

RPS Online Asynchronous Day - Friday, April 28, 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 "B" day

Kindergarten

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

1st Grade

- Grade 1 assignments will be posted in Seesaw each morning at 7 AM. Check the light bulb activities tab on your Seesaw app each day. All assignments are due the day they are assigned.
- PE (Vesel)
 - Toss and Catch Challenge: <https://www.youtube.com/watch?v=gUex0C3wd4Q>
- PETS (Fritcher)
 - We will work on tangram challenges. You will need your PETS packet from the latest materials pick up. Cut out the tangrams before trying this activity. Use A Friend for Max, A Present for Max, Tangram Blrd, and A Magic Hat on pages 6 and 7 in your PETS packet.
 - In these, you will use all of the tangrams to fill each design.
 - Follow the tangram rules:
 - Tangrams must touch on each edge.
 - Tangrams may not overlap.
 - All spaces inside the figure must be filled.
 - Tangrams may not go beyond the border of the figure.
 - If you do not have the materials from the latest pick up, you may continue to practice tangrams on <https://mathigon.org/tangram>
 - Note that there will not be PETS on May 8 or 16.

2nd Grade

- Assignments will be posted in Seesaw each morning at 7 AM. Check the light bulb activities tab on your Seesaw app each day. All assignments are due the day they are assigned.
- PE (Vesel)
 - 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=IOwycaVXfr4>

3rd Grade

- Please check in Seesaw for daily assignments. Mrs. Peterson will also send daily assignments via email.
- Art (Johnson)
 - Choose two videos from arforkidshub.com to watch and draw along with on paper.
- 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.

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/WI2JCX>
- Class Code: WI2JCX

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

1. Listen to the Read Aloud My Mouth is A Volcano by Julia Cook on Youtube
 - A. How did Louis feel when Courtney and Richard interrupted him?
 - B How do you feel when people interrupt you?
 - C. What did Louis learn to do to keep himself from interrupting? Did it work?
 - D. When is it okay to interrupt? (emergency)

Mrs. Fox's Math:

1. Find a learning partner- you can wait until your adult is home, or you can work with a sibling, friend, or family member.
- 2 Find 10 of the same small objects around your house (pennies, buttons, hair clips, crayons, or anything you have 10 of).
4. Lay out some of the items on the floor or a table.
5. Have your learning partner add some objects while you are looking away.
6. Answer, how many objects were added? How many objects are there now?
(Example: There were 3 clips on the floor, when the student looked away, you added 4 more, The student would say "There were 3 clips, now there are 7, that means that 4 were added. So $3+4=7$.)
7. Repeat the game with your partner, you can take turns adding items
8. If you would like to use more than 10 objects.you can! Try 20, 30, 40 + Challenge yourself! add items in groups of 5s or 10s.
2. Practice for a total of 20 minutes. Please write down who you worked with. You will share this with me when we return to class.

Mrs. Fox Reading non-fiction

A nonfiction story is about real events and facts, rather than a story that is made up or invented. Fiction is a story that is made-up, untrue, and invented based on imagination- it has characters and a storyline.

Work with an adult to decide if you think the following book titles are for fiction or nonfiction stories. Share your reasoning:

1. *George Washington- The True Story About the First President of America*
2. *Dragon Loves Tacos*
3. *Barbie Mermaid Adventure*
4. *Minnesota State Birds*
5. *The Gruffalo*
6. *Everything You Need to Know About Dinosaurs*
7. *Strange and Wonderful Owls*
8. *Fly Guy and the Weather*
9. *Clifford the Big Red Dog*

10. The Cat in the Hat

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

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
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<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>
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<u>Reading Published</u>	<u>Reading Published</u>	<u>Reading Published</u>	<u>Reading Published</u>	<u>Reading Published</u>
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<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>

Pink Cat Games	Pink Cat Games	Pink Cat Games	Pink Cat Games	Pink Cat Games
Writing	Writing	Writing	Writing	Writing
<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 49	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	For Today: Did The Action Match? (2) 5 Continue working on your Social Skills Journal	Please write at least 8 sentences including an introduction and conclusion about the following question: If you had a theme song, what would it be?
4	Organization Task Card 14	What does it mean to you to be organized and able to express your thoughts clearly and accurately? 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(Friday)	Please write at least 8 sentences including an introduction and conclusion about the following question: <u>If you were stranded on a desert island, what are the one thing and the one person you would choose to have with you and why?</u>
8	Please log in to your Mobymax and do 30 min of work.	Find a trusted adult and ask them how to be financially responsible but still be able to have fun and leisurely activities. Be prepared to share what you learn.

Physical Education 6, 7, and 8 (Nguyen)

- 1) 20 minute Workout of the Day of your choice.
- 2) complete your 25 daily pushups.
- 3) Record sleep routine.
- ***Don't forget to record your sleep routine on Saturday and Sunday.***

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)
 - Journal about yourself. What has happened this week? This year? Have there been any bright points? Have there been any low points? Is there anything you're looking forward to in summer and next school year?

- English 7 (Miller)
 - Today, you will complete your fable. Remember, a fable is a short story that uses animal characters to teach a moral (lesson). Be sure that you have thought about the following questions:
 - 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 so it can be turned in later!

- 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)
 - It's a *música y bailar* day, which is music and dance! Find the following rhythms and look up a video on how to dance to: Merengue. Salsa is a bonus dance to learn. If you get stuck, just Zumba for 10 minutes.
 - US History (Hengel)
 - Finish the reading and questions from yesterday on Markus. When you are finished and want to participate in a discussion please click the link to the doc and add your thoughts and opinions with your classmates.
 - [Markus's Story](#)
 - <https://docs.google.com/document/d/1bLjGGE43yOoYrOwjodS3zul4bx5xjH6gneNBjcVe9Z4/edit?usp=sharing>

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, you will finish your Holocaust background mini-report. To do this, open the link below and continue reading the topic that you chose yesterday.
 - <https://www.jewishvirtuallibrary.org/the-holocaust>
 - Remember to answer 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?
 - Be sure to save your work!
- Global Studies (Hengel)
 - Today please take notes in a notebook on the issue of Oil V Water in the Middle East. Where it asks for discussions or writing please complete it in your notebook.
 - [Oil v Water Middle East](#)
 - [Video Explanation](#) Water Crisis for Middle East
- Global Studies (LaRochelle)
 - Aim to finish a final 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.
 10. Date (Day, month, and year) and time you did your weather journal
 11. Location you are at
 12. Temperature
 13. Was it sunny, partly cloudy, or cloudy
 14. Was there precipitation at all that day (snow, rain, fog, sleet, ice)
 15. Was it windy when you made your observation, if so how fast and what direction
 16. What is the humidity?
 17. What is the air pressure?
 18. 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've learned about the mystery genre, "The 20 Rules of Mystery," and have read "The Adventure of the Speckled Band." Today, we are going to put our knowledge into practice and analyze the story! All work from this week will be submitted when we return.
 - [Click here to make a copy of the analysis worksheet](#)
 - [Click here to access the story](#)
 - Start by identifying any red herrings or chekhov's gun elements
 - Then using the 20 rules of mystery from earlier in the week, decide whether the story fulfills or breaks these rules. Be sure to provide an explanation for each!
 - 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.
 - **Wednesday – Friday:** 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, ...).



- Prepare a scatter plot showing a comparison of a geometric growth to an arithmetic growth over 6 years, using the simple values given above.
- What concept was Malthus trying to convey by this mathematical comparison of population growth to food production?



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- Algebra 2 Honors (Gendreau)
 - This week we will back up a little and make sure we are comfortable with the binomial probability concept.

- **Friday:** Take the quiz on slides 24 and 25 of classkick (<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
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) <ul style="list-style-type: none">• 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:	
<ol style="list-style-type: none">1. What you have been able to accomplish during this time off2. If you are having any technical issues not able to have any type of access (personal or school owned)	

- Chemistry (Cochran)
 - Read about Solutions:
<https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/16.1/primary/lesson/solutions-ms-ps/>
 - Read about Solute-Solvent Combinations:
<https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/16.1/primary/lesson/solutions-ms-ps/>

- Read about Rate of Dissolving:
<https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/16.3/primary/lesson/rate-of-dissolving-chem/>
- Read about Saturated and Unsaturated Solutions:
<https://flexbooks.ck12.org/cbook/ck-12-chemistry-flexbook-2.0/section/16.4/primary/lesson/saturated-and-unsaturated-solutions-chem/>
- Criminal Justice (Speckeen)
 - [Sodder Children Disappearance](#)
- 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)**

- This week, we were introduced to the basics of the Financial System where Borrowers and Lenders meet through Financial Intermediaries such as Brokerage Firms and Banks. This connection helps facilitate the flow of money in the economy through investment. However, due to significant changes in technology in our own times, the structure of the Financial System that has existed for hundreds of years may soon radically change. In this

lesson, we will explore some of the ways that technology is changing the Financial System. Please access the lesson for today through the Google Form posted below.

- https://docs.google.com/forms/d/e/1FAIpQLSfXbYHT-FpjhOqt8an14MTu6nUZ9ZDroN5HXYY1zd_8PPI6BA/viewform?usp=sf_link
- 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 going to continue reading chapter 1 of *The Great Gatsby*. You will read the text version today and complete some reading questions. To respond to the reading questions, you may type them or you may use pen and paper.
 - [Click here to read the next section of chapter 1](#)
 - After reading, respond to the following questions
 - What characters do we meet in this section? Write their names and a brief description of each.
 - How is Tom depicted so far? How do you know?
 - How do other characters feel about Tom? How do you know?
 - 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 25 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:
 - Describe Amir's feelings as he waits in the hospital. To what earlier experience does he compare these feelings? Why?
 - How has Amir and Sohrab's relationship changed?
 - What changes does Amir see after the Twin Towers fell?
 - On the final page of the book, Amir says "For you, a thousand times over." Explain why he says this.
 - 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 **FILLING IN THE “POSSESSIVE ADJECTIVES” CHART AT THE TOP OF PAGE 86** of your French paper workbook. Possessive adjectives tell us TO WHOM something belongs (e.g., my, your, his, our, their, etc.)
 - “My” for a masculine thing/person possessed = **mon**
 - “My” for a feminine thing/person possessed = **ma**
 - “My” for plural things/people possessed = **mes**
 - “Your” (for ‘tu’) masculine = **ton**
 - “Your” (for ‘tu’) feminine = **ta**
 - “Your” (for ‘tu’) plural = **tes**
 - “His/Her” masculine = **son**
 - “His/Her” feminine = **sa**
 - “His/Her” plural = **ses**
 - “Our” masculine/feminine = **notre**
 - “Our” plural = **nos**
 - “Your” (for ‘vous’) masculine/feminine = **votre**
 - “Your” (for ‘vous’) plural = **vos**
 - “Their” masculine/feminine = **leur**
 - “Their” plural = **leurs**
 - Now, practice using those new possessive adjectives, by **completing Exercise A on Page 86**.
 - You are given the English sentence, but you need to fill in the blank with the correct possessive adjective, in order to complete the FRENCH version of the sentence.
 - BUT REMEMBER! There are 3 ways to say “my” in French, multiple ways of saying “your,” and so on... Therefore, you need to think about the gender/number of *the person/family member mentioned*.

- What are the inhabitants of your city called? (Example, if one lives in Minnesota, they are Minnesotans.)
 - What is the population of your city?
 - Choose two tourist attractions in your city and note the following:
 - Name of the attraction and what it is
 - When it was built
 - Its architectural style (Example, romanesque or gothic)
 - Look up UNESCO World Heritage Site and write/type the definition of it.
 - Are the sites you chose a UNESCO World Heritage Site?
 - Share your information with a partner, or read the information to yourself
- French 2 (Becker)
 - We are learning another new verb — “dormir” which means ‘to sleep’! Start by **FILLING IN THE “DORMIR” VERB CHART AT THE TOP OF PAGE 89** 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 dors**
 - **tu dors**
 - **il/elle/iel dort**
 - **nous dormons**
 - **vous dormez**
 - **ils/elles/iels dorment**
 - Now, put those verb conjugations into practice, by **completing Exercice A on Page 89. 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 “dormir,” and the rest of the words you need.
 - Here are some other words you need to know: ‘in class’ = “en classe,” ‘at home’ = “à la maison.” You will also need to remember common adverbs, like ‘a lot’ and ‘well.’
 - 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). ****HOWEVER, for #4, when it says ‘never,’ you need to put “ne...JAMAIS” around the conjugated form of “dormir” (change “pas” to “jamais” basically).****
 - 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 singer to work on today. So, you will have two singers in total.**
 - Research a French speaking singer either from Manie Musicale or one that we've listed to in class (or one you know)
 - Make a list of 5 interesting things about this singer.
 - Make a list of 2 songs by this singer.
 - On a sheet of paper, add your lists and draw 2 things to represent this singer (ex. Flag from country etc). My artistic ability is limited to draw stick figures...so it can be simple drawings.
- French 3 (Janousek)
 - Bonjour Tout le Monde! It's Friday so the weekend will be here very soon. Youpi!
 - Merci beaucoup for following the plans.
 - **La Routine:**
 - Say today's date outloud: vingt-huit avril 2023 (page 11 in cahier for numbers)
 - Say today's day outloud: C'est vendredi.
 - **Learning Targets:** I can
 - Choose one of the largest cities in France and research it.
 - **Research:**
 - According to CNN.com, in 2018 France had 86.9 million visitors making it the top travel destination in the world that year. The five largest cities in France are **Paris, Marseilles, Nice, Lyon and Bordeaux.**
 - Please choose one of those cities and do the following:
 - 1. Find a map of France, either online or from an encyclopedia. On a sheet of paper, draw a map of France. Note that France is a hexagonal (six sided) shape. Please use the entire sheet of paper to draw the map.
 - Draw a star on the map indicating the location of the capital (Paris).
 - Draw a dot on the map showing where the other four largest cities are (Marseilles, Nice, Lyon and Bordeaux).
 - Fill in other significant rivers and mountains (just a few).
 - 2. Research the following about the city you chose: (Please cite your sources, noting the site or encyclopedia where you found the information.)
 - In what region is your city found?
 - What are the inhabitants of your city called? (Example, if one lives in Minnesota, they are Minnesotans.)
 - What is the population of your city?
 - Choose two tourist attractions in your city and note the following:
 - Name of the attraction and what it is
 - When it was built
 - Its architectural style (Example, romanesque or gothic)
 - Look up UNESCO World Heritage Site and write/type the definition of it.

- 3. Describe any improvements you think Sophie could make to her proof.
- 4. Whose solution is MOST convincing, in your opinion? Explain why.

- German 1 (Zaczkowski)
 - With a partner read through the dialogue beginning on 241. What's going on here? Work through the assignment 16 on pg 243, write it on paper. Hopefully until Monday back online!!

- German 4 (Zaczkowski)
 - Read and make sense of the article on pg 100. Review the blaue Analyse Box on page 101. Discuss the content of the article with others!
 - Hoffentlich bis nächsten Montag wieder online zusammen!!

- 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)
 - [DTM Review](#)
- 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)
 - Please spend 30-40 minutes outside, and document one mathematical concept you can apply from our class to your explorations.
- Interpersonal Relationships & Communication (Duden)
 - Week-long assignment
 - **Friendship/relationships**
 - Make a timeline of some of your longest friendships (minimum of 3) you have had (they do not need to be current)
 - How met
 - Age when met (age when ended and reason why)
 - List 10+ words to describe a friend you would want to have (Make sure they are unique)
 - Identify how a good friend makes you feel
 - Identify warning signs of negative friendships
 - Describe what makes a good friend

- Identify and list at least 5 do's in a friendship
 - Identify and list at least 5 don'ts in a friendship
- Latin 1 (Dovre)
 - At Mayo
 - Vocab Drill
 - Vocab Quiz
 - Review 10.6 "libri Graeci"
 - Async Century
 - 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)
 - Async John Marshall
 - Complete the 10.8 "Name that Verb!" handout
 - Practice your declension and verb endings (-o, -s, -t, and so on)
- Latin 2 (Dovre)
 - At Mayo
 - Vocab Drill
 - Vocab Quiz
 - Review "pompa"
 - Async Century
 - 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
 - Async John Marshall
 - Translate the "navis sacra" passage on page 148
- Latin 3 (Dovre)
 - At Mayo
 - Vocab Drill
 - Vocab Quiz
 - Review "Modestus promotus"
 - Async 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!
 - Async John Marshall
 - Practice how to spot all five subjunctive clauses for a quiz next week!
 - Study the stage 28 vocab on page 164.
 - Complete word study A and B on page 163. Word study C is optional.
- Latin 4 (Dovre)

- At Mayo
 - Review lines 19-22 and the scansion of line 21
- Async 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!
- Async John Marshall
 - Translate line 12-18 on pages 35-37 of *A Song of War*
 - Scan line 16 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	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
<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.
 - **Friday:** Catch up day! Finish up whatever you have not finished on either the matrices unit or the start of the sequence unit.

- Sociology (Pfeifer)
 - **Monday-Friday:**

- View this YouTube Video and Answer the In-Video Questions:

<https://www.youtube.com/watch?v=3j3vnmUxYmA>

- Spanish 1 (Miller)
 - It's a *música y bailar* day, which is music and dance! Find the following rhythms and look up a video on how to dance to: Merengue y Salsa. How did it go?
- Spanish 2 (Miller)
 - It's a *música y bailar* day, which is music and dance! Find the following rhythms and look up a video on how to dance to: Merengue y Salsa y Walz. Can you do all three? Which is the most difficult?
- 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)
 - **Friday:**
 - Complete the following current events assignment: <https://forms.gle/tgq1MezAYCJSX4je7>
- US History (Pfeifer)
 - **Friday:**
 - Complete the following current events assignment: <https://forms.gle/tgq1MezAYCJSX4je7>
- 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) →Qualifying

- 1. What does ASVAB stand for? What is tested? What is the purpose?

- 2. What type of education is preferred to enlist?

- 3. How does the military evaluate a person's moral character?

- 4. At what age can a person enlist? Can people ever be too old to enlist?

- 5. How physically fit does a person need to be to enlist?

- 6. Can I have a family and enlist?

- 7. How does a person's citizenship impact enlistment?

- 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)
 - We've made it to the end of another week! For today's class, we will finish the Political Cartoon Analysis we started in yesterday's class. This can be a challenging assignment – give it your best shot! As soon as we are able to return to live classes you will be able to ask questions and get live feedback!
 - I hope you have a great weekend!

Ms. Anderson (Learning for Successful Transition)

This is "In the Know Friday"

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

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

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: Character

Read the following description of a character below. Then journal about a character from your reading. Who is the main character in the book you are reading?

A character is simply somebody in a story. Characters can be humans, animals, or creatures. Everyone who appears in the story is a character!

The main character is the most important character in a story. There are also secondary characters. The action doesn't revolve around them, but they can often be the most memorable.

P4: Social Strategies Class

Learning Agenda for Today: Skills for School and Beyond - MANAGING STRESS

How do we manage stress? A key point to consider is to first identify techniques for reducing stress and how we can apply them to our own lives.

Remember that most situations are not stressful in themselves; rather, it is how we perceive them that determines the stress we feel. Recognizing the symptoms of stress can help us reduce stress.

Journal Entry: Research and define "stress."

1. List three physical and three emotional signs of stress.
2. List three techniques for managing your stress.
3. Describe a stressful situation in your life. What can you do to make this situation less stressful?

P6: Math Skills

P7: Math Skills

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

Lesson: If you find yourself interested in a career, it's a good idea to find people who are already doing it and ask them questions. You should learn everything you can about a potential career because sometimes a job isn't what you imagine. For instance, being an actor might seem easy, but working actors will tell you it can involve years of small jobs for little pay before they "make it." And some never do. Police work might seem exciting, but what you don't see is the amount of paperwork they have to do. There are pros and cons to every career, so before you choose one, do your homework. Adults love talking about their jobs, and love giving advice to young people, so don't be afraid to ask questions. Find someone you respect who works at a job you admire, and email them. They'll probably be eager to help out.

Consider and Reflect in a Journal:

- What more do you need to consider for a potential career?
- Who would you like to interview in a career you are considering?

- Create a list of 8-10 interview questions you would like to ask that person who has a career that you are considering.

Ms. Lehrke

[Morning Meeting](#)

[Arbor Day Story](#)

[All in a Day's Work Part 3](#)

Practice your skills in Boom Cards

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