



SCHOOL DISTRICT 5

S O U T H E A S T K O O T E N A Y

Grade 9

Learning Experiences for the Week of: May 11-14

Please refer to the learning plan mapped out below to establish a routine for your child during the time away from in class instruction. Please keep in mind your child's learning will look different and is **not meant to be a stressful experience**.

LITERACY/LANGUAGES (30-45 minutes per day):

Journal prompts and extra assignments are on the portal, please participate if you would like. Also keep reading!!

Mrs. Fulton's Science classes:

Once you have completed tasks 1-3 from the Learning Opportunities (Apr 27 – May 1) then you can start the task below.

Creation Stories – Your turn to write one

Task 4:

Creation myths are not just stories where something gets created; they are **explanations** of how life came to exist, how the world was formed. There are a lot of components that go into an interesting myth: the process of how the world was actually created, the characters involved, how they interact with each other, the environment, where it all takes place, the positive and negative and their implications, etc.

Once you have created your world in Science, you will then be able to write the creation story for it! Try to remember some of the traditional elements of a creation myth. How was the world actually created? Who/what is the supreme being that triggers the creation of the world? What is the relationship between the animals/humans/plants/etc? Is there a mother/father link? (mother nature) Is there some sort of moral to learn or instruction to follow? Is there a sin with a consequence? How were the geographical features of the world created?

With regards to the technical aspects of your story, aim for the following:

*be original...don't just copy one that you read

*use lots of detail

*try to use some literary techniques, like metaphors and similes

*write an engaging beginning, which develops through the middle and has an interesting ending

*be sure to proof-read and edit...perhaps even have a friend or family member read it to make sure it makes sense

Your story should be a minimum of one typed page (double spaced) or two written pages (double spaced). My suggestion is that you brainstorm some ideas before beginning to write the story, get some general ideas, before you hash out the details. Be sure you include any notes or brainstorms when submitting your assignment to your portfolio.

DUE DATE: JUNE 1, 2020



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Ms. Fillis's Science classes:

Please see the Powerpoint called, "Walk a mile in someone else's shoes" on the portal under the Grade 9 Learning Group. The file will be in the handouts and materials.

This project is due June 1, 2020.

NUMERACY (30-45 minutes per day):

Please login to [Mathletics.com](https://www.mathletics.com) and complete the section(s) outlined by your classroom teacher.

Ms. Fillis: Please work through the "Linear Relations - Graphs" unit activities. Zoom meetings will focus on graphing linear equations. Check out the "Wanted: Missing Operations" problem solving activity on Mathletics.

Mrs. Fulton: Continue working on your scale project from last two weeks, you should be finishing this up this week. You should also be completing the mathletics sections assigned on scale, area, and volume. Please email me if you have any questions about the project or drop into my zoom math get together Wednesday at 1:30. Look for the zoom link in your school email.

SCIENCE/INVESTIGATE/EXPLORE:

Mrs. Fulton: We are going to spend this week reviewing the Cell Cycle and Mitosis. These are important concepts that you need for Science 10. Please complete the review worksheet and try the Kahoot Challenge (please use your name on the Kahoot so I know who is trying it). I have included the chapter in the textbook if you need it for the worksheet. I will host a zoom get together to answer questions on Wednesday at 1:00.

Worksheet: [WorkBook 5.1](#)

Textbook: [Chapter 5.1](#)

[Kahoot Challenge](#)

Ms. Fillis: Your group is working on Task 2. Please have **one member** of your group **email me the food web for your ecosystem**.



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Task 2

Question – What are trophic levels and how does a food chain work? What is the ultimate source of energy for our planet? How are your organisms going to reproduce- asexually, sexually, or both?

You will build each trophic level and consider the implication to the various cycles that are required. There will be a minimum of 5 levels of consumers/producers, and minimum 2 organisms at each level. The key will be working together to come up with a variety of species adapted to the climate, and also making them compatible with one another. The species one of you creates must be a predator of another, and so on. Create a description of each organism listing any adaptations, its trophic level, habitat, etc... include a sketch or picture. You are welcome to create fictional names for your organisms ex: elefly (a mini fly that looks like an elephant). Now that you have an array of organisms that are all well equipped to survive in the climate and geographic area you have chosen, connect the dots of the food web. You need to show the direction of energy flow (who is consuming who).

View the following videos to help:

<https://www.youtube.com/watch?v=rNjPI84sApQ>

<https://www.youtube.com/watch?v=-oVavgmveyY>

<https://www.youtube.com/watch?v=0glkXlj1DgE>

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

SOCIAL STUDIES:

This week, you need to start a plan with what you thought about, investigated and decided on from last week. You are making DECISIONS this week!

-you should know if you are working on this alone or with a partner or in a group.

-decide on what form of government your world has, what is it, describe it and how it runs (even if it is an existing form of government we are familiar with)

-what's the history of the world? How has it formed into the "world" it is, who were the founders (think of Canada perhaps, or present day France, etc). Were there revolutions, etc? This needs to be detailed and extensive. Think of what we have just learned regarding the Confederation of Canada.

-what is it like to live in this "world"?

-what's the economy like?

-what natural resources are there if any?

-what are the geological features?

-have there been wars? What were they to do with? What was the result from it?



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- what are the military forces in place? Who runs it?
- what is/are the religion(S)? Is there conflict between them?
- what is daily life like here? Describe it. This should be detailed.
- design a flag, have rationale as to why it looks the way it does.
- you should be doing a rough copy of your world this week!
- as you are doing this start making some choices and decisions how you want to present your final project
- please ensure that this whoever reads it will have a VERY clear idea of what your world looks like, what it would be like to live there, its history, its problems or issues (as all countries have them!!),etc.

OUTDOORS/HEALTHY LIVING:

FIRST, I WILL...

Complete the **Physical Activity Log** for **May 11-18** for **3 to 6 days**. Record whether you walked, jogged, biked, shot hoops, mowed grass or tried the PE obstacle course challenge that we sent out this week. **Any physical activity is acceptable!**

Many students have not **TURNUED IN** their **Physical Activity Log** to the SD5 portal, so please watch the **VIDEO** on how to complete your log on a **COMPUTER** or **LAPTOP** from Mr. Fleming and Ms. Petterson under "**FEATURED LINKS**" on the portal in the Physical Education 7-8-9 class.

1. Log onto the SD5 PORTAL
2. Go to the Physical Education 7-8-9 class
3. Go to the ASSIGNMENT tab at the top
4. Click on the PE log for WEEK #6
5. Click on DRAFT to add your information to the log
6. It will automatically SAVE online
7. At the end of the week you must hit the yellow TURN IN button

If you are completing the **PE log from your phone or tablet**, please read the instructions in the Physical Education 7-8-9 PORTAL under the "**HANDOUTS and DOCUMENTS**". If you need help email Ms. Petterson at heather.petterson@sd5.bc.ca

NEXT, I WILL ... Try to create your own **Homemade 10 Station**

Obstacle Course! Do it in your basement or outside and make sure you put stuff



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away when you are done! VIDEO tape yourself completing your obstacle course and POST your video into your PORTFOLIO. The **top obstacle course VIDEO OR Obstacle course chart** (or just use a plain piece of paper and take a photo of your chart to post) **will receive a \$10 gift certificate** from Mr. Fleming & Ms. Petterson. You can find the chart in the **Physical Education 7-8-9 PORTAL** under the **“HANDOUTS & DOCUMENTS”**.

Videos OR obstacle charts must be posted to your portfolio by **May 20!**

Here are some great video examples of some obstacle courses.

Press **CTRL + Click (on a Mac - command + click)** on this links below to see examples:

1. **Mr. Fleming completing the Laurie obstacle course:**
<https://web.microsoftstream.com/video/b4e9dada-7d3d-48c1-b125-8fdda9996755>
2. **Back yard obstacle course:** <https://www.youtube.com/watch?v=uMP0o69zOQo&t=13s>

FINALLY, I WILL...

Submit your completed Physical Activity Log May 11-18 following these steps:

1. Open your log in the Portal under **“Assignments”** & click on **“Physical Activity Log Week 6”**
1. Click on the yellow **TURN IN** button (near the bottom of the page).
2. Click on **“COPY to PORTFOLIO”**

BE Quiet: Go to a spot where you will be free of distractions. This can be sitting in the sunshine in the yard, in the middle of the community forest partway through a solitary walk, or in your bedroom. You can upload the attached 6-minute guided meditation video to your device and have it with you. If you don't have access to technology, just sit where you are for 5 – 10 minutes and let your mind float. Focus on and listen to the sounds that you hear. If your mind begins to get 'busy', set those thoughts aside and focus back on the sounds you are hearing. Afterwards, write about the sounds you heard and how you felt after the exercise.

<https://youtu.be/1LVkxZUDTsQ>



SCHOOL DISTRICT 5

SOUTHEAST KOOTENAY

Grade 9

Learning Experiences for the Week of: May 11-14

Pathways
to
Learning

LEARNING TOGETHER

ADVOCACY

ENGAGING ALL LEARNERS

EFFECTIVE COMMUNICATION

INCLUSIVE PARTNERSHIPS