

RPS Online Asynchronous Day - Thursday, April 27, 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 "A" day

Kindergarten

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

- Music (Weinmann)
 - Take a look at your work from the last lesson! Is there anything you'd like to add to your instrument?
 - Play a concert for the people you live with -with your instrument! Show them how you made it and ask them if they have any questions about your creation!
 - Please send a picture of your instrument to Miss Weinmann at kaweinmann@rochesterschools.org

1st Grade

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

- Music (Manansala)

2nd Grade

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

- Music (Shea)
 - You will need: Your artist notebook paper and a pencil
 - Activities:
 - Please find your created instrument from last week's lesson.
 - If you have not already completed these steps please do the following:
 - Listen to your favorite artist's song from last week and keep the beat to the song on your instrument.
 - Create a 4 beat rhythm to play on your instrument using the rhythms we know (ta, ti-ti, rest, etc.)
 - Write the rhythm down on your artist paper under the description and sound of the instrument question.
 - Instrument Play Along: Play the rhythm you created on your instrument, while listening to your favorite song.
 - Create a new rhythm and write it on your paper. Repeat the last step and play your new rhythm while listening to your artist song.
 - Video project (optional, if you are able): Create a video of you showing your instrument to the camera and playing along with your favorite song. Play one of two things:

- Play the beat of the song **OR**
- Play the rhythm you created while the song is playing.
- Explore the Dr. Musik website: <https://www.doctormusik.com/>
 - This features virtual instruments and online composing activities.
- Explore the **Isle of Tune** online activity: <https://www.isleoftune.com/>
 - Create a road for your car to drive down
 - Place cars on the road
 - Place houses, lights, trees, and brushes along the road
 - Press Go to hear your street make music!
- Experiment with **Chrome Music Lab**
 - Go to Song Maker in Chrome Music Lab
 - Create your own songs using the blocks and shapes at the bottom!

3rd Grade

- Please check in Seesaw for daily assignments. Mrs. Peterson will also send daily assignments via email.
- GATE Nonverbal (Heuton)
 - Two of the main skills scientists use are:
 - -Asking questions
 - -Comparing and contrasting
 - Part 1: This week, choose a science topic you are interested in. Practice being curious about it, and write out at least 6 questions you can ask about the topic that you don't already know the answer to. Remember to use a capital at the beginning of the sentence and a question mark at the end of the sentence.
 - Part 2: Go outside and pick two rocks. Make lists of how they are alike and how they are different. Now try to pick two rocks (or sticks or leaves) that are very alike. Make a list of the ways they are alike. Lastly, pick two rocks (or sticks or leaves) that are very different. Make a list of the ways they are different. You might think of texture, weight, etc.
- GATE Verbal (Heuton)
 - Write your answers to the following questions:
 - How would you define perspective?
 - Why would it be important to consider the perspective(s) of animals within zoos?
 - If you are able, watch the following video:
<https://www.yout-ube.com/watch?v=PCOWE0EiCyo>
 - While you watch the video, you may wish to take notes. Listen for animal perspectives on things like their living accommodations, environment/weather and diet. Be prepared to discuss what you notice.
- Music (Shea)
 - You will need: Your artist notebook paper and a pencil

- Activities:
 - Please find your created instrument from last week's lesson.
 - If you have not already completed these steps please do the following:
 - Listen to your favorite artist's song from last week and keep the beat to the song on your instrument.
 - Create a 4 beat rhythm to play on your instrument using the rhythms we know (ta, ti-ti, rest, etc.)
 - Write the rhythm down on your artist paper under the description and sound of the instrument question.
 - Instrument Play Along: Play the rhythm you created on your instrument, while listening to your favorite song.
 - Create a new rhythm and write it on your paper. Repeat the last step and play your new rhythm while listening to your artist song.
 - Video project (optional, if you are able): Create a video of you showing your instrument to the camera and playing along with your favorite song. Play one of two things:
 - Play the beat of the song **OR**
 - Play the rhythm you created while the song is playing.
 - Explore the Dr. Musik website: <https://www.doctormusik.com/>
 - This features virtual instruments and online composing activities.
 - Explore the **Isle of Tune** online activity: <https://www.isleoftune.com/>
 - Create a road for your car to drive down
 - Place cars on the road
 - Place houses, lights, trees, and brushes along the road
 - Press Go to hear your street make music!
 - Experiment with **Chrome Music Lab**
 - Go to Song Maker in Chrome Music Lab
 - Create your own songs using the blocks and shapes at the bottom!

4th Grade

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

- <https://docs.google.com/presentation/d/1CeNa3xvpNfIZLF2-hA3YXIPhGT EO8r8zShcTDfUqZXE/edit?usp=sharing>

5th Grade

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

- Media (Ehling)
 - 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

Ms. Christensen

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

Mrs. Fox's Social Skills- Self-Management:

1. With Mrs. Arro, we have worked on identifying things we should not say out loud to others. These are thoughts we can keep to ourselves. If we don't like something, we don't have to lie and say that we do. We can simply choose to not say anything at all. Read the following situations and answer if you would say your thoughts out loud or keep them to yourself.

A. Your friend came to school and has on a new outfit that you think is ugly. Should you tell them your thoughts? Why or why not?

How would it make you feel if your friend said they thought your new clothes were ugly?

B. Your friend drew you a picture. You are very impressed by their drawing skills. Should you tell them your thoughts? Why or why not?

How would it make you feel if your friend said they liked your drawing?

C. Your teacher got a new haircut. You think it looks like a porcupine. Should you tell them your thoughts? Why or why not?

D. Your parents made dinner, and it looks gross. Should you tell them your thoughts? Why or why not?

If you made something for your parents (a picture or a present), and they said it looked gross, how would you feel?

Mrs. Fox's Math-

1. Help your parent, sibling, or other adult to make something following a recipe.

2. Explore your measuring cups and measuring spoons.

A. Find a half cup

B. Find a teaspoon

C. Find tablespoon

D. What is bigger, a 1/4 cup or a 1/3 cup?

E. Fill your teaspoon with water and see how many teaspoons fit into a table spoon.

F. How many 1/2 cups fit into a cup?

Mrs. Fox Reading non-fiction

1. A nonfiction story is about real events and facts, rather than a story that is made up or invented.
2. Look through your books at home and see if you have any non-fiction books. (Example: A book about dinosaur facts, a book about birds found in the midwest)
3. Read through your non-fiction book with an adult or sibling for 15 minutes.
4. Write down 1 thing you learned.

Mrs. Fox's Figurative Language Comprehension

1. Read the lines below and interpret what the figurative language means:

Example: This is a piece of cake! = This is easy.

- A. Can you give me a hand?
- B. You're as pretty as a picture.
- C. The leaves danced in the wind.
- D. I am ready to hit the sack.
- E. He exploded with rage.
- F. She is as happy as a clam.
- G. Dancing stars filled the sky.
- F. I am running on empty

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

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
Morning Meeting Published	Morning Meeting Published	Morning Meeting Published	Morning Meeting Published	Morning Meeting Published
Reading Published	Reading Published	Reading Published	Reading Published	Reading Published

<u>Social</u> <u>Pink Cat Games</u>	<u>Social</u> <u>Pink Cat Games</u>	<u>Social</u> <u>Pink Cat Games</u>	<u>Social</u> <u>Pink Cat Games</u>	<u>Social</u> <u>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</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 48	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	Read the Situation (2)2	Please write at least 8 sentences including and introduction and conclusion about the following question: Are you an introvert or an extrovert? How has it shaped your life?

	Continue working on your Social Skills Journal	
4	Planning Task Card 16 Self-Control Task Card 15	What does it mean to you to be able to identify and manage your emotions and feelings? 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(Thursday)	Please write at least 8 sentences including an introduction and conclusion about the following question: <u>What new opportunities have come out of the challenges you've faced?</u>
8	Please log in to your Mobymax and do 30 min of work.	Please ask a trusted adult the best advice they have for an individual first starting out on their independent financial journey. Be prepared to share your results.

Physical Education 6, 7, and 8 (Nguyen)

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

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)
 - Today you will need to write 1 paragraph about a common thread you've noticed from Egyptian Mythology this week. Is there something unique to this mythology compared to Greek and Japanese? What would that be? Watch the videos for today and then write your paragraph.
 - Videos for Today:
 - [Bastet/Bast - Cat Goddess](#)
 - [Ptah - The Creator of Gods and Universe](#)
 - [Hathor - From Goddess of Destruction to Goddess of Love](#)
 - [Amun - The King Of Gods](#)
- English 7 (Miller)
 - Next week, we will begin investigating ancient Greek mythology. Although most people in today's world regard these stories as purely fictional (made-up), fictional stories can still teach important lessons about life! For

the rest of this week, you will be creating a fable that demonstrates an important lesson. A fable is a short story that uses animal characters to teach a moral. Examples of famous fables include: "The Three Little Piggies," "The Tortoise and the Hare," and "The Wolf In Sheep's Clothing."

- Before you write your own fable, consider the following:
 - 1. What moral (lesson) do you want your story to teach?
 - 2. What kinds of animals could be used to teach this lesson?
- Your complete submission should be approximately one page in length. Be sure to save your work and remember that you will also have tomorrow to work on it!

- 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. Yesterday, you practiced the vocabulary on slides; today and tomorrow it will be using a simulation. This simulation works best on devices with larger screens, meaning it might not work the best on phones. What you should accomplish today:
 - Open the following link:
<https://learn.genetics.utah.edu/content/pigeons/pigeonetics/>
 - Open the following link: [Pigeonetics](https://docs.google.com/document/d/179Z3oRRLr7c5JoO-eVr8iFth_K5Q8euVVPcMavdMmWo/edit?usp=sharing)
https://docs.google.com/document/d/179Z3oRRLr7c5JoO-eVr8iFth_K5Q8euVVPcMavdMmWo/edit?usp=sharing

- Take your time, read through everything slowly. Some of them might take more than one step; therefore take your time and go slowly
 - Answer the questions on the document in your notebook
- Spanish 7 (Miller)
 - Mini-conversation day: write out a mini-conversation of how would people introduce themselves and introduce someone else? Bonus if you can do two separate conversations, one with *tú* and one with *usted*
- US History (Hengel)
 - There is a topic that students often hate to talk about but when it comes to history that doesn't mean we should not learn them. The Holocaust is one of those topics. The Holocaust is a sensitive topic often followed up with questions how could these people be so cruel, how could they have killed so many people. Students as you read this story if you have questions or concerns please reach out to me or ask your parents and guardians.
 - Please read the following story you will have today and tomorrow to read this story and answer the questions at the bottom of the page.
 - [Markus's Story](#)

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.
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 - #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)
 - There is an abundance of information available about the Holocaust (far more than we could ever cover in class). For the rest of this week, you will conduct some self-directed research into an aspect of the Holocaust that you would like to learn more about. Begin by choosing one of the blue topics linked in the website below. We already read the one titled "Introductory History to The Holocaust," so you may choose any other topic.
 - <https://www.jewishvirtuallibrary.org/the-holocaust>
 - Once you have chosen your topic, begin writing a report that answers the following questions:

- - What is the topic that you chose?
 - - Why did you choose this topic?
 - - What are five things that you learned?
 - - How did reading about this topic change your mind about something?
 - You will have today and tomorrow to complete this mini-report.
- Global Studies (Hengel)
 - We are continuing the Unit of Middle East
 - Please Watch this video <https://youtu.be/eXeBfG8CrF4>
 - Also Watch This video <https://youtu.be/74RMA7yuUtg>
 - Complete the following Worksheet
 - [Middle East PC](#)
- Global Studies (LaRochelle)
 - Begin work on a final draft of your government visual today. Looking at your first draft, ask these questions:
 - Does my country design make sense? How would it work?
 - Is there anything I should add or take out to make my government better?
 - Did I leave out any important details about my country's government?
 - Is the visual easy to read? Is there anything I could do to make it more readable?
 - 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)
 - Today you are going to take notes on moisture in air and air pressure and answer a few questions. What you should accomplish today:
 - Open the following link: [Humidity and Air Pressure https://docs.google.com/presentation/d/1_qydv7MlnKQuvPQNrELSRNS02yiAjdv5WY84VvuFwbl/edit?usp=sharing](https://docs.google.com/presentation/d/1_qydv7MlnKQuvPQNrELSRNS02yiAjdv5WY84VvuFwbl/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! Today, you will finish reading “The Adventure of the Speckled Band” and finish the reading questions. Friday (tomorrow) 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.
 - Review the background information if needed. [Click here to read introduction information to the story](#)
 - Continue reading the story. Today is the last reading day. [Click here to read “The Adventure of the Speckled Band”](#)
 - Continue responding to the reading questions. If you need to make another copy, [click here](#).
 - 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.
 - **Thursday:** Watch the answer video on slide 22, make corrections, if necessary (<https://app.classkick.com/#/login/TVUXPO>)
 - 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
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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)
 - [Misdemeanors - Punishment without Crime](#)
- 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)

- Over the last two days in class, we have gained a deeper understanding of how the Stock Market works. In today's class, we will put some of that knowledge to use by doing some of our own investing. Starting today, you will be developing a Stock Market Portfolio that will be tracked over the next month. Ultimately, our hope is that you will see the value of your Portfolio increase. However, with stocks there is also always the risk of losing money as well. To get started, please first watch the Screencastify Tutorial video posted below. In this video, I will walk you through what to do with the Stock Market Portfolio Spreadsheet posted below. When you are ready to begin investing, click the Spreadsheet link and make a copy for yourself to begin purchasing stocks.
- Screencastify Tutorial Video:
<https://watch.screencastify.com/v/WoMNZV6Eneg6sJShN2hG>
- Stock Market Portfolio Spreadsheet:
https://docs.google.com/spreadsheets/d/121M_RiGqyGnvbH7f7Jd4WuLBFaX_GuLZ7J4Fa-oRPA8/copy#gid=1101299343
- Alternate Assignment: If you are unable to access the Google Spreadsheet at this time, please pick out 5 companies you would be interested in buying stock from. Then, search Google for their current stock price. Save this information in your notebook so that we can then add it to your Spreadsheet at a later time.

- 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)

- Today, we are completing two activities. First, we're going to read part of chapter 1 through a graphic novel version of the text. Then, we're going to spend some time reading about the style of the 1920's and working with color by creating our own 1920's avatars.
 - [Click here to view the first few pages of chapter 1](#). Spend time reading the text and, since it is a graphic novel, studying the pictures included as well.
 - [Click here to make a copy of your worksheet for today](#)
 - The first slide asks you a few questions about chapter 1 - complete this first.

- Slide 2 includes an article about the style of the 1920's - read and complete the prompt
 - Slide 3 will help you create your very own 1920's name
 - Slide 4 asks you to create an avatar for your 1920's self. What would your style be? Represent through images of clothing and color in the space provided. Then reflect on what your 1920's style and colors say about you.
 - **Note:** If you're having trouble making a copy of the slides, you can [view the slides here](#) and respond on a separate sheet of paper. 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 24 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:
 - Explain how Amir reacts when he discovers that Sohrab is missing. What does he do? Who helps him? Why?
 - Explain the little information the reader learns at the end of the chapter. What do you think has happened?
 - 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)
 - Identifying parts of a recipe: PLEASE NO Cutting & Pasting!
 - Choose a recipe out of a cookbook/magazine/online (take a picture or include the link)
 - What is the yield? How many people will it serve?
 - List the Time and Temperature?
 - List and name ingredients AND Measurements
 - List Kitchen equipment and tools needed **START-to- FINISH**
 - Write the steps in the order that you would prepare them.

- Number each step.
- French 1 (Becker)
 - **Start by reviewing the words for various family members, found on Page 81** of your French paper workbook.
 - Then, **complete Exercice E on Page 85.**
 - The main person we are talking about is the little girl in the drawing named Catherine (she has a triangle pointing at her).
 - The person named in each question is the person labeled with that same number in the drawing. For example, question #1 refers to M. Arnaud, who would be the tallest man labeled with a “1” in the drawing.
 - Your job is to fill in the blank of each sentence with the correct FRENCH family member word for each person, indicating WHO THEY ARE *IN RELATION TO* CATHERINE!
 - **HINTS:** Catherine’s family is a stereotypical family, with a father, mother, brother, grandmother, and grandfather, plus a dog and a cat. Use the vocab from Page 81 to support you!
 - 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 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 you had a nice evening last night with your family and perhaps friends! Today is Thursday so the weekend is on the horizon. Yay! Merci beaucoup for following the plans.
 - **La Routine:**
 - Say today’s date outloud: vingt-sept avril 2023 (page 11 in cahier for numbers)
 - Say today’s day outloud: C’est jeudi.
 - **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 labor force by occupation (what kinds of jobs do people have)
 - The unemployment rate (percentage of people without a job)
 - Exports (goods they send to other countries) in dollars
 - Export partners (which countries they send goods to) with percentages if possible (example: France 12%)
 - Imports (goods they receive from other countries) in dollars
 - Import partners (which countries they receive goods from) with percentages if possible.
 - Share your information with a partner, or read the information to yourself.
- French 2 (Becker)
 - We are learning another new verb — “partir (de)” which means ‘to leave (from)’! Start by **FILLING IN THE “PARTIR” VERB CHART AT THE TOP OF PAGE 88** 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 pars**
 - **tu pars**
 - **il/elle/iel part**
 - **nous partons**
 - **vous partez**
 - **ils/elles/iels partent**
 - Now, put those verb conjugations into practice, by **completing Exercice A on Page 88. DO NOT USE A TRANSLATOR! Take your time and use the workbook to support you.**
 - First, look at the subject pronoun you are given in English; then, use the equivalent subject in French, PLUS the correct conjugation of “partir,” and the rest of the words you need.
 - Do NOT translate literally! Do NOT translate the word “are.” Simply give the conjugation of “partir.”
 - Here are some other words you need to know: ‘[from] the party’ = “de la fête,” ‘[from] the class’ = “de la classe,” ‘[from] the room’ = “de la salle,” ‘[from] the concert’ = “du concert,” ‘[from] your friends’ = “de vos amis,” ‘[from] the zoo’ = “du zoo”
 - Remember, if it says “not” in the English version of the sentence, you need to put the “ne...pas” only around the conjugated form of “partir” (see the negative column of your chart).
 - 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 2 (Chastain)
 - **Mini project: We will add to our research from last week. Add a second French speaking city to work on today. So, you will have two cities in total.**
 - Please finish your mini project today.
 - Research a French speaking city.
 - Make a list of 5 cool things to see or do in this city. Make a list of 3 “must” try food/drink items in this city.
 - On a piece of paper, add your lists and draw 3 things to represent this city (ex. Flag, food, notable landmark). My artistic ability is limited to draw stick figures...so it can be simple drawings.

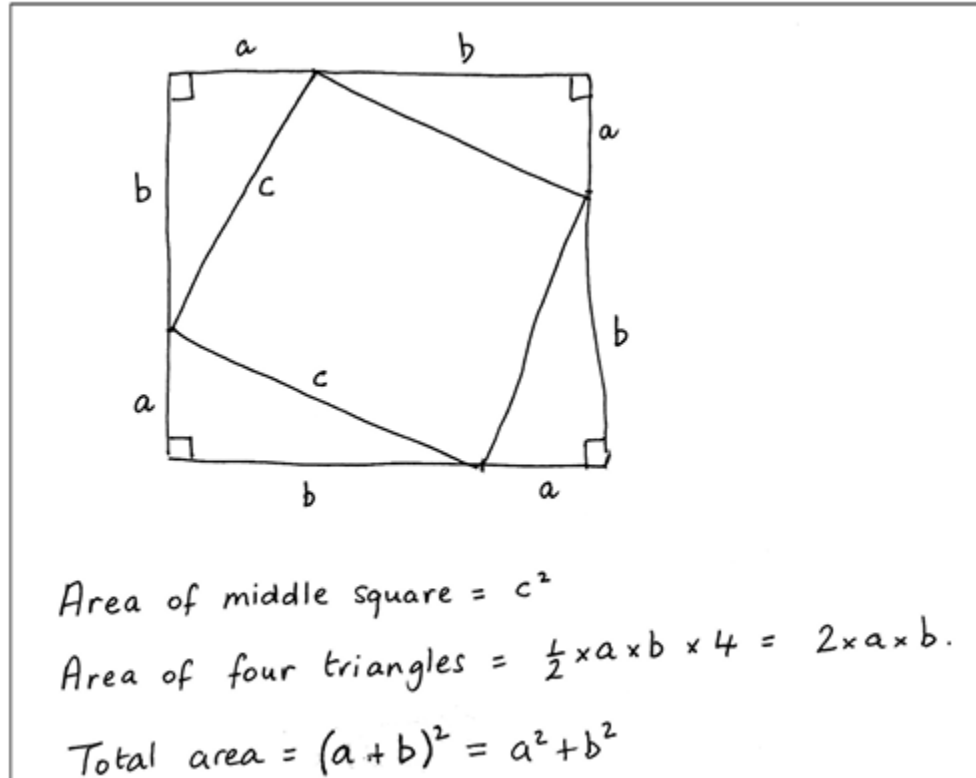
- French 3 (Janousek)
 - Salut! I hope you had a nice evening last night with your family and perhaps friends! Today is Thursday so the weekend is on the horizon. Yay! Merci beaucoup for following the plans.
 - **La Routine:**
 - Say today’s date aloud: vingt-sept avril 2023
 - Say today’s day aloud: C’est jeudi.
 - **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 labor force by occupation (what kinds of jobs do people have)
 - The unemployment rate (percentage of people without a job)
 - Exports (goods they send to other countries) in dollars
 - Export partners (which countries they send goods to) with percentages if possible (example: France 12%)
 - Imports (goods they receive from other countries) in dollars
 - Import partners (which countries they receive goods from) with percentages if possible.
 - 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](https://www.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)

- Nadia also drew a different method to prove the Pythagorean Theorem. Draw this into your notes (including the writing).



- - 1. What connects Nadia's diagram to the Pythagorean Theorem?
 - 2. Is Nadia's reasoning convincing? Explain why you do or why you don't think so.
 - 3. Describe any improvements you think Nadia could make to her proof.
- German 1 (Zaczkowski)
 - Learn about emphasis in German! Go to pg. 240 and read/study the green text box. Discuss it with a partner and then work on pg. 241, assignment 15.
 - German 4 (Zaczkowski)
 - Work through pg. 98 and discuss it with a partner. Work on assignments 13+14.
 - 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)
 - [Understanding Population Dynamics](#)
 - 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)
 - Sort the following into categories: always true, sometimes true, never true. If you have any that you're unsure of, try a few numbers into the equation and document your process for credit.

1	$x - 6 = 6 - x$	2	$x + 6 = y + 6$
3	$\frac{x}{6} = \frac{6}{x}$	4	$6 + 2x = 8x$
5	$2(x - 3) = 2x - 3$	6	$2(x + 3) = 2x + 6$
7	$\frac{x + 6}{2} = x + 3$	8	$x^2 = 2x$
9	$(x + 3)^2 = x^2 + 3^2$	10	$(x - 6)^2 = (6 - x)^2$
11	$(3x)^2 = 9x^2$	12	$x^2 - 1 = (x + 1)(x - 1)$
13	$x^2 + 6 = 0$	14	$(x + 1)(x + 4) = x^2 + 14$

- Interpersonal Relationships & Communication (Duden)
 - Week-long assignment
 - **Friendship/relationships**
 - Make a timeline of some of your longest friendships (minimum of 3) you have had (they do not need to be current)
 - How met
 - Age when met (age when ended and reason why)
 - List 10+ words to describe a friend you would want to have (Make sure they are unique)

- Identify how a good friend makes you feel
 - Identify warning signs of negative friendships
 - Describe what makes a good friend
 - Identify and list at least 5 do's in a friendship
 - Identify and list at least 5 don'ts in a friendship
- Latin 1 (Dovre)
 - At John Marshall
 - Vocab Drill
 - Vocab Quiz
 - Review 10.6 "libri Graeci"
 - Asynch Century 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 delcension and verb endings (-o, -s, -t, and so on)
- Latin 2 (Dovre)
 - At John Marshall
 - Vocab Drill
 - Vocab Quiz
 - Review "pompa"
 - Asynch Century 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 John Marshall
 - Vocab Drill
 - Vocab Quiz
 - Review "Modestus promotus"
 - Asynch Mayo and Century
 - 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 John Marshall
 - Review lines 5-7 and 8-11 on pages 33-35 of *A Song of War*
 - Asynch Mayo and Century
 - 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=assessment>
- Do: ALL Questions within each category on this page as review for the upcoming Test (within Unit 24 Circuit Analysis, Mode: Extra Practice). Make sure your heading looks like this:

Course: Physics Unit 24: Circuit Analysis Mode: Extra Practice

- 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.
 - **Slide 10** Watch the lesson on slide 9 (<https://app.classkick.com/#/login/AH9JE7>) and complete the problems on slide 10.
- Sociology (Pfeifer)
 - **Monday-Friday:**
 - View this YouTube Video and Answer the In-Video Questions: <https://www.youtube.com/watch?v=3j3vnmUxYmA>
- Spanish 1 (Miller)

- We learned the *tú* commands. Now let's make sentences with the irregular *tú* commands. Write in a notebook a sentence with each of the irregular commands for venir, decir, salir, hacer, tener, ir, poner, ser. Tell someone what to do!
- Spanish 2 (Miller)
 - Do you know the difference between affirmative and negative *tú* commands? Show me you know this with 10 sentences of each telling someone what to do. *Challenge: also do this with 5 irregulars such as ir, ser, tener, decir, hacer.
- Speech (Wood)
 - **Thursday & Friday**
 - Directions: Let's begin! The next two days ask you to begin drafting your speech and presentation. Click [HERE](#) to find out more!
 - If you need any support, please email me at bewood1@rochesterschools.org. I am here for you!
- Ukulele (Wright)
 - Hope you are all doing well, HS ukulele students!
 - This week's assignment will be focused on using 3 primary chords for 3 children's songs in 3 keys. Creating a pyramid of musical possibilities!
 - For this week, your assignment is to choose 3 childhood tunes (examples include Happy Birthday, Hot Cross Buns, Mary had a little lamb, etc.) and figure out how to play them in 3 different keys. Using only primary chords in the keys of C, D, and G, figure out what chord progression goes best with each song.
 - The primary chords in C are: C, F, G (G7);
 - The primary chords in D are: D, G, and A (A7);
 - and the primary chords in G are: G, C, and D (or D7)
 - Bonus challenge - playing the songs in the key of A: using A, D, and E7.
 - Hint: Starting and ending on the chord in the key it is written in happens in most songs
 - If you have internet access, you can look up chords to those 3 songs, or 3 other children's songs, and try to transpose them to 3 different keys.
 - This musical pyramid should be recorded and turned in by Monday, May 1st, or as soon as you have the ability to turn them in using your technology, if you are not able to by May 1st.
 - Thanks! Looking forward to meeting in person with all of you again as soon as we are able!

- US Government (Pfeifer)
 - **Monday-Thursday:**
 - View this YouTube Video and Answer the In-Video Questions: <https://www.youtube.com/watch?v=neA-lrSPyts>
 - Accompanying Slides: <https://docs.google.com/presentation/d/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=p723NjIjNsEo&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) → Recruitment
 - This is an important page. Read through the information.
 - **Paragraph 1 - What are 3 important things to remember about recruiters?**

- **What are the 5 tips they provide when talking to recruiters?**

- **Read over the questions to ask recruiters and the list of information to take with you.**
- **What do you do if you do not want to talk with a recruiter?**

- 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)**
 - Yesterday we were introduced to the new type of empire-building that was connected to the Industrial Revolution – New Imperialism. In today and tomorrow’s class, we will try to better understand examples of this empire-building through a very popular art form of that time – cartoons. Please check out the video introduction below to see how these cartoons will help us to better understand New Imperialism. Then, click on the assignment link to be able to make a copy of the assignment. If you are unable to make a copy of the assignment through a Google Account, please open the “Viewing Links”. These alternate links will allow you to view the assignment and record your answers in a notebook until you are able to re-access your Google Account.
 - Video Directions: <https://youtu.be/n9bgxquFr9Q>
 - Assignment:
https://docs.google.com/presentation/d/1BIMW2pSyef-K9rRhYwwhw4h5ha_JRiOI-8k56L4oix0/copy#slide=id.gcc2e25ebc8_0_24
 - Alternate Viewing Links:
 - - Political Cartoons:
https://docs.google.com/presentation/d/1BIMW2pSyef-K9rRhYwwhw4h5ha_JRiOI-8k56L4oix0/edit?usp=sharing
 -
 - - Summaries:
<https://docs.google.com/document/d/1QA2A00Vu8gmsZpS48w2SN9Op8k8B963urh-9U6ZiXwNI/edit?usp=sharing>

Ms. Anderson (Learning for Successful Transition)

This is our Thankful Thursday.....Today, please write about your favorite season in Minnesota (winter, spring, summer, fall) and reflect on why you are thankful for that season.

Lastly, spend the last 10 minutes of class 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:Theme

The theme of a story is an author's message about the world. A theme goes beyond the specific details of one story and is about a universal topic, such as friendship, freedom, or loneliness.

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

After they lose their parents in a tragic shipwreck, three children are orphaned and go to live with their strange aunt in a small town in Nebraska. At first, they feel lost and lonely, but eventually, they come to understand their aunt and each other.

P4: Social Strategies Class

Thursday, 4/27/23:

Learning Agenda for Today: Skills for School and Beyond - PREPARING FOR TESTS / EXAMS

Consider the following three strategies for preparing for tests or exams

- Preparing in advance for an exam helps to decrease anxiety and increase the likelihood of success.
- Study sheets are useful when compiling notes in preparation for a major exam.
- Specific test-taking strategies can be applied during an exam to improve performance.

In a journal answer the following:

1. What are your usual strategies for test preparation in the week leading up to a test? What can you do to make your preparation more effective?
2. List three strategies that you find effective.
3. List five test-preparation techniques that can help you get ready on the day of a test.

P6: Math Skills

P7: Math Skills

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

Lesson:

One lesson a lot of adults learn the hard way is that money isn't everything. Doing something you love for a living is just as important. Baristas don't make a lot of money, but if you love meeting new people, enjoy a fast-paced environment, and don't want to wear a suit, maybe it's worth it. Plus, a barista could eventually open their own coffeehouse and make more money as a business owner. A psychiatrist might make \$200K per year, but what if the job doesn't leave

them with a whole lot of free time? Or it's so stressful, it's hard for them to enjoy the free time they have? High salaries can come with a price. Most people spend about one-third of their waking hours at work, so when thinking about careers, you have to find a balance between making money and doing something that makes you happy.

Consider and Reflect in a Journal:

- What is a potential drawback of some high-earning careers?
- What questions do you have?
- What are other considerations you are now thinking about?

Ms. Lehrke

[Morning Meeting](#)

[All in a Day's Work Part 2](#)

Practice your skills in Boom Cards

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

Go outside and look around for ways we are caring for the Earth and animals