total circles that intersect.
- Speech (Wood)
 - **Directions:** Today you will begin to plan your Dream Speech. Your first dream speech will answer these questions: *What is your dream? Why are you passionate about this dream?* For this speech, you will need two slides. One slide will be the visual that shows your dream. The other slide will be the visual to show why you are passionate about your dream. Today's assignment is meant to show you ways to design your slides. You can find the assignment [HERE!](#)
- 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→Joining the Military (tab on left about ½ down)→Things to Consider
- **1. After reading over para 1, what are the benefits of serving in the military?**

- **2. What should you be aware of concerning the following:**
- **War & Combat**

- **No period of adjustment**

- **No job guarantees**

- **Fewer constitutional rights**

- **Post Traumatic Stress Disorder**

- **Sexual Harassment and assault**

- 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)

- Over the past week or so in class, we have been exploring the MANY ways that societies were transformed because of the Industrial Revolution. Up to this point we have seen changes in social classes, health, the environment, and even new economic systems. However, to this point, we have been very Eurocentric (focusing only on Europe). Isn't this supposed to be a WORLD History class? In today's class, we will begin to shift our attention to the effects the Industrial Revolution began to have on the rest of the world. To begin, please label a section in your notes "Industrialization and the New Imperialism". As you watch the video link posted below, please answer the following questions in your notebook.
- Video Link: <https://youtu.be/TXUpJmliraM>
- Questions:
 - 1) What is Imperialism?
 - 2) How were Old Imperialism and New Imperialism different?
- Now that you have an introduction to New Imperialism, let's try to figure out WHY nations were motivated to build such massive empires. Below you will find a link to some primary sources (documents created by people who lived during that time period). In your notebook, label a section "Motivations for New Imperialism". As you read the primary sources, try to come up with at least 5 reasons that you see for why some felt their nations should be part of the New Imperialism.
 - https://drive.google.com/file/d/1mJPrEu_E_Vzf-28dk3NREfLUf_Z2q18C/view?usp=sharing

Ms. Anderson (Learning for Successful Transition)

Today you will create a poster called, "About Me." You can use google docs or other computer programs or use paper and markers. First, write your first name in the center of the paper (BIG and Bold). Around your name, write at least 10 positive qualities about you (examples: honest, respectful, confident, hardworking), then write 3 things about you that you feel you could improve (examples: argumentative, impulsive). Save this and plan to share it later. 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: Conflict

A conflict is a problem in a story. There are the things that the main character wants or needs to do, and then there are the things that get in the way of what he or she wants to do. That's usually the conflict.

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

Sylvia found her Aunt Caroline especially aggravating. So when Sylvia was told she would have to spend Thursday afternoon with her aunt, she was peeved. She had wanted to go skating. Sylvia had been looking forward to it all week, yearning to glide and spin around the rink, hearing only the sound of the blades of her skates over the ice. "But Aunt Caroline never has visitors," Sylvia's mother reminded her, and Sylvia supposed this was true. Aunt Caroline's house was large and drafty with a big, overgrown garden at the edge of town.

"She doesn't have any visitors because she doesn't want them," Sylvia told her mother.

"Sylvia, don't be rude," her mother said.

But it was true: Caroline discouraged most visitors. Besides Sylvia and her mother, the only person who visited Aunt Caroline was the mailman. "The worst part," Sylvia grumbled to herself, "is Blinkers." Blinkers was Aunt Caroline's very old and very crabby cat. When Sylvia visited, she wasn't even allowed to play in the garden. She had to quietly sit in the living room, watching Blinkers nap. "And I don't even like cats!" Sylvia groaned.

P4: Social Strategies Class

Wednesdays with Mrs. Rich!

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

P6: Math Skills

P7: Math Skills

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

Lesson:

But maybe you don't want to be a barista or a psychiatrist. Maybe you don't have any idea what you want to do. That's okay. You're still figuring it out. You're at a stage in your life where you're still learning things about yourself, like what you're good at, what you enjoy doing, and what you care about. There are a lot of career options out there and right now is a great time to explore, try new things, and maybe even surprise yourself. The more exploring you do now, the better idea you'll have for what you want to do later. The website My Next Move offers guidance in choosing a career with a search tool, careers listed by industry, and an interactive career test.

Today's Learning:

- Create a journal entry about a potential career you have considered after reading the excerpt above
- Explore the website: My Next Move- ONLY if you have access to the internet...
- Journal whether or not you feel you need to explore other options and what they might be

- Jot down any questions you may have about career options

Ms. Lehrke

[Morning Meeting](#)

[All in a Day's Work](#) Part 1

Practice your skills in Boom Cards

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

Help with a meal. Use the microwave, help mix or make something to eat. Don't forget to help clean up afterwards.