

**Note: The activities for this week will not be graded. The purpose of these lessons is to keep students engaged and their minds/bodies sharp for our return to school. Students are encouraged to submit the results of their activities as best they can.** Electronic submission of activities would be the quickest and safest way to turn in your assignments: Email, photograph and email, Google Classroom, Remind, etc. Also, assignments may be submitted to any school in the district.

## **SOCIAL STUDIES:**

**Offline Resources:** Each week, pick 2 of the following items to complete and provide documentation of completion to your Social Studies teacher. You can submit this documentation through email, take a picture and email, Remind, google classroom, or physical documentation dropped off at any school building in the district. *These activities are to keep you engaged and will not be graded.*

- **Family Interviews-** Interview different people from your family on different social/historical topics and report your findings via a short summary.
- **News Broadcasts-** watch a daily news briefing from Gov. Dewine or President Trump's broadcast and write a short summary.
- **Family Tree-** talking with your family, research your family history and tell about interesting facts about your family's history
- **Propaganda Poster-** Create a propaganda-style poster from one of two perspectives—staying at home to prevent the spread of Covid-19 or businesses struggling because of the government-imposed shutdown
- **Board Games:** play a board game with your family and take a pic/give a short summary of what you learned from the game. Examples of games (Monopoly, Stratego, Battleship, Connect 4, etc.)
- **Comic Strip:** Create a comic strip of an historical event. Choose an event that you have studied in class and make a comic strip or political cartoon explaining the event.

## **INDUSTRIAL ARTS:**

Interview a family member or a neighbor who is working in a hands on trade, in some form of industry or construction. Ask and record these questions:

1. Where do you work?
2. What is your job title?
3. What do you do at work?
4. Do you feel your work is a job or career?
5. How long have you been doing this?
6. How far do you drive?
7. Does your job require any additional training?
8. Are there other career paths you wished you would have chosen?
9. What would you advise me on when seeking a career?
10. What advice would you give me towards my current education to help me on deciding what to do for a career?

## **MATH:**

You will need to get outside this week. You will create an airplane that can travel a distance of 18 feet, stays in the air for 5 second, and hits a self created target from 10 feet away. Make some modifications throughout your trials and write a reflection about your experience. Take a video of you throwing your final product (if you want us to see it you can show it to us).

AP Calc Students: please check the email for your weekly assignment that Mrs. Hartley will be sending you.

## **SCIENCE:**

**Science Department Projects** is a chart of activities based on subject matter (Astronomy, Biology, Chemistry, etc.) and kind of activity (diagrams, math, short answer, extended response, etc.) This chart can be used for

several weeks by having students pick different activities each week. Students may use any assignment regardless of current course. To access this chart go to the Offline Activities link on the high school webpage.

### **HEALTH/PHYSICAL EDUCATION:**

#### **Health / PE / Healthy Living / Fitness / Adv. PE:**

- Make up a workout routine that you would like to do at least five days a week. Incorporate body weight, cardiovascular, and core strength activities which would last at least 25-30 minutes.
- Make a chart on a piece of paper with the activities you do, how many sets or reps or seconds you complete them, and the day you did the activity.
- You can make each day different or keep it the same for one week and then switch it up for the next week.
- You may email the information at the end of the two weeks by written response, picture of your chart workouts, or if you would like to send a new activity you would like Coach Pete to try or do, email them at any time. (Coach Pete has been trying out different types of plank and push up activities).
- Examples of activities you may try:
  - 3 sets of how many push ups you can do. You can vary them or modify whatever works for you.
  - Jumping rope - 5 sets of 1 minute.
  - Different core strength activities.
  - Jogging / hiking / walking / working in the yard (picking up sticks, etc.) Some type of activity.
  - If you have weights, make your own weight training workout that you would like to do.
  - Any workout you would like to make up and do would be great to stay healthy and active.

**SPANISH:** Spanish activities are available on the high school web page under Offline Activities. They are broken down into Spanish I & II activities and Spanish III & IV activities.

**ENGLISH:** The activity board for English may be found on the High School web page under the Offline Enrichment Activities.

**DIRECTIONS:** Complete 3 activities on the choice board.

#### **HOW TO TURN IN:**

- You can choose to write ALL of your responses on ONE google document and share it with your teacher.
- You can choose to handwrite it, take a picture, and send them to your teacher.
- You can choose to hand write it, hold on to it, and turn it in when we return to school.

**REMINDER:** These activities are optional and will not be graded. These are designed to keep you engaged during our time apart. However, we hope that you participate!

#### **CHOIR:** Choir Work for Mail:

If student has access to the internet, please use google classroom and the linked padlet for the next few weeks in choir.

Offline options:

- a. Student can continue to journal about their interactions with music daily.
- b. If preferred, students are welcome to journal about daily practice recording the date, time, and a few brief notes about their experience.
- c. If the student has access to a music documentaries, autobiographical music films, book or articles about music, etc they may watch/read these - write a few sentences in response to educational artifact.
- d. Student may construct an instrument out of natural materials, or record their own musical composition.