



April 6, 2020

Dear RGHS Students,

We are still missing you! We hope that you and your family are continuing to maintain good health, and we look forward to seeing you again as soon as we can.

Staying at home continues to be the best way to keep you, your families, and everyone else safe and healthy. In order to help you hold onto the knowledge you've gained this school year, we have included a newly updated list of optional activities that are meant to provide enrichment and review. Your teachers have shared a new list of activities for each grade level that are meant to review and enhance the material you have already learned. As we mentioned at the beginning of last week's activity list, please feel free to look at other grade levels and subjects to complete those activities if you move quickly through the activities that have been provided.

If you and your family have access to the Internet, our teachers and staff are continuing to add fresh content to our new YouTube Channel, VGTV, and the VGSD Facebook Page. As a reminder, you can find VGTV by going to our school website at www.vgsd.org, and then clicking on the VGTV button at the top. Your teachers and other staff members in both buildings have continued to post a variety of new interesting and educational videos on VGTV for your enjoyment. We are also still posting new pictures, videos, and activity ideas on our Facebook page.

If you or an adult at home have any questions, please email rghsclosure@staff.vgsd.org.

Have a wonderful week, RGHS students! We love and miss you very much!

All our best,
Mrs. Hart and Mr. Carlson

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Grade 7

English (Mr. Kline)



Online Activities: Click on the link below.

- ❑ Start with Week 1 activities and read the article below each day. Choose an additional topic and read the related article. Complete the writing as directed. [Week 1 | Remote Learning Resources and Strategies | Grades 6-9](#)
- ❑ View the video on figurative language by accessing the following link <https://wqln.pbslearningmedia.org/resource/litel18-fig/literary-elements-and-techniques-figurative-language/>

Practice writing your own examples of the figurative language identified in the video by writing and illustrating examples of your own (pets, family members, etc.).

Offline Activity:

- ❑ Write a play that you and your family members could realistically act out while you are at home. Your play should take into account the following items.
 - Identify a central conflict in the play. Just as the short stories we've read in class and the novels you've enjoyed throughout the year have included a plot, your play must contain a plot as well (exposition, rising action, climax, falling action, and resolution).
 - Include dialogue between characters.
 - What will be the setting of your play? How many scenes will there be (the setting may or may not change). What props would be included on stage for each scene?
 - What stage directions will need to be included? Stage directions are the messages from the playwright to the actors, technicians, and others in the theater telling them what to do and how to do it.
 - Include dramatic action which describes what the characters are attempting to do on stage.

Math (Mr. Brobst)





Online Activities: Click the Red URLs below!



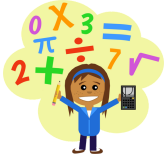

- ❑ [Proportions Review](#) on Quizlet. Remember to log in with your @student.vgsd.org email. Calculators ARE allowed!
- ❑ [Adding Integers Desmos Activity](#) - Complete the 8 activities. Click "Sign In with Google" and log in with your @student.vgsd.org email. Use your full name.
- ❑ [Prodigy Game](#) - Play for 20 minutes! Click "Sign In with Google" and log in with your @student.vgsd.org email.

Email Mr. Brobst (bbrobst@staff.vgsd.org) or message me on Remind if you need help getting into any of your accounts.

Offline Activities

- ❑ **Create a Tessellation!**
 1. Start with a piece of paper and a pencil. I recommend starting with half of a regular 8.5" x 11" white sheet of paper.
 2. Divide the paper up into equal width rows (or columns); about 3-4 rows for a small

	<p>sheet will work very well.</p> <p>3. In one row, draw a simple shape that spans the entire height of the row (see image above), such as a square, triangle, a lopsided rectangle (parallelogram), or other shape of your choice. Draw that shape again immediately next to your first shape. Do they fit together perfectly? What if you draw a third shape immediately next to the second shape? Do they still fit together perfectly?</p> <p>4. If your shapes are fitting together perfectly, keep drawing them in each row until your entire sheet is filled up.</p> <p>5. Color in your tessellation and display!</p>
<p>Science (Mr.Bindas)</p> 	<p>❑ Survey as many members of your family as you can. Please do not go and visit anyone who is not currently living in the same house as you. Feel free to call or communicate in other safe manners as you are able. For the following traits, find out what genetic characteristic each family member displays:</p> <ol style="list-style-type: none"> 1. Tongue roller (T) or non-roller (t) 2. Brown/green eyes (E) or blue/gray eyes (e) 3. Dark hair (H) or light hair (h) 4. Straight hair (A) or curly hair (a) 5. Free earlobes (if your ear attaches to your head at a higher point than your earlobe) (L) or attached earlobes (if your ear attaches to your head at the same level as your earlobe) (l) 6. If you hold your hand up, fingers together, compare the height of your index finger and your ring finger. Short index finger (F) or long index finger (f) 7. If you interlock your fingers, which thumb is on top? Left thumb (R) or right thumb (r) 8. If you extend your thumb, is it straight or does it bend back? Straight thumb (B) or bent thumb (b) 9. Right handed (D) or left handed (d) 10. If you look at your hairline on your forehead, does it have a point (called a widow's peak), or is it straight? Widow's peak (G) or straight (g) <p>**Once your survey is complete, see if you can figure out what genotype you have for each of the ten traits. Reminder, a genotype is two letters for each trait.</p>
<p>Geography (Busch)</p> 	<p>❑ Quizlet Reviews: U.K, Sweden, Italy, France (Google Classroom)</p> <p>❑ Morning Check-In Google Form (Google Classroom) - Do this daily</p> <p>❑ End of Day Check-In Google Form (Google Classroom) - Do this daily</p> <p>❑ Draw and label the 7 Continents & Five Oceans</p> <p>❑ Create a poster summarizing a news story. Make sure to give it a title.</p> <p>❑ Write a paragraph about a news story. Summarize the story and add your thoughts and feelings about the topic.</p>
<p>Reading (Prinkey)</p>	<p>❑ On Google Classroom, watch the video of Ms. Prinkey reading Refugee. Answer the questions that she poses in the video by posting on the assignment and making a class comment. You should respond to at least 2 other students' comments as well.</p>

	<p>Download the Zoom app and check your email to be ready for a "Facetime" like meeting with your class!</p> <ul style="list-style-type: none"> Offline: Read in 5 different places at your home. These could be inside your house or in your yard/woods. Write a paragraph describing how each of those places was different. Which one did you prefer? Why?
<p>LS English (Niles)</p> 	<ul style="list-style-type: none"> On Google Classroom, click the assignment titled "Animals' Role in Human Disease" Using a notebook, complete a daily journal entry or respond to the questions on Google Classroom. If you use Google Classroom, feel free to respond to your classmates!
<p>LS Math (Niles)</p> 	<ul style="list-style-type: none"> Practice your multiplication facts by logging on to Google Classroom and clicking the Xtramath.org link. Play a board game with your family that involves counting skills.
<p>Gifted/Rigor Mrs. Keller</p> 	<ul style="list-style-type: none"> Internet Option: Utilize your individualized and shared Google Doc that Mrs. Keller has sent to your email. In this document, click on the link (https://sites.google.com/iul2gmail.org/liu-covid19-response/for-educators/online-content-resources) Scroll down to the section labeled "Virtual Field Trips" and select one that appeals to an interest area. Follow the prompts in your shared Google Doc to complete the activity. Non-Internet Option: Using your GIEP paperwork that you received at your GIEP meeting, review your goal. Afterwards, create a SMART goal for yourself that you can do this week. Something like- "I will investigate, study, read, etc. (topic) for X number of minutes and record at least X number of items of information. I will do this because it relates to my interest in (topic)." As you work through this SMART goal, create a small journal entry that you can share with Mrs. Keller at a later date.
<p>Speech</p>	<p>Hello Parents/Guardians, I hope this continues to find you well. Here are some activities that you can do in order to help your children with their speech and language goals.</p> <p>If your child is working on articulation (practicing a specific sound) have them read out loud (any of their school work) while you listen for their correct speech sounds. Reinforce any errors that you may hear and ask them to repeat any mispronunciations.</p> <p>If your child is working on language and/or social skills, please go to a few of these</p>

helpful websites.
Free social language resources online:

[Social Language Scenarios](#) by Home Speech Home

[Emotions Vocabulary](#) by Home Speech Home

[Pirate Emotions and Feelings Card Game](#) by Communication Blessings

[Articulation, Language and Social Language Homework](#) by Stacy Crouse

[Social Skills Activities: Friendly or Not?](#) by Looks Like Language

[Social Skills Activities: Teen Problem Solving/ Social Inferences](#) by Looks Like Language

[Tracy Boyd's Language and Word Games: Have Fun](#) has games for analogies, antonyms, synonyms, homonyms, homographs, categories, What doesn't belong, same or different, irregular plurals, WH questions, idioms and more.

Choir
Mrs. Hoover



□ Review the movement for "We Go Together". I hope I remembered it correctly!

Rama lama lama: Right arm out in front of you, palm down, Left arm out palm down, Flip Right palm up, Flip Left palm up



Shoo-bop: Sway body facing the Right while chugging arms to the Right with elbows bent two times, then the same to the Left two times

Chang Chang: Right arm up elbow bent, hand in fist like you are asking a semi to beep its horn two times, then R arm raises up and down, then the Left arm raises up and down

Dip da-dip: Bend knees & "dip down" two times, then point on beat from Left to Right across the front of your body

Boogedy: Shimmy shoulders leaning forward, then clap on off-beat to Right, then to the Left

Sha-na-na-na: Roll hands around each other up and to the Right side and then to the Left side and then Right thumb over Right shoulder two times, then Left thumb over Left Shoulder two times.

	<ul style="list-style-type: none"> ❑ Make a list and sing all of the vocal warmups that you know.
<p>Art Mrs. Allen</p> 	<ul style="list-style-type: none"> ❑ Here are links to Google Docs that have different art activities for you to do! They are divided by what materials you might have at home. Be sure to look through them all to see if you can do them. ❑ Drawing Week 2 https://docs.google.com/document/d/1JjTSSxJPGnU4B_g5dN_R6yk338Eup3lhdBCvsJvy4HU/edit?usp=sharing Painting Week 2 https://docs.google.com/document/d/1IS2-c1zp1i_78X6psONch3kaaHAzcVy7lw365DbAX1Q/edit?usp=sharing Crafts Week 2 https://docs.google.com/document/d/1MVd4ELpMKDRAh1pGwbwRFGsx0P8pRWwHpQuKuMdxXnl/edit?usp=sharing ❑ Digital Media Week 2 https://docs.google.com/document/d/1XDvEloGSwBtwFENLymcMyH42krCAi08Pe5URk7UoC1k/edit?usp=sharing ❑ If you can't access the links, try to do any type of art with supplies that you have at home. Write your name in ten different ways, draw your house or yard, draw your dog, draw your favorite T-Shirt Design, watch an art video and try it out, decorate a card and envelope, bake a cake and decorate it, sketch a logo or book/movie/board game cover, go outside and use sidewalk chalk, do a coloring page, learn how to sew/crochet/knit, or make your own set of playing cards! Art is everywhere!
<p>Health/P.E. Mrs. Highfiled</p> 	<ul style="list-style-type: none"> ❑ If you already have a fitness packet that was given to you in class, you may continue to complete those activities (Note: ignore the letter at the beginning of the packet - these activities are voluntary and will not be graded!). Link to the packet: https://openphysed.org/wp-content/uploads/2018/09/AH-X9-ActiveHome-2VWeekFitnessJournal.pdf ❑ If you did not receive a packet, document 30-60 minutes of physical activity each day again this week. Cleaning, walking, enjoying the outdoors - you name it! You may use your own journal page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf

**Family
Consumer
Science**

Mrs. Hart



- ☐ Chef's Class: Remember all the food safety we talked about from the beginning of the year. Activity 1 is to clean out the refrigerator and look at the dates on the items. Get rid of old stuff and clean off the shelves (and to be extra helpful, wipe down the entire refrigerator with hot, soapy water).
- ☐ Remove everything from your counter tops in the kitchen and clean them off with Clorox to make your kitchen safe.

Grade 8

TEACHER	ACTIVITY 1	ACTIVITY 2
Frank	<p><u>ONLINE ACCESS</u> Log on to CNN10. Watch the CNN10 News segment every day. (These can also be found on youtube). Write 5 facts for each day. At the end of the week, take the CNN News Quiz online.</p> <p>If you aren't sure of the correct answer, research to find it.</p>	<p><u>NO ONLINE ACCESS</u> Watch the news for ten minutes each day (Monday - Friday). Choose any news network. As you watch each segment record two statements that are facts and two statements that would be considered opinions. Remember, every time a statement begins with the words <i>"I Think"</i> or <i>"I Believe"</i> it is an opinion.</p>
Goodman	<p><u>ONLINE ACCESS</u> Login to your ReadWorks account for ELA LAB. Complete the 2 reading assignments and question sets-one poem and one nonfiction selection. Accelerated Class you will find your ReadWorks code in Google classroom.</p>	<p><u>NO ONLINE ACCESS</u> Write down the lyrics of a song, as many as you know or can remember. Then, similar to what we were doing in class, analyze it like a poem. Remember, the chart, so identify the following: Title, Paraphrase, Connotations (find literary devices), Theme, and author.</p>
Willis	<p><u>ONLINE ACCESS NEEDED</u> Students should log into their Prodigy accounts (prodigygame.com) and complete the graphing/statistics review questions that are posted for 4/4-4/9. If students don't have an account, log in and create a profile, and play for 1 hour!</p>	<p><u>ONLINE ACCESS NOT NEEDED</u> Students should create a pie graph of how they spend their day. It should be based on a 24 hour period. For example, sleeping for 9 hours, 9/24, is 37.5% of the day. The pie graph should include different categories, such as, sleeping, eating, exercising, doing chores, playing games, and watching tv. Create a category called, "other" to catch all the other activities that occur in a given day.</p>
Snyder	<p>Students may log into google classroom if they want to review different topics covered throughout the year. New topics will be posted several times/week. They can access google classroom through their school email accounts.</p>	<p>Scavenger Hunt: Medium Difficulty</p>
Prinkey	<p>Log in to Google Classroom. Download the Zoom app to be able to join our online class discussions of Boys in the Boat.</p>	<p>Finish The Boys in the Boat. OR: read your independent reading book for at least 30 minutes each day. Discuss your book with your family or read to your pets.</p>
Resig	<p>Log 30-60 minutes of physical activity each day. Cleaning, walking, enjoying the outdoors - you name it! You may use your</p>	<p>Log 30-60 minutes of physical activity each day. Cleaning, walking, enjoying the outdoors - you name it! You may use your own journal</p>

	own journal page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf	page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf
Keller Language	<p>Using Youtube language learner videos, select one of the channels depending upon which language you would like to study. Set a goal for yourself to watch a specific number of lessons or spend a specific number of minutes on this task. You may also want to record some words/phrases in a notebook.</p> <p>French: https://www.youtube.com/user/frenchpod101 Spanish:https://www.youtube.com/user/spanishpod101 German: https://www.youtube.com/user/germanpod101 Italian: https://www.youtube.com/user/italianpod101</p>	<p>Option 1) Find a board game instructional manual or similar manual in your home that has instructions in English and another language. Pick one of the languages and decode what you think 10 words to be in the selected language using the English text as your guide.</p> <p>Option 2) Set your cell phone or a family member's cell phone to a different language and work through some of the settings. Decode what you think 10 words to be in the selected language using the English text as your guide.</p>
Keller RiGor/ Gifted	<p>Utilize your individualized and shared Google Doc that Mrs. Keller has sent to your email. In this document, click on the link (https://sites.google.com/iu12gmail.org/liu-covid19-response/for-educators/online-content-resources) Scroll down to the section labeled "Virtual Field Trips" and select one that appeals to an interest area. Follow the prompts in your shared Google Doc to complete the activity.</p>	<p>Using your GIEP paperwork that you received at your GIEP meeting, review your goal. Afterwards, create a SMART goal for yourself that you can do this week. Something like- "I will investigate, study, read, etc. (topic) for X number of minutes and record at least X number of items of information. I will do this because it relates to my interest in (topic)." As you work through this SMART goal, create a small journal entry that you can share with Mrs. Keller at a later date.</p>
Kennedy STeAM 8	<p>Build your own roller coaster with paper and tape! If you don't have a printer, you can just cut strips of paper ~ 3 inches wide and make cuts for flaps. Be creative and come up with your own design. Just remember - the marble can never go as high as it was at the beginning of the coaster. Some of the PE (potential</p>	<p>Here's a challenge: Try throwing a paper airplane by moving just your wrist (don't move your elbow or shoulder). It's hard, isn't it? How could you get a paper airplane to fly far if you can use only a short distance to launch it? Try this activity to find out!</p> <p>Check out this video to see how:</p>

	<p>energy)will be lost in the conversion to KE (kinetic energy).</p> <p>Here is an instructional video: https://www.sciencebuddies.org/stem-activities/paper-roller-coaster</p> <p>If you create a coaster and can videotape it on your phone or a tablet, share it with me and I will post it to Google classroom.</p> <p>*This has also been shared on Google classroom.</p>	<p>https://www.sciencebuddies.org/stem-activities/paper-airplane-launcher</p> <p>If you videotape your launch, share it with me and I will post it to Google classroom.</p> <p>*This has also been shared on Google classroom.</p>
Fink	<p><u>ONLINE ACCESS NEEDED</u></p> <p>Math: Choice 1: Find slope while playing this game https://www.mathgames.com/skill/8.32-find-slope-from-two-points Choice 2: Get on cool math and play strategy games.</p> <p><u>ELA:</u> Activity 1 Play the following game to review different parts of grammar. https://www.funbrain.com/games/grammar-gorillas</p>	<p><u>ONLINE ACCESS NOT NEEDED</u></p> <p><u>Math:</u> Activity 1 In your math journal, write 3 equations then graph them. Activity 2:Find the slope for the following sets of points given below. Remember to use the following equation:</p> <p style="padding-left: 40px;">Given two points: $(x_1, y_1) \quad (x_2, y_2)$ Slope Formula: $\frac{y_2 - y_1}{x_2 - x_1}$</p> <p>Points (6,7) and (5,4) (1,5) and (9,3) (0,6) and (1,0)</p> <p><u>ELA:</u> Activiy 1 Continue your journal. Provide the date, then a brief entry for each day. Include at least one fact and one opinion. You may write about what is happening in the world, or within your own community or family. Then your reaction, thoughts, feeling about this. Feel free to add sketches or create poetry. These may be as personal as your comfort level allows. Try to create at least one entry a day and continue with this for the duration of this hiatus period.</p>

		<p>Activity 2 Fix the grammar/spelling errors if the following sentences</p> <p>1. we went too leonardos for diner the other knight i got a stromboli</p> <p>2. I am excted four spring so that i can state ridding.</p> <p>3. dale and dakota ar my to crazi horses</p>
Hoover - Choir	<p>Review the movement for "We Go Together". I hope I remembered it correctly!</p> <p><i>Rama lama lama:</i> Right arm out in front of you, palm down, Left arm out palm down, Flip Right palm up, Flip Left palm up</p> <p><i>Shoo-bop:</i> Sway body facing the Right while chugging arms to the Right with elbows bent two times, then the same to the Left two times</p> <p><i>Chang Chang:</i> Right arm up elbow bent, hand in fist like you are asking a semi to beep its horn two times, then R arm raises up and down, then the Left arm raises up and down</p> <p><i>Dip da-dip:</i> Bend knees & "dip down" two times, then point on beat from Left to Right across the front of your body</p> <p><i>Boogedy:</i> Shimmy shoulders leaning forward, then clap on off-beat to Right, then to the Left</p> <p><i>Sha-na-na-na:</i> Roll hands around each other up and to the Right side and then to the Left side and then Right thumb over Right shoulder two times, then Left thumb over Left Shoulder two times.</p>	Make a list and sing all of the vocal warmups that you know.
Hoover-Music 8	Write the counts underneath the rhythm. Find something in your house that you can use as an instrument and play the rhythm.	Write your own rhythm that you can play on your found instrument.

	<p>Social Skills Activities: Teen Problem Solving/ Social Inferences by Looks Like Language</p> <p>Tracy Boyd's Language and Word Games: Have Fun has games for analogies, antonyms, synonyms, homonyms, homographs, categories, What doesn't belong, same or different, irregular plurals, WH questions, idioms and more.</p>
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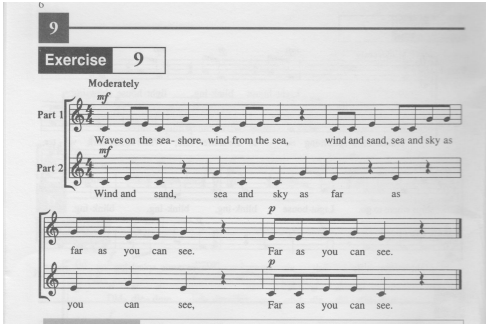
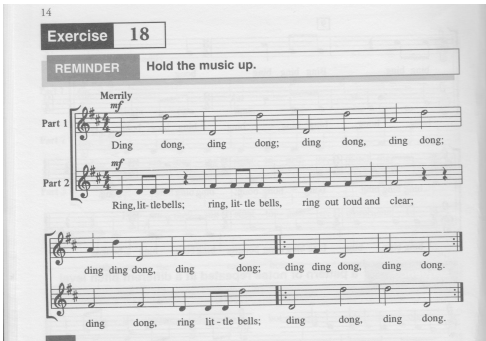
Grade 9

Teacher	Activity 1:	Activity 2:
Anderson	<p>News Journal --</p> <p>For one week, keep a journal of things that are occurring in the news. You can get your news from social media, watching tv, news websites, the newspaper etc. Once you have read about it, respond to the news topic. Explain your feelings about what is going on, does it affect you personally? How is this changing your life? Make sure you put the date on the line provided.</p>	<p>1920s review:</p> <p>Imagine you are living in the 1920s, then write a diary entry explaining some event or phenomenon that is happening during this time. Make sure you write at least one paragraph explaining the event and your reaction to it. <u>Topics could include:</u> prohibition, the passage of the 19th amendment, the rise of gangsters, the Monkey Trial, Sacco and Vanzetti, flappers, new inventions of the 1920s, etc.</p>
Proper	<p>Social Distancing Comparison Chart: Based on something that we read prior to the school closure, make a chart comparing and contrasting the effects of social distancing on you vs the effects it would have on the main character of the story/novel that we read.</p>	<p>Create a list of new vocabulary that you have come into contact with due to the Corona Virus. Identify at least five words that you did not know the meaning of before or that had a different meaning to you before than they do now. Give the word and your definition of the word.</p>
Lyons	<p>If you have access, go to the following link: http://algebrakeystone.com/downloads/PracticeExams.pdf This is a Keystone Algebra Practice Exam and the answers are included at the end of the link. ACTIVITY 1 If you cannot access the link, You can attempt an open ended question that is included at the <u>**end of this document**</u>.</p>	<p>ACTIVITY 2</p> <p>The students will receive a Formula Sheet for their Keystone Algebra Exams. I included this sheet at the end of the document. Take some time and look over it. Become familiar with what is on the sheet and where it is located. The more familiar you are with the sheet, the less you will have to use it.</p>
Campbell	<p>1.As spring is arriving, the birds are returning. You can do a bird</p>	<p>2. https://quizlet.com/_88psuj?x=1jqt&i</p>

	<p>watch from a window in your home to identify birds as you see them. The Audubon has a great free app for android and apple to help you ID birds that you don't know in many different ways. You can bring your parents and family in on this as well.</p> <p>https://www.audubon.org/app</p>	=11sflu
Kennedy	<p>Pedigree Investigator When we last had class, we had just learned about pedigrees. For this activity, you will watch a series of video interviews to construct a pedigree for a family participating in a study on nicotine addiction. This website requires you to enable the Flash plugin.</p> <p>Pedigree Review If you don't have the Flash plugin or you just don't remember anything about pedigrees, watch these videos to review the concept and test yourself on your understanding.</p>	<p>Spring Scavenger Hunt</p> <p>If we have a nice day this week, get outside and find something for each of the categories listed on the Google sheet (click the link above to access). If you have a phone or a tablet, you can click on the cell and select "insert or (+) --> image --> image in cell --> from camera, then take a picture of what you found for that category. Have fun!! I can't wait to see what you find. :)</p>
Highfield	<ul style="list-style-type: none"> ❑ If you already have a fitness packet that was given to you in class, you may continue to complete those activities (Note: ignore the letter at the beginning of the packet - these activities are voluntary and will not be graded!). Link to the packet: https://openphysed.org/wp-content/uploads/2018/09/AH-X9-ActiveHome-2WeekFitnessJournal.pdf ❑ If you did not receive a packet, document 30-60 minutes of physical activity each day again this week. Cleaning, walking, enjoying the outdoors - you name it! You may use your own journal page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf 	
Adams	Join Duolingo, https://www.duolingo.com/ an online Spanish language review.	Watch the video I posted on Google Classroom and Mr. Barrett put on VGTV. See

	<p>If you do not have the internet, you may use a dictionary and write 5 present tense sentences each day about your daily activities. Use verbs like ser, estar, ir, and the -ar ending verbs.</p>	<p>how many words you can recognize.</p> <p>Try recording yourself speaking Spanish for a few minutes each day or write a daily diary of 5-10 sentences in Spanish.</p>
Lowry	<p>Estimate the cost of a home repair. Measure your parents kitchen and figure out the square footage of wall space and ceiling space. Now calculate how much paint will be required to repaint the kitchen for your parents. Be sure to figure in the cost of paint brushes, rollers, and pans if you don't already have them.</p>	<p>Oh no!! The toilet is leaking. Write a procedure or instructions to follow that detail what steps you need to follow and what tools you will need to change the wax ring seal in your toilet. Remember the throne is very fragile! Handle with care!</p>
Keller French	<p>Select the French Pod101 channel. Set a goal for yourself to watch a specific number of lessons or spend a specific number of minutes on this task. You may also want to record some words/phrases in a notebook.</p> <p>French: https://www.youtube.com/user/frenchpod101</p>	<p>Use your French textbook and review Units 1-2.</p>
Keller RiGor/ Gifted	<p>Utilize your individualized and shared Google Doc that Mrs. Keller has sent to your email. In this document, click on the link https://sites.google.com/iu12gmail.org/liu-covid19-response/for-educators/online-content-resources Scroll down to the section labeled "Virtual Field Trips" and select one that appeals to an interest area. Follow the prompts in your shared Google Doc to complete the activity.</p>	<p>Using your GIEP paperwork that you received at your GIEP meeting, review your goal. Afterwards, create a SMART goal for yourself that you can do this week. Something like- "I will investigate, study, read, etc. (topic) for X number of minutes and record at least X number of items of information. I will do this because it relates to my interest in (topic)." As you work through this SMART goal, create a small journal entry that you can share with Mrs. Keller at a later date.</p>
Allen	<p>Here are links to Google Docs that have different art activities for you to do! They are</p>	<p>If you can't access the links, try to do any type of art with supplies that you have at home. Write</p>

	<p>divided by what materials you might have at home.</p> <p>Drawing Week 2 https://docs.google.com/document/d/1JiTSSxJPGnU4B_g5dN_R6yk338Eup3lhBCvsJvy4HU/edit?usp=sharing</p> <p>Painting Week 2 https://docs.google.com/document/d/1IS2-c1zp1i_78X6psONcH3kaaHAzcVy7lw365DbAX1Q/edit?usp=sharing</p> <p>Crafts Week 2 https://docs.google.com/document/d/1MVd4ELpMKDRAh1pGwbwRFGsx0P8pRWwHpQuKuMdxXnl/edit?usp=sharing</p> <p>Digital Media Week 2 https://docs.google.com/document/d/1XDvEl_oGSwBtwFENLymcMyH42krCAi08Pe5URk7UoC1k/edit?usp=sharing</p>	<p>your name in ten different ways, draw your house or yard, draw your dog, draw your favorite T-Shirt Design, watch an art video and try it out, decorate a card and envelope, bake a cake and decorate it, sketch a logo or book/movie/board game cover, go outside and use sidewalk chalk, do a coloring page, learn how to sew/crochet/knit, or make your own set of playing cards! Art is everywhere!</p>
Niles-LS ELA	<p>Login in to Google Classroom and complete the journal prompt and respond to another classmate.</p>	<p>Read the Commonlit.org story that is posted on Google Classroom titled "Self-Care"</p>
J.Snyder L.S Math	<p>Simplify (combine like terms)</p> <ol style="list-style-type: none"> $2x + 5 + 4x + 6f + 7$ $5xy + 4 + 8x + 4y + 5$ <p>Find the value of x</p> <ol style="list-style-type: none"> $36 = 6x$ $56 = 7x + 8$ 	<p>Create a personal and fun math journal by stapling several pieces of paper together or use a notebook or binder with paper. Be creative and decorate the cover to show math in your world.</p> <p>* Each journal entry should:</p> <p>**Have the week number and the activity number.</p> <p>**Have a clear and complete answer that explains your thinking.</p> <p>**Be neat and organized.</p>
Luxbacher -Sr. High Band	<p>Practice your parts for all of our concert music. You should be</p>	<p>Visit the following websites and learn something new (or review</p>

	<p>practicing Stars and Stripes Forever, Perilous Voyage, A Hymn For Band, Antigua Bay and Southern Fried. Please also continue working in your method books and logging your method madness information.</p>	<p>something old)! Each website is free and will allow you to work at your own pace.</p> <p>https://www.musictheory.net/ http://www.musicracer.com/ https://trainer.thetamusic.com/</p>
<p>Hoover-Choir</p>	<p>Please review sight-reading. These include Do Mi Sol & High Do:</p>  	<p>Please rewrite the entire text to “The Argument” in your own words. “The Argument” by Fran Nesta</p> <p>It begins quite harmlessly with a very minor, minor point. Soon the conversation has become a confrontation that requires an explanation due to misinterpretation. Then a growing irritation causes hyperventilation and you speculate and contemplate a swift assassination! SA: The problem is you do not seem to listen with a sympathetic ear. TB: Well, when it comes to listening I’m not sure that you’re any better dear! SA: It would be somewhat easier if you would not be quite so condescending! TB: And you would see my wisdom if you only were proficient comprehending! SA: I only want to illustrate! TB: I think you mean reiterate! SA: Communicate! TB: Infuriate! SA: Negotiate! TB: Exasperate! ALL: Oh! We can’t agree! It’s very plain to see! That you and I together have the most opposing view! SA: You think you’re right! TB: I wish you’d see the light! ALL: An arbitrated, validated, mediated, moderated, compromising settlement is something we could use! SA: I thought we were compatible but all you ever do is disagree. TB: I think it is impossible to find a way to end this agony. ALL: We’ve got to be more sensible and come up with some sort of compromise. We’ve got to end this argument. It’s something that we both must realize. SA: Now would it be so terrible, TB: So awful and unbearable, ALL: To call a truce to this abuse and put our lives to better use? It’s done! It’s through! There’s nothing left to do! We’ve finally reached a compromise, a single point of view. We’ve seen the light! So no more need to fight! Oh, now that we agree, my dear, the answer is so crystal clear: how foolish were we both to argue on and on and on. TB: We solved the problem easily. SA: It took awhile for you to see that I am right this time! TB: I think you’ve lost your mind! SA: You don’t respect my intellect?</p>

		<p>TB: Your intellect is incorrect! SA: I'm right! TB: Wrong! SA: Yes! TB: No! SA: I'm right! TB: No! ALL: Here we go, we can't agree. It's very plain to see that you and I together have the most opposing view. You think you're right, I wish you'd see the light! An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!</p>
Speech	<p>Hello Parents/Guardians, I hope this continues to find you well. Here are some activities that you can do in order to help your children with their speech and language goals.</p> <p>If your child is working on articulation (practicing a specific sound) have them read out loud (any of their school work) while you listen for their correct speech sounds. Reinforce any errors that you may hear and ask them to repeat any mispronunciations.</p> <p>If your child is working on language and/or social skills, please go to a few of these helpful websites.</p> <p>Free social language resources online:</p> <p>Social Language Scenarios by Home Speech Home</p> <p>Emotions Vocabulary by Home Speech Home</p> <p>Pirate Emotions and Feelings Card Game by Communication Blessings</p> <p>Articulation, Language and Social Language Homework by Stacy Crouse</p> <p>Social Skills Activities: Friendly or Not? by Looks Like Language</p> <p>Social Skills Activities: TeenProblem Solving/ Social Inferences by Looks Like Language</p> <p>Tracy Boyd's Language and Word Games: Have Fun has games for analogies, antonyms, synonyms, homonyms, homographs, categories, What doesn't belong, same or different, irregular plurals, WH questions, idioms and more.</p>	

	<p>Please email me if you have any questions or concerns at abrugnano@staff.vgsd.org</p>	
Allen	<p>Here are links to Google Docs that have different art activities for you to do! They are divided by what materials you might have at home. Be sure to look through them all to see if you can do them.</p> <p>Drawing Week 2 https://docs.google.com/document/d/1JjTSSxJPGnU4B_g5dN_R6yk338Eup3lhdBCvsJvy4HU/edit?usp=sharing</p> <p>Painting Week 2 https://docs.google.com/document/d/1IS2-c1zp1i_78X6psONch3kaaHAzcVy7lw365DbAX1Q/edit?usp=sharing</p> <p>Crafts Week 2 https://docs.google.com/document/d/1MVd4ELpMKDRAh1pGwbwRFGsx0P8pRWwHpQuKuMdxXnl/edit?usp=sharing</p> <p>Digital Media Week 2 https://docs.google.com/document/d/1XDvEloGSwBtwFENLymcMyH42krCAi08Pe5URk7UoC1k/edit?usp=sharing</p> <ul style="list-style-type: none"> • If you can't access the links, try to do any type of art with supplies that you have at home. Write your name in ten different ways, draw your house or yard, draw your dog, draw your favorite T-Shirt Design, watch an art video and try it out, decorate a card and envelope, bake a cake and decorate it, sketch a logo or book/movie/board game cover, go outside and use sidewalk chalk, do a coloring page, learn how to sew/crochet/knit, or make your own set of playing cards! Art is everywhere! 	
Hoover-Dance, Piano,	<p>Dance: Review/Dance these tap terms-Flap, Cramp Roll, Shuffle,</p>	<p>Dance: Review the dance to "42nd Street: Opening Audition" Start on Right Foot Gp 1: Flap, Flap, Flap, Ball Change (BC)</p>

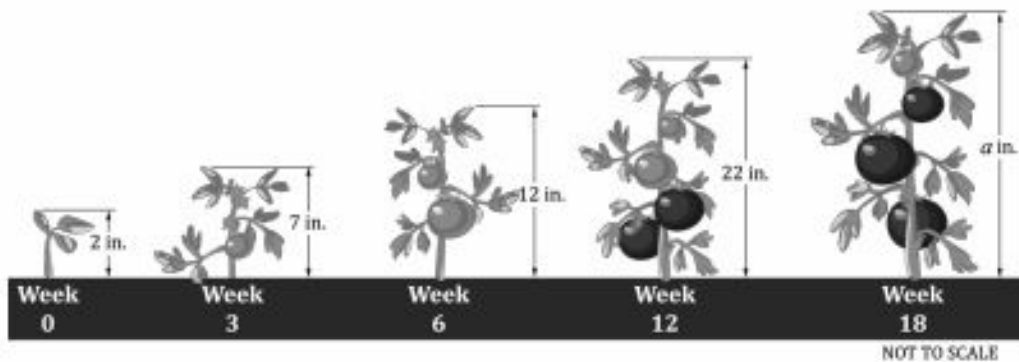
Theatre	<p>Back Essence, Cincinnati, & Time Step</p> <p>Piano: If you're able to practice on a keyboard, do so. If you need music, please email me.</p> <p>Theatre: Watch any recording of a live theatrical performance.</p>	<p>Gp 2: Flap, Flap, Flap, BC Gp 1: Flap, Cramp Roll Gp 2: Flap, Cramp Roll All: Flap Cramp Roll, Stomp R together Step R, Shuffle L, hop onto L, R toe behind L (2X) Chug, Chug Alternating Hop Shuffles, hopping on L first, for 8 counts (cts) with Sunshine Arms land on R on 8 BC L R on & 1 to start 16 cts of single time steps. (4 total) Facing SL, Alternating hop shuffle backwards towards SR Flap L, pull L knee up as you chug R for 8 cts Step on L & Paddle turn to L 8 cts (Ending either facing SR or SL) Flap, flap, flap BC to C (2X) Step on R & Paddle turn to R 8 cts end facing Audience stepping together on 8 Back essence starting with R spank 8 cts Hop onto R Shuffle on L only for 8 cts Hop onto L Shuffle on R only for 8 cts Hop onto R Shuffle on L only for 4 cts Hop onto L Shuffle on R only for 4 cts Hop onto R Shuffle on L only for 2 cts Hop onto L shuffle on R only for 2 cts Alternate hop shuffles hop on R to start for 4 cts</p> <p>THERE'S MORE BUT I'LL ADD IT NEXT TIME.</p> <p>Piano: Review naming pitches, identifying notes on the keyboard, interval training, keyboard identification and more if you have access to musictheory.net. Check out the Google Classroom for specific exercises.</p> <p>Theatre: Complete an Acting Critique for any actor from any show you watch this week. Guidelines: Keep your observations and comments focused on acting rather than on directing or design elements. Answer any or all of these questions.</p> <ul style="list-style-type: none"> • How does the actor "show" or "tell"? Use specific details. • How does the actor interact with the general environment? • How does the actor interact with the immediate environment? • How is character expressed physically? How does the actor move and gesture? Where is the physical center of the character? • How does the actor show age? • What is the character's journey through the play? What was your first impression of the character? How does the character change?
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		<ul style="list-style-type: none"> • What is the goal(s) of the character? What does he/she want? What drives the character? • What tactics are used to achieve objectives? • Do characters listen to each other? • Does dialogue flow from interaction or memorization? • What sort of conflict is the character involved in? • What is the status of the character in relation to other characters? Did status change? • What kind of subtext seems to be communicated between actors? • Is there a "style" of acting that is used evenly by all actors? • Did some characters touch you or affect you more than others? Why? • Add any additional relevant comments.
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Hoover's week 1 for grade 9 was not listed correctly. Please check out the Week 1 Enrichment activities for grades 10, 11 & 12 that was sent out last week or find a copy on Google classroom.

Standard(s) Addressed: A1.2.1

2. Sequoia is growing tomatoes in her backyard. She purchased a tomato plant that was 2 inches tall and planted it in her backyard. At the beginning of various weeks (w), she measured the height of the plant (h). The diagram below shows her measurements. The growth of the plant can be represented by a linear function.

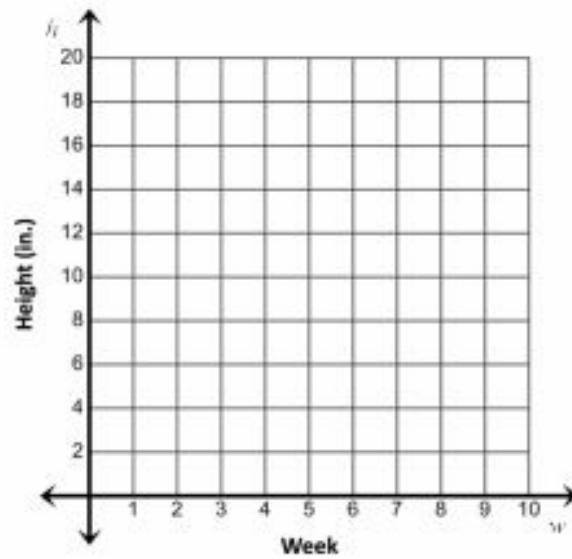


A. Write a linear equation in slope-intercept form to represent the height of the plant (h) at the beginning of any given week (w). Show your work.

Equation: _____

Continued on the next page.

B. Graph the equation from Part A.



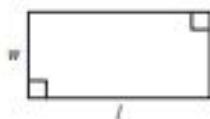
C. What is the height of the plant, a , at the beginning of Week 18?

Height: _____ inches

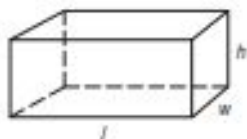
ALGEBRA I FORMULA SHEET

Formulas that you may need to solve questions on this exam are found below.

You may use calculator π or the number 3.14.



$$A = lw$$



$$V = lwh$$

Linear Equations

$$\text{Slope: } m = \frac{y_2 - y_1}{x_2 - x_1}$$

$$\text{Point-Slope Formula: } (y - y_1) = m(x - x_1)$$

$$\text{Slope-Intercept Formula: } y = mx + b$$

$$\text{Standard Equation of a Line: } Ax + By = C$$

Arithmetic Properties

$$\text{Additive Inverse: } a + (-a) = 0$$

$$\text{Multiplicative Inverse: } a \cdot \frac{1}{a} = 1$$

$$\text{Commutative Property: } a + b = b + a \\ a \cdot b = b \cdot a$$

$$\text{Associative Property: } (a + b) + c = a + (b + c) \\ (a \cdot b) \cdot c = a \cdot (b \cdot c)$$

$$\text{Identity Property: } a + 0 = a \\ a \cdot 1 = a$$

$$\text{Distributive Property: } a \cdot (b + c) = a \cdot b + a \cdot c$$

$$\text{Multiplicative Property of Zero: } a \cdot 0 = 0$$

$$\text{Additive Property of Equality:} \\ \text{If } a = b, \text{ then } a + c = b + c$$

$$\text{Multiplicative Property of Equality:} \\ \text{If } a = b, \text{ then } a \cdot c = b \cdot c$$

Grade 10

Teacher	Plans
Frank	<p><u>Activity 1. ONLINE</u> Log on to CNN10. Watch the CNN10 News segment every day. (These can also be found on youtube). Write 5 facts for each day. At the end of the week, take the CNN News Quiz online.</p> <p>If you aren't sure of the correct answer, research to find it.</p> <p><u>Activity 2. NO ONLINE ACCESS</u> Watch the news for ten minutes each day (Monday - Friday). Choose any news network. As you watch each segment record two statements that are facts and two statements that would be considered opinions. Remember, every time a statement begins with the words "<i>I Think</i>" or "<i>I Believe</i>" it is an opinion.</p>
Heckathorne	<p>Activity 1. Create either a board game or online game (you could use Kahoot, Google Slides, or other program or app) that includes at least 30 questions/ concepts of rhetoric/ argument. Test your game by playing it with your family/ friends.</p> <p>Activity 2. Watch ten commercials. Keep track of how each appeals to logos and pathos. Also, do they use any fallacies (propaganda techniques)? What language devices do you notice? Summarize your findings in a quick write format = one page response that has an introduction, body, and conclusion (in separate paragraphs). Alternately, you could record yourself explaining your findings.</p> <p>Activity 3: Follow this link to read about Edward Bernays, one of the most influential advertising agents to try to shape what we think of as "good" and "bad" Edward Bernays link</p>
Mays	<p>Activity 1: *Create a personal and fun math journal by stapling several pieces of paper together or use a notebook or binder with paper. Be creative and decorate the cover to show math in your world.</p> <p>* Each journal entry should:</p> <ul style="list-style-type: none"> **Have the week number and the activity number. **Have a clear and complete answer that explains your thinking. **Be neat and organized. <p>Playing board and card games are a good way to reinforce basic computation skills and mathematical reasoning. Try to play board and card games at least once a week. Some suggested games to play are: Monopoly, Chess, War, Battleship, Mancala, Dominoes, Phase 10,</p>

Yahtzee, 24 Challenge, Sudoku, Connect Four, and Risk.
Activity 2: Use the diagram below to remind you of markings and their meanings.

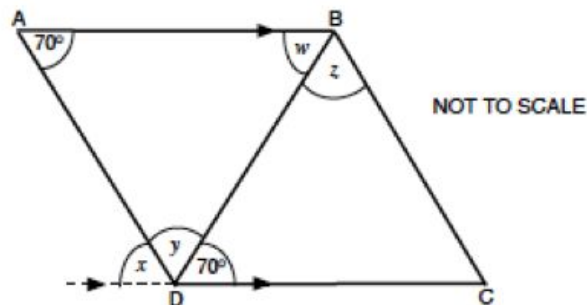


These lines are
parallel

These lengths are
congruent

These angles are
congruent

1. In the diagram below, two 70° angles have been labeled. Four other angles are labeled w , x , y , and z . Determine the measure of each angle and carefully explain how you determined the angle measure.



Campbell

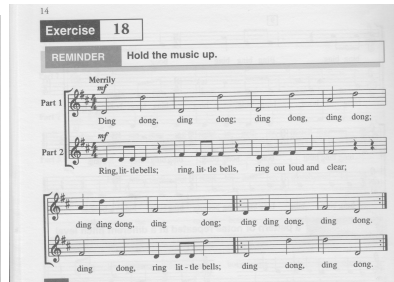
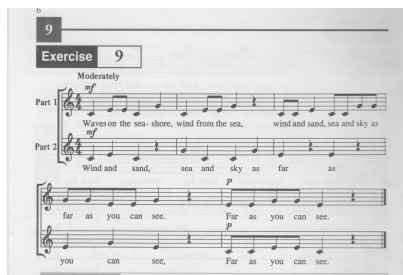
1. As spring is arriving, the birds are returning. You can do a bird watch from a window in your home to identify birds as you see them. The Audubon has a great free app for android and apple to help you ID birds that you don't know in many different ways. You can bring your parents and family in on this as well.

<https://www.audubon.org/app>

2. https://quizlet.com/_88psuj?x=1jqt&i=11sflu

<p>Adams: Ecology</p>	<p>Joe Jenkins wrote the “Humanure Handbook” about composting human waste. He is world famous and he is local. He lives about 3 miles from "Senor".</p> <p>Humanure map http://theslateroofexperts.com/downloads/map.pdf</p> <p>Joe Jenkins Loveable Lou https://www.youtube.com/watch?v=MTIL_yhkpel8&t=4shttp://www.bbc.co.uk/blogs/ethicalman/2009/11/a_guide_to_making_your_fortune.html</p> <p>Hot Compost in Cold Winter https://www.youtube.com/watch?v=xiSXhV-7mV4</p> <p>Humanure Pathogens in Humanure Handbook https://humanurehandbook.com/downloads/Chapter_7.pdf</p> <p>Composting animal mortalities https://www.youtube.com/watch?v=gMzrDTLJNSw</p> <p>Humanure review video NOT JOE https://www.youtube.com/watch?v=FAyivnDsp-Y&index=11&list=PLFD5D0CE103FD3A56</p>
<p>Resig</p>	<p>If you already have a fitness packet that was given to you in class, you may complete those activities (Note: ignore the letter at the beginning of the packet - these activities are voluntary and will not be graded!). Link to the packet: https://openphysed.org/wp-content/uploads/2018/09/AH-X9-ActiveHome-2WeekFitnessJournal.pdf</p> <p>If you did not receive a packet, document 30-60 minutes of physical activity each day. Cleaning, walking, enjoying the outdoors - you name it! You may use your own journal page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf</p>
<p>Adams</p>	<p>1. Join Duolingo, https://www.duolingo.com/ an online Spanish language review.</p> <p>If you do not have the internet, you may use a dictionary and write 10 preterite tense sentences each day about your daily activities. Use verbs like ser, estar, ir, and the -ar ending</p>

	<p>2. Watch the video I posted on Google Classroom and Mr. Barrett put on VGTV. See how many words you can recognize.</p> <p>Try recording yourself doing a SHORT video of a daily task or write a daily diary of 5-10 sentences in the preterite about what you did.</p>
Luxbacher/ Sr. High Band	<p>Practice your parts for all of our concert music. You should be practicing Stars and Stripes Forever, Perilous Voyage, A Hymn For Band, Antigua Bay and Southern Fried. Please also continue working in your method books and logging your method madness information.</p> <p>Also, visit the following websites and learn something new (or review something old)! Each website is free and will allow you to work at your own pace.</p> <p>https://www.musictheory.net/ http://www.musicracer.com/ https://trainer.thetamusic.com/</p>
J. Snyder	<p>1. Playing board and card games are a good way to reinforce basic computation skills and mathematical reasoning. Try to play board and card games at least once a week with family members, siblings, grandparents. Some suggested games to play are: Monopoly, War, Battleship, Mancala, Dominoes, Yahtzee, Sudoku, Connect Four</p> <p>2. Try these problems</p> <p>1.What is the slope of the line that passes through points (-6,1) and (4,-4)</p> <p>2.The faces of a cube are numbered from 1 to 6. If the cube is tossed once, what is the probability that a prime number or a number divisible by 2 is obtained?</p> <p>3. What is the value of x in the inequality $-4x+2>10$</p>
B. Proper	Gifted - continue with Khan Academy SAT prep
Hoover	Choir: Please review sight-reading. These include Do, Mi, Sol and high Do:



Choir: Please rewrite the entire text to “The Argument” in your own words.
 “The Argument” by Fran Nesta

It begins quite harmlessly with a very minor, minor point.

Soon the conversation has become a confrontation that requires an explanation due to misinterpretation.

Then a growing irritation causes hyperventilation and you speculate and contemplate a swift assassination!

SA: The problem is you do not seem to listen with a sympathetic ear.

TB: Well, when it comes to listening I'm not sure that you're any better dear!

SA: It would be somewhat easier if you would not be quite so condescending!

TB: And you would see my wisdom if you only were proficient comprehending!

SA: I only want to illustrate!

TB: I think you mean reiterate!

SA: Communicate!

TB: Infuriate!

SA: Negotiate!

TB: Exasperate!

ALL: Oh! We can't agree! It's very plain to see! That you and I together have the most opposing view!

SA: You think you're right!

TB: I wish you'd see the light!

ALL: An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!

SA: I thought we were compatible but all you ever do is disagree.

TB: I think it is impossible to find a way to end this agony.

ALL: We've got to be more sensible and come up with some sort of compromise. We've got to end this argument. It's something that we both must realize.

SA: Now would it be so terrible,

TB: So awful and unbearable,

ALL: To call a truce to this abuse and put our lives to better use?

It's done! It's through! There's nothing left to do! We've finally reached a compromise, a single point of view. We've seen the light! So no more need to fight! Oh, now that we agree, my dear, the answer is so crystal clear: how foolish were we both to argue on and on and on.

TB: We solved the problem easily.

SA: It took awhile for you to see that I am right this time!

TB: I think you've lost your mind!

SA: You don't respect my intellect?

TB: Your intellect is incorrect!

SA: I'm right!

TB: Wrong!

SA: Yes!

TB: No!

SA: I'm right!

TB: No!

ALL: Here we go, we can't agree. It's very plain to see that you and I together have the most opposing view. You think you're right, I wish you'd see the light! An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!

Dance: Review/Dance these tap terms-Flap, Cramp Roll, Shuffle, Back Essence, Cincinnati, 8 Time Step and then review the dance to “42nd Street: Opening Audition”

Start on Right Foot
 Gp 1: Flap, Flap, Flap, Ball Change (BC)
 Gp 2: Flap, Flap, Flap, BC
 Gp 1: Flap, Cramp Roll
 Gp 2: Flap, Cramp Roll
 All: Flap Cramp Roll, Stomp R together
 Step R, Shuffle L, hop onto L, R toe behind L (2X)
 Chug, Chug
 Alternating Hop Shuffles, hopping on L first, for 8 counts (cts) with Sunshine Arms land on R on 8 BC
 L R on & 1 to start 16 cts of single time steps. (4 total)
 Facing SL, Alternating hop shuffle backwards towards SR
 Flap L, pull L knee up as you chug R for 8 cts
 Step on L & Paddle turn to L 8 cts (Ending either facing SR or SL)
 Flap, flap, falp BC to C (2X)
 Step on R & Paddle turn to R 8 cts end facing Audience stepping together on 8
 Back essence starting with R spank 8 cts
 Hop onto R Shuffle on L only for 8 cts
 Hop onto L Shuffle on R only for 8 cts
 Hop onto R Shuffle on L only for 4 cts
 Hop onto L Shuffle on R only for 4 cts
 Hop onto R Shuffle on L only for 2 cts
 Hop onto L shuffle on R only for 2 cts
 Alternate hop shuffles hop on R to start for 4 cts

 THERE'S MORE, BUT I'LL ADD IT NEXT TIME.

 Piano: If you're able to practice on a keyboard, do so. If you need music, please email me. Review naming pitches, identifying notes on the keyboard, interval training, keyboard identification and more if you have access to musictheory.net. Check out the Google Classroom for specific exercises.

 Dance: Review/Dance these tap terms-Flap, Cramp Roll, Shuffle, Back Essence, Cincinnati, 8 Time Step. Review the dance to "42nd Street: Opening Audition"
 Start on Right Foot
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 Hop onto L Shuffle on R only for 4 cts
 Hop onto R Shuffle on L only for 2 cts
 Hop onto L shuffle on R only for 2 cts
 Alternate hop shuffles hop on R to start for 4 cts

 THERE'S MORE BUT I'LL ADD IT NEXT TIME.

	<p>Theatre: Watch any recorded live theatrical performance. Complete the Acting Critique for any actor from any show you watch this week.</p> <p>Guidelines: Keep your observations and comments focused on acting rather than on directing or design elements. Answer any or all of these questions.:</p> <ul style="list-style-type: none"> • How does the actor "show" or "tell"? Use specific details. • How does the actor interact with the general environment? • How does the actor interact with the immediate environment? • How is character expressed physically? How does the actor move and gesture? Where is the physical center of the character? • How does the actor show age? • What is the character's journey through the play? What was your first impression of the character? How does the character change? • What is the goal(s) of the character? What does he/she want? What drives the character? • What tactics are used to achieve objectives? • Do characters listen to each other? • Does dialogue flow from interaction or memorization? • What sort of conflict is the character involved in? • What is the status of the character in relation to other characters? Did status change? • What kind of subtext seems to be communicated between actors? • Is there a "style" of acting that is used evenly by all actors? • Did some characters touch you or affect you more than others? Why? • Add any additional relevant comments.
Hart	<ul style="list-style-type: none"> • Chef's Class: Remember all the food safety we talked about from the beginning of the year. Activity 1 is to clean out the refrigerator and look at dates on items. Get rid of the old stuff and clean off the shelves. • Remove everything from off your counter tops in the kitchen and clean them off with Clorox and make your kitchen safe.
Allen	<p>Here are links to Google Docs that have different art activities for you to do! They are divided by what materials you might have at home.</p> <p>Drawing Week 2 https://docs.google.com/document/d/1JtSSxJPGnU4B_g5dN_R6yk338Eup3lhdBCvsJvy4HU/edit?usp=sharing</p> <p>Painting Week 2 https://docs.google.com/document/d/1IS2-c1zp1i_78X6psONch3kaaHAzcVy7lw365DbAX1Q/edit?usp=sharing</p> <p>Crafts Week 2 https://docs.google.com/document/d/1MVd4ELpMKDRAh1pGwbwRFGsx0P8pRWwHpQuKuMdxXnl/edit?usp=sharing</p> <p>Digital Media Week 2 https://docs.google.com/document/d/1XDvEloGSwBtwFENLymcMyH42krCAi08Pe5URk7UoC1k/edit?usp=sharing</p> <p>If you can't access the links, try to do any type of art with supplies that you have at home.</p>

	<p>Write your name in ten different ways, draw your house or yard, draw your dog, draw your favorite T-Shirt Design, watch an art video and try it out, decorate a card and envelope, bake a cake and decorate it, sketch a logo or book/movie/board game cover, go outside and use sidewalk chalk, do a coloring page, learn how to sew/crochet/knit, or make your own set of playing cards! Art is everywhere!</p>
Speech	<p>Hello Parents/Guardians, I hope this continues to find you well. Here are some activities that you can do in order to help your children with their speech and language goals.</p> <p>If your child is working on articulation (practicing a specific sound) have them read out loud (any of their school work) while you listen for their correct speech sounds. Reinforce any errors that you may hear and ask them to repeat any mispronunciations. If your child is working on language and/or social skills, please go to a few of these helpful websites.</p> <p>Free social language resources online:</p> <p>Social Language Scenarios by Home Speech Home</p> <p>Emotions Vocabulary by Home Speech Home</p> <p>Pirate Emotions and Feelings Card Game by Communication Blessings</p> <p>Articulation, Language and Social Language Homework by Stacy Crouse</p> <p>Social Skills Activities: Friendly or Not? by Looks Like Language</p> <p>Social Skills Activities: Teen Problem Solving/ Social Inferences by Looks Like Language</p> <p>Tracy Boyd's Language and Word Games: Have Fun has games for analogies, antonyms, synonyms, homonyms, homographs, categories, What doesn't belong, same or different, irregular plurals, WH questions, idioms and more.</p>

Grade 11

Teacher/ Subject	Ideas:
Anderson J. Snyder	<p>Activity 1: Grade 11 News journal -Keep a news journal of what is going on in the US everyday. You may get your news from anywhere; watching tv, reading the newspapers, social media, or any online source. Then respond to the news you are reading about. How does it make you feel? How does it affect your life? Try to write at least one paragraph everyday.</p> <p>Activity 2: Analyze one of the roles of the president (<u>chief executive, chief administrator, commander in chief, foreign policy leader, chief agenda setter, chief of state, party leader, or chief citizen</u>) and how President Trump is currently fulfilling this role. Make sure to explain both what the role is and how President Trump is acting in this capacity. Write at least 2 paragraphs explaining your answer.</p>
Proper	<p>English: Finish your Junior Paper if you have not. Write a paragraph or two explaining how <u>The Crucible</u> would be different if social distancing would have been mandated for characters. Who would have listened, who would have disobeyed the order, who would have benefited the most/least from it? Freerice.com - email me with the amount of rice you donate in a ten minute period of time. Winners (with proof - take a pic and send it with the email) will receive a prize when we return.</p> <p>Gifted: Log into Khan Academy and complete two lessons of your choice.</p>
Cohlhepp	<p><u>For your math enrichments:</u> If you haven't already, create a personal and fun math journal by stapling several pieces of paper together or use a notebook or binder with paper. Be creative and decorate the cover to show math in your world.</p> <p style="text-align: center;">Week 2: IVY CARTER GROWS UP</p> <p>You are a medical assistant in a pediatrician's office and one of your responsibilities is evaluating the growth of newborns and infants. Your first patient, a baby girl named Ivy Carter, was 21.5 inches long at 3 months old. At 8 months, you measure her at 24 inches long. For your medical records, all measurements must be given both in inches and in centimeters: 1 inch = 2.54 cm</p> <p>1. Assuming Ivy's growth is linear, find a linear model for her growth (in inches) over time (in months).</p>

2. Use your model to determine how long Ivy was at birth (in centimeters)? Explain how you know your answer is correct, assuming this model.
3. Use your model to determine approximately how tall Ivy will be at 1 year old. At 3 years old (in centimeters). Show how you know your answers are correct.
4. Use your model to estimate how old Ivy will be (in years and months) when she measures at 48 inches. Show how you know your estimate is accurate.
5. Complete the table below and use the chart to plot Ivy Carter's growth, based on the calculations above.

Age (months)	Length (inches)	Length (centimeters)
0		
3	21.5	
8	24	
12		
36		
	48	

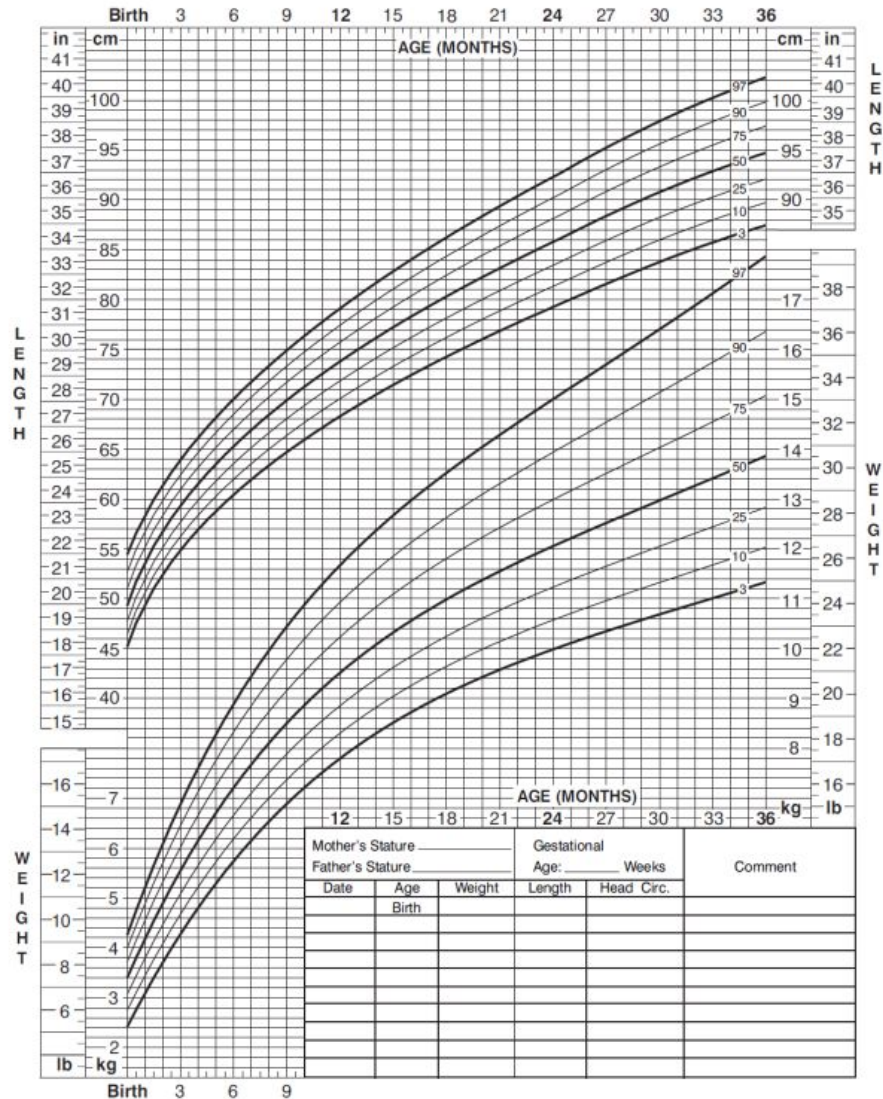
6. What is Ivy's approximate length-for-age percentile at each of these ages?

Age (months)	Length (inches)	Length (centimeters)	Percentile
0			
3	21.5		
8	24		
12			
36			
	48		

Birth to 36 months: Girls
Length-for-age and Weight-for-age percentiles

NAME _____

RECORD # _____



Published May 30, 2000 (modified 4/20/01).
 SOURCE: Developed by the National Center for Health Statistics in collaboration with
 the National Center for Chronic Disease Prevention and Health Promotion (2000).
<http://www.cdc.gov/growthcharts>



Activity 2:

Playing board and card games are a good way to reinforce basic computation skills and mathematical reasoning. Try to play a board game or card game at least once a week. Some suggested games to play are: Monopoly, Chess, War, Battleship, Mancala, Dominoes, Phase 10, Yahtzee, 24 Challenge, Sudoku, Connect Four, and Risk. In your journal, write about the board game or card game that you played. Which game, who won, where did you play, when did you play, what happened, what did you learn, did you have fun?

Beary	<p>Continuity of Education Science; Chemistry</p> <p>Flinn Scientific "At Home" Lab Series Lab 1, Chemical Reactions.</p> <p>https://www.flinnsci.com/lab-1-chemical-reactions/vmafahlab01/</p>
Highfield	<ul style="list-style-type: none"> ❑ If you already have a fitness packet that was given to you in class, you may continue to complete those activities (Note: ignore the letter at the beginning of the packet - these activities are voluntary and will not be graded!). Link to the packet: https://openphysed.org/wp-content/uploads/2018/09/AH-X9-ActiveHome-2WeekFitnessJournal.pdf ❑ If you did not receive a packet, document 30-60 minutes of physical activity each day again this week. Cleaning, walking, enjoying the outdoors - you name it! You may use your own journal page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf
Adams: Ecology	<p>Joe Jenkins wrote the "Humanure Handbook" about composting human waste. He is world famous and he is local. He lives about 3 miles from "Senor".</p> <p>Humanure map http://theslateroofexperts.com/downloads/map.pdf</p> <p>Joe Jenkins Loveable Lou https://www.youtube.com/watch?v=MTILyhhkpel8&t=4s http://www.bbc.co.uk/blogs/ethic(alman/2009/11/a_guide_to_making_your_fortune.html</p> <p>Hot Compost in Cold Winter https://www.youtube.com/watch?v=xiSXhV-7mV4</p> <p>Humanure Pathogens in Humanure Handbook https://humanurehandbook.com/downloads/Chapter_7.pdf</p> <p>Composting animal mortalities https://www.youtube.com/watch?v=gMzrDTLJNSw</p> <p>Humanure review video NOT JOE https://www.youtube.com/watch?v=FAyivnDsp-Y&index=11&list=PLFD5D0CE103FD3A56</p>
Allen	<p>Here are links to Google Docs that have different art activities for you to do! They are divided by what materials you might have at home.</p> <p>Drawing Week 2 https://docs.google.com/document/d/1JjTSSxJPGnU4B_g5dN_R6yk338Eup3lhdBCvsJvy4HU/edit?usp=sharing</p> <p>Painting Week 2</p>

https://docs.google.com/document/d/1IS2-c1zp1i_78X6psONcH3kaaHAzcVy7lw365DbAX1Q/e/dit?usp=sharing

Crafts Week 2

<https://docs.google.com/document/d/1MVd4ELpMKDRAh1pGwbwRFGsx0P8pRWwHpQuKuMdxXnl/edit?usp=sharing>

Digital Media Week 2

<https://docs.google.com/document/d/1XDvEloGSwBtwFENLymcMyH42krCAi08Pe5URk7UoC1k/edit?usp=sharing>

If you can't access the links, try to do any type of art with supplies that you have at home. Write your name in ten different ways, draw your house or yard, draw your dog, draw your favorite T-Shirt Design, watch an art video and try it out, decorate a card and envelope, bake a cake and decorate it, sketch a logo or book/movie/board game cover, go outside and use sidewalk chalk, do a coloring page, learn how to sew/crochet/knit, or make your own set of playing cards! Art is everywhere!

Hoover

Choir: Please review sight-reading. These include Do, Mi, Sol & high Do:

Choir: Please rewrite the entire text to "The Argument" in your own words.

"The Argument" by Fran Nesta

It begins quite harmlessly with a very minor, minor point.

Soon the conversation has become a confrontation that requires an explanation due to misinterpretation. Then a growing irritation causes hyperventilation and you speculate and contemplate a swift assassination!

SA: The problem is you do not seem to listen with a sympathetic ear.

TB: Well, when it comes to listening I'm not sure that you're any better dear!

SA: It would be somewhat easier if you would not be quite so condescending!

TB: And you would see my wisdom if you only were proficient comprehending!

SA: I only want to illustrate!

TB: I think you mean reiterate!

SA: Communicate!

TB: Infuriate!

SA: Negotiate!

TB: Exasperate!

ALL: Oh! We can't agree! It's very plain to see! That you and I together have the most opposing view!

SA: You think you're right!

TB: I wish you'd see the light!

ALL: An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!

SA: I thought we were compatible but all you ever do is disagree.

TB: I think it is impossible to find a way to end this agony.

ALL: We've got to be more sensible and come up with some sort of compromise. We've got to end this argument. It's something that we both must realize.

SA: Now would it be so terrible,

TB: So awful and unbearable,

ALL: To call a truce to this abuse and put our lives to better use?

It's done! It's through! There's nothing left to do! We've finally reached a compromise, a single point of view. We've seen the light! So no more need to fight! Oh, now that we agree, my dear, the answer is so crystal clear: how foolish were we both to argue on and on and on.

TB: We solved the problem easily.

SA: It took awhile for you to see that I am right this time!

TB: I think you've lost your mind!

SA: You don't respect my intellect?

TB: Your intellect is incorrect!

SA: I'm right!

TB: Wrong!

SA: Yes!

TB: No!

SA: I'm right!

TB: No!

ALL: Here we go, we can't agree. It's very plain to see that you and I together have the most opposing view. You think you're right, I wish you'd see the light! An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!

Piano: If you're able to practice on a keyboard, do so. If you need music, please email me. Review naming pitches, identifying notes on the keyboard, interval training, keyboard identification and more if you have access to musictheory.net. Check out the Google Classroom for specific exercises.

Dance: Review/Dance these tap terms-Flap, Cramp Roll, Shuffle, Back Essence, Cincinnati, & Time Step. Review the dance to "42nd Street: Opening Audition"

Start on Right Foot

Gp 1: Flap, Flap, Flap, Ball Change (BC)

Gp 2: Flap, Flap, Flap, BC

Gp 1: Flap, Cramp Roll

Gp 2: Flap, Cramp Roll

All: Flap Cramp Roll, Stomp R together

Step R, Shuffle L, hop onto L, R toe behind L (2X)

Chug, Chug

Alternating Hop Shuffles, hopping on L first, for 8 counts (cts) with Sunshine Arms land on R on 8 BC L R on & 1 to start 16 cts of single time steps. (4 total)

Facing SL, Alternating hop shuffle backwards towards SR

Flap L, pull L knee up as you chug R for 8 cts

Step on L & Paddle turn to L 8 cts (Ending either facing SR or SL)

Flap, flap, flap BC to C (2X)

Step on R & Paddle turn to R 8 cts end facing Audience stepping together on 8

Back essence starting with R spank 8 cts

Hop onto R Shuffle on L only for 8 cts

Hop onto L Shuffle on R only for 8 cts

Hop onto R Shuffle on L only for 4 cts

Hop onto L Shuffle on R only for 4 cts

Hop onto R Shuffle on L only for 2 cts

Hop onto L shuffle on R only for 2 cts

Alternate hop shuffles hop on R to start for 4 cts

THERE'S MORE BUT I'LL ADD IT NEXT TIME.

Theatre: Watch any recorded live theatrical performance. Complete the Acting Critique for any actor from any show you watch this week.

Guidelines: Keep your observations and comments focused on acting rather than on directing or design elements.

Answer any or all of these questions.:

- How does the actor "show" or "tell"? Use specific details.
- How does the actor interact with the general environment?

	<ul style="list-style-type: none"> • How does the actor interact with the immediate environment? • How is character expressed physically? How does the actor move and gesture? Where is the physical center of the character? • How does the actor show age? • What is the character's journey through the play? What was your first impression of the character? How does the character change? • What is the goal(s) of the character? What does he/she want? What drives the character? • What tactics are used to achieve objectives? • Do characters listen to each other? • Does dialogue flow from interaction or memorization? • What sort of conflict is the character involved in? • What is the status of the character in relation to other characters? Did status change? • What kind of subtext seems to be communicated between actors? • Is there a "style" of acting that is used evenly by all actors? • Did some characters touch you or affect you more than others? Why? • Add any additional relevant comments.
Vogan	<p>English: gather information regarding who you could use as a reference. You need 2 professional and 1 personal NO FAMILY!</p> <p>American Government:</p> <p>1. Try to watch the news or CNN 10 3 times a week. Write down 3 things you learn</p> <p>2. Youtube https://www.youtube.com/playlist?list=PL8dPuuaLjXtOfse2ncvfffeelTrqvhrz8H watch 2 videos this week and write a short paragraph(5 sentences) on what you learned</p>
Luxbacher/ Sr. High Band	<p>Practice your parts for all of our concert music. You should be practicing Stars and Stripes Forever, Perilous Voyage, A Hymn For Band, Antigua Bay and Southern Fried. Please also continue working in your method books and logging your method madness information.</p> <p>Also, visit the following websites and learn something new (or review something old)! Each website is free and will allow you to work at your own pace.</p> <p>https://www.musictheory.net/ http://www.musicracer.com/ https://trainer.thetamusic.com/</p>
Kennedy	<p>Complete the "Identifying Nutrients" Lab at www.explorellearning.com Instructions for accessing the lab and recording your results are posted in Google Classroom where you can comment and ask questions.</p> <ul style="list-style-type: none"> • Gizmos enrollment instructions • Identifying Nutrients Vocab • Identifying Nutrients Individual Activity (Make a copy that you can edit or print one out to write on.)

	<ul style="list-style-type: none"> • Identifying Nutrients Group Activity
Heckathorne	<p>Grade 11 DE: 1. Here is the code for the Kahoot rhetoric review: 0427057</p> <p>2. LLoyd Bitzer essay: here is Bitzer's statement of modern rhetoric. Pay attention to what he claims creates a rhetorical situation, as well as the effect of rhetoric.</p> <p>3. Write a reflection on the formation of identity as a rhetorical task.</p>
Speech	<p>Hello Parents/Guardians, I hope this continues to find you well. Here are some activities that you can do in order to help your children with their speech and language goals.</p> <p>If your child is working on articulation (practicing a specific sound) have them read out loud (any of their school work) while you listen for their correct speech sounds. Reinforce any errors that you may hear and ask them to repeat any mispronunciations.</p> <p>If your child is working on language and/or social skills, please go to a few of these helpful websites.</p> <p>Free social language resources online:</p> <p>Social Language Scenarios by Home Speech Home</p> <p>Emotions Vocabulary by Home Speech Home</p> <p>Pirate Emotions and Feelings Card Game by Communication Blessings</p> <p>Articulation, Language and Social Language Homework by Stacy Crouse</p> <p>Social Skills Activities: Friendly or Not? by Looks Like Language</p> <p>Social Skills Activities: Teen Problem Solving/ Social Inferences by Looks Like Language</p> <p>Tracy Boyd's Language and Word Games: Have Fun has games for analogies, antonyms, synonyms, homonyms, homographs, categories, What doesn't belong, same or different, irregular plurals, WH questions, idioms and more.</p>

Grade 12

Teacher/ Subject	Ideas:
Engles	<ol style="list-style-type: none"> 1. Current Event that deals with unemployment in the United States. The form is available in Google Classroom. If you can't use the internet, watch the news and write your summary on a piece of paper. 2. Watch the Crash Course video in Google Classroom and write a 5-10 sentence summary on why trade is important. 3. Check your stocks. Explain to me why you think your portfolio is in the shapes it's in. In your 5-10 sentences be sure to tell me your gains/losses and what place you're in.
Heckathorne	<p>Grade 12 DE: 1, 2. Finish Paradise Lost (yes, this may take several days/ weeks).</p> <p>3. Read Professor Ian Johnston's lecture on the epic. Write a comparison of his assertions on one of the elements in the text--The role of God, Satan, Adam, or Eve (choose one); the idea of free will; or any other pertinent aspect you've gleaned from the text. Link to the Lecture</p> <p>Grade 12 Academic:</p> <ol style="list-style-type: none"> 1. View this video reminder of satire 2. Create a short video satire: make it appropriate for school. The length of the video should be at least two minutes. Do not target peers, as that may very well go against RGHS bullying policy. 3. Write a story that is a satire. Have it take the form of a children's story, although the real audience will be adults.
Cohlhepp	<p><u>For your math enrichments:</u> If you haven't already, create a personal and fun math journal by stapling several pieces of paper together or use a notebook or binder with paper. Be creative and decorate the cover to show math in your world.</p> <p style="text-align: center;">Week 2: IVY CARTER GROWS UP</p> <p>You are a medical assistant in a pediatrician's office and one of your responsibilities is evaluating the growth of newborns and infants. Your first patient, a baby girl named Ivy Carter, was 21.5 inches long at 3 months old. At 8 months, you measure her at 24 inches long. For your medical records, all measurements must be given both in inches and in centimeters: 1 inch = 2.54 cm</p> <ol style="list-style-type: none"> 1. Assuming Ivy's growth is linear, find a linear model for her growth (in inches) over time (in months).

2. Use your model to determine how long Ivy was at birth (in centimeters)? Explain how you know your answer is correct, assuming this model.
3. Use your model to determine approximately how tall Ivy will be at 1 year old. At 3 years old (in centimeters). Show how you know your answers are correct.
4. Use your model to estimate how old Ivy will be (in years and months) when she measures at 48 inches. Show how you know your estimate is accurate.
5. Complete the table below and use the chart to plot Ivy Carter's growth, based on the calculations above.

Age (months)	Length (inches)	Length (centimeters)
0		
3	21.5	
8	24	
12		
36		
	48	

6. What is Ivy's approximate length-for-age percentile at each of these ages?

Age (months)	Length (inches)	Length (centimeters)	Percentile
0			
3	21.5		
8	24		
12			
36			
	48		

	<p>outdoors - you name it! You may use your own journal page or you may use this one: https://openphysed.org/wp-content/uploads/2020/03/AH-X8-ActiveHome-ActivityLogPage-English.pdf</p>
Lowry	<p>Estimate the cost of a home repair. Measure your parents kitchen and figure out the square footage of wall space and ceiling space. Now calculate how much paint will be required to repaint the kitchen for your parents. Be sure to figure in the cost of paint brushes, rollers, and pans if you don't already have them.</p> <p>Oh no!! The toilet is leaking. Write a procedure or instructions to follow that detail what steps you need to follow and what tools you will need to change the wax ring seal in your toilet. Remember the throne is very fragile! Handle with care!</p>
Hart	<ul style="list-style-type: none"> • Chef's Class: Remember all the food safety we talked about from the beginning of the year. Activity 1 is to clean out the refrigerator and look at the dates on the items. Get rid of old stuff and clean off the shelves (and to be extra helpful, wipe down the entire refrigerator with hot, soapy water). • Remove everything from your counter tops in the kitchen and clean them off with Clorox to make your kitchen safe.
Vogan	<ul style="list-style-type: none"> • Make a list of strengths vs. weakness, then create a plan on how to improve on your weaknesses. • Review your resume you have printed out and work on your weaknesses. -Create an Improvement plan!
Speech	<p>If your child is working on articulation (practicing a specific sound) have them <i>practice the old homework that is in their folders</i>. You can also play games, for example: Find some dice, and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many "points" – keep a tally and declare a winner at the end!</p> <p>Pull out a board game (checkers, Sorry, etc.) or a puzzle, and have your child say a target word 5 times before taking a turn or adding a piece to the puzzle.</p> <p>Helpful websites for lists: https://www.home-speech-home.com/speech-therapy-word-lists.html http://mommyspeechtherapy.com/?page_id=55</p> <p>If your child is working on language/social skills please go to the following website to do some social activities. https://www.do2learn.com/organizationtools/SocialSkillsToolbox/SharingSpace.htm</p>

	<p>If you have any questions or need to contact me please email me at: abrugnnano@staff.vgsd.org</p>
Beary: Science	<p>Continuity of Education Science; Chemistry</p> <p>Flinn Scientific "At Home" Lab Series Lab 1, Chemical Reactions.</p> <p>https://www.flinnsci.com/lab-1-chemical-reactions/vmafahlab01/</p>
Kennedy: DE Biology	<p>Complete the "Identifying Nutrients" Lab at www.explorelearning.com Instructions for accessing the lab and recording your results are posted in Google Classroom where you can comment and ask questions.</p> <ul style="list-style-type: none"> • Gizmos enrollment instructions • Identifying Nutrients Vocab • Identifying Nutrients Individual Activity (Make a copy that you can edit or print one out to write on.) • Identifying Nutrients Group Activity
Adams: Ecology	<p>Joe Jenkins wrote the "Humanure Handbook" about composting human waste. He is world famous and he is local. He lives about 3 miles from "Senor".</p> <p>Humanure map http://theslaterroofexperts.com/downloads/map.pdf</p> <p>Joe Jenkins Loveable Lou https://www.youtube.com/watch?v=MTILyhpel8&t=4s http://www.bbc.co.uk/blogs/ethicalman/2009/11/a_guide_to_making_your_fortune.html</p> <p>Hot Compost in Cold Winter https://www.youtube.com/watch?v=xiSXhV-7mV4</p> <p>Humanure Pathogens in Humanure Handbook https://humanurehandbook.com/downloads/Chapter_7.pdf</p> <p>Composting animal mortalities https://www.youtube.com/watch?v=gMzrDTLJNSw</p> <p>Humanure review video NOT JOE https://www.youtube.com/watch?v=FAyivnDsp-Y&index=11&list=PLFD5D0CE103FD3A56</p>
Hoover	<p>CHOIR: Please review sight-reading. These include Do, Mi, Sol & high Do:</p>

Exercise 9

Moderately

Part 1 *mf*
Waves on the sea-shore, wind from the sea, wind and sand, sea and sky as

Part 2 *mf*
Wind and sand, sea and sky as far as

p
far as you can see. Far as you can see.

p
you can see, Far as you can see.

Exercise 18

REMINDER Hold the music up.

Merrily

Part 1 *mf*
Ding dong, ding dong, ding dong, ding dong.

Part 2 *mf*
Ring, lit-tle bells; ring, lit-tle bells, ring out loud and clear,

mf
ding ding dong, ding dong; ding ding dong, ding dong.

mf
ding dong, ring lit-tle bells; ding dong, ding dong.

CHOIR: Please rewrite the entire text to "The Argument" in your own words.
"The Argument" by Fran Nesta

It begins quite harmlessly with a very minor, minor point.
Soon the conversation has become a confrontation that requires an explanation due to misinterpretation.
Then a growing irritation causes hyperventilation and you speculate and contemplate a swift assassination!
SA: The problem is you do not seem to listen with a sympathetic ear.
TB: Well, when it comes to listening I'm not sure that you're any better dear!
SA: It would be somewhat easier if you would not be quite so condescending!
TB: And you would see my wisdom if you only were proficient comprehending!
SA: I only want to illustrate!
TB: I think you mean reiterate!
SA: Communicate!
TB: Infuriate!
SA: Negotiate!
TB: Exasperate!
ALL: Oh! We can't agree! It's very plain to see! That you and I together have the most opposing view!
SA: You think you're right!
TB: I wish you'd see the light!
ALL: An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!
SA: I thought we were compatible but all you ever do is disagree.
TB: I think it is impossible to find a way to end this agony.
ALL: We've got to be more sensible and come up with some sort of compromise. We've got to end this argument. It's something that we both must realize.
SA: Now would it be so terrible,
TB: So awful and unbearable,
ALL: To call a truce to this abuse and put our lives to better use?
It's done! It's through! There's nothing left to do! We've finally reached a compromise, a single point of view.
We've seen the light! So no more need to fight! Oh, now that we agree, my dear, the answer is so crystal clear: how foolish were we both to argue on and on and on.
TB: We solved the problem easily.
SA: It took awhile for you to see that I am right this time!
TB: I think you've lost your mind!
SA: You don't respect my intellect?
TB: Your intellect is incorrect!
SA: I'm right!
TB: Wrong!
SA: Yes!
TB: No!
SA: I'm right!
TB: No!
ALL: Here we go, we can't agree. It's very plain to see that you and I together have the most opposing view. You think you're right, I wish you'd see the light! An arbitrated, validated, mediated, moderated, compromising settlement is something we could use!

PIANO: If you're able to practice on a keyboard, do so. If you need music, please email me. Review naming pitches, identifying notes on the keyboard, interval training, keyboard identification and more if you have access to musictheory.net. Check out the Google Classroom for specific exercises.

	<p>THEATRE: Watch any recorded live theatrical performance. Complete the Acting Critique for any actor from any show you watch this week.</p> <p>Guidelines: Keep your observations and comments focused on acting rather than on directing or design elements. Answer any or all of these questions.:</p> <ul style="list-style-type: none"> • How does the actor "show" or "tell"? Use specific details. • How does the actor interact with the general environment? • How does the actor interact with the immediate environment? • How is character expressed physically? How does the actor move and gesture? Where is the physical center of the character? • How does the actor show age? • What is the character's journey through the play? What was your first impression of the character? How does the character change? • What is the goal(s) of the character? What does he/she want? What drives the character? • What tactics are used to achieve objectives? • Do characters listen to each other? • Does dialogue flow from interaction or memorization? • What sort of conflict is the character involved in? • What is the status of the character in relation to other characters? Did status change? • What kind of subtext seems to be communicated between actors? • Is there a "style" of acting that is used evenly by all actors? • Did some characters touch you or affect you more than others? Why? • Add any additional relevant comments. <p>DANCE:Review/Dance these tap terms-Flap, Cramp Roll, Shuffle, Back Essence, Cincinnati, & Time Step. Review the dance to "42nd Street: Opening Audition"</p> <p>Start on Right Foot Gp 1: Flap, Flap, Flap, Ball Change (BC) Gp 2: Flap, Flap, Flap, BC Gp 1: Flap, Cramp Roll Gp 2: Flap, Cramp Roll All: Flap Cramp Roll, Stomp R together Step R, Shuffle L, hop onto L, R toe behind L (2X) Chug, Chug Alternating Hop Shuffles, hopping on L first, for 8 counts (cts) with Sunshine Arms land on R on 8 BC L R on & 1 to start 16 cts of single time steps. (4 total) Facing SL, Alternating hop shuffle backwards towards SR Flap L, pull L knee up as you chug R for 8 cts Step on L & Paddle turn to L 8 cts (Ending either facing SR or SL) Flap, flap, flap BC to C (2X) Step on R & Paddle turn to R 8 cts end facing Audience stepping together on 8 Back essence starting with R spank 8 cts Hop onto R Shuffle on L only for 8 cts Hop onto L Shuffle on R only for 8 cts Hop onto R Shuffle on L only for 4 cts Hop onto L Shuffle on R only for 4 cts Hop onto R Shuffle on L only for 2 cts Hop onto L shuffle on R only for 2 cts Alternate hop shuffles hop on R to start for 4 cts THERE'S MORE BUT I'LL ADD IT NEXT TIME.</p>
J.Snyder	<p>Activity 1</p> <p>http://www.sciencekids.co.nz/gamesactivities/forcesinaction.html</p> <p>Write down what happens as you follow the directions for the game.</p>

	<p>Activity 2</p> <p>Make a science journal about nature. Write about what is going on around you. Spring is coming(kind of already here), there is so much changing in nature. I challenge you to write down a couple things each day for the next week.</p>
Allen	<p>Here are links to Google Docs that have different art activities for you to do! They are divided by what materials you might have at home. Be sure to look through them all to see if you can do them.</p> <p>Drawing Week 2 https://docs.google.com/document/d/1JjTSSxJPGnU4B_g5dN_R6yk338Eup3lhBCvsJvy4HU/edit?usp=sharing</p> <p>Painting Week 2 https://docs.google.com/document/d/1IS2-c1zp1i_78X6psONcH3kaaHAzcVy7lw365DbAX1Q/edit?usp=sharing</p> <p>Crafts Week 2 https://docs.google.com/document/d/1MVd4ELpMKDRAh1pGwbwRFGsx0P8pRWwHpQuKuMdxXnl/edit?usp=sharing</p> <p>Digital Media Week 2 https://docs.google.com/document/d/1XDvEloGSwBtwFENLymcMyH42krCAi08Pe5URk7UoC1k/edit?usp=sharing</p> <ul style="list-style-type: none"> • If you can't access the links, try to do any type of art with supplies that you have at home. Write your name in ten different ways, draw your house or yard, draw your dog, draw your favorite T-Shirt Design, watch an art video and try it out, decorate a card and envelope, bake a cake and decorate it, sketch a logo or book/movie/board game cover, go outside and use sidewalk chalk, do a coloring page, learn how to sew/crochet/knit, or make your own set of playing cards! Art is everywhere!

Luxbacher/ Sr. High Band	<p>Practice your parts for all of our concert music. You should be practicing Stars and Stripes Forever, Perilous Voyage, A Hymn For Band, Antigua Bay and Southern Fried. Please also continue working in your method books and logging your method madness information.</p> <p>Also, visit the following websites and learn something new (or review something old)! Each website is free and will allow you to work at your own pace.</p> <p>https://www.musictheory.net/ http://www.musicracer.com/ https://trainer.thetamusic.com/</p>
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B. Proper - GIFTED - read the following articles and share your thoughts/feelings about them with me via a google doc or email.

<https://www.healthline.com/health-news/taking-care-of-your-mental-health-during-covid19-outbreak#Be-angry.-then-practical>

<https://www.psychologytoday.com/us/blog/the-future-brain/202003/how-covid-19-may-impact-mental-health>