



E-nnouncements

Thursday, April 9, 2020 Volume 20 Issue 14

C⁴ will connect community resources to provide career education for all students while laying the foundation for life-long learning.

www.bcsc.k12.in.us/C4

@ConnectionsC4

While the brick and mortar buildings have closed for the 2019-2020 school year, our C⁴ teachers and students are demonstrating resilience, determined to achieve the goals that were set early in the year.



Please enjoy a few examples from this week of how our amazing teachers continue to engage with students.

Dear Grandma,

I know that lately you've been experiencing problems with those "spider veins" mentioned to me last time we went out for lunch. Well in my Human Body System learning just that!

Before I can explain what these veins are I must first tell you what the difference between a vein and an artery:

- Arteries - blood vessels that are responsible for carrying oxygenated blood from the heart to the body
- Veins - blood vessels that carry blood low in oxygen from the body back to the heart for reoxygenation

Also it is important to mention that arteries are thicker than veins due to arteries because they receive blood that is surging at a greater pressure, which veins withstand a much lower pressure from the blood that flows through them.

As you may already know, the heart constantly pumps blood to supply all of your. When the blood is returning back to the heart it receives help from many other body systems. In order for the blood to return to the heart, the circulatory system will squeeze the veins through the one-way valves found in veins in order to push and prevent backflow of blood. The vein that travels from the respiratory system to the heart is called the pulmonary vein and it is in charge of bringing oxygenated blood back into the heart.

C⁴ instructors Stacey Horn and Carol Behling offered their Human Body System students many outlets to share what they learned about arteries and veins last week. CNHS junior Sydney Guthrie (right) presents one of three diagrams via video presentation. Junior Edgar Brito Zavala chose to display his knowledge by writing a letter to his grandmother (left). Mrs. Horn said, "We received great feedback from the students appreciating the freedom to complete their final project by way of video presentation, drawings, slideshows and letters."



Today, you will be creating a digital calf! Below, you will see a spinner wheel with sets of genotypes on them to represent several phenotypes (or characteristics) of your calf.

Spin the wheel to find out what traits you will have for your calf, then fill out the Google Form Report of what your calf will look like.

If the spinner lands on a genotype you've already selected, spin again until all traits are selected.

The Google Form below is set to "Edit after Submit". This means if you cannot finish it in one sitting, SUBMIT it then come back to it and select "Edit Response" to continue where you left off.

Characteristic	Description
Male or Female	XX = Female XY = Male
Base Coat Color	AA = Black Aa = Red aa = White
Alternative Coat	BB = Spots

Many teachers had lesson plans and materials ready for the return from spring break only to discover those hands-on materials would not be utilized. This was the case for Ag teacher Sara Searcy. Ms. Searcy originally planned a calf genetics lesson to be completed in class, but quickly created a digital version instead (left). C⁴ Ambassador Sydney Wheeler (senior) was appreciative: "Over the last couple of weeks Ms. Searcy has found fun, interactive labs that are easy to do at home, such as building a mountain out of construction paper (also pictured left) and discovering how mountains are formed. I am excited to see what other interactive activities she has in mind. They make being stuck at home a little more fun."



From our C⁴ family to yours - stay healthy and safe - and...

