



# SCHOOL DISTRICT 5

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

Grade 9

## Learning Opportunities for the Week of: May 19-22

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!!

If you are in Mrs. Fulton's science class continue to work on your creation story. This assignment is **due on May 29.**

If you are in Ms. Fillis's science class continue to work on your empathy research project. This assignment is **due on May 29.**

### 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.**

**Mrs. Fulton:** We are starting a new (and last) unit on Finance. This week we will focus on the percentages section in Mathletics. As well, please attempt the following worksheets on finance and upload them to the portal.

[Cheque Writing](#)

[Debit and Credit](#)

**Ms. Fillis:** Try to complete the section on Linear Equations – Graphing unit and complete the test on Mathletics. Remember there are Zoom meetings every Tuesday at 11:30 am and Thursday at 2:30 pm.



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### SCIENCE/INVESTIGATE/EXPLORE:

**Mrs. Fulton:** This week we are looking at DNA (Gene) mutations. First watch the video on DNA as a reminder of what DNA is and how it works. Then watch the first 3 ½ minutes of video on Mutations (we will cover the rest of the video on chromosomal mutations at a later date). Complete the workbook pages on Mutations and turn them into the portal, I have included some notes to help with the workbook questions.

Video: [DNA and How it works](#), [Mutations](#) (first 3 ½ minutes)

Power Point Notes: [4.2 Mutations](#)

Workbook: [WB 4.2 Mutations](#)

**Ms. Fillis:** Your group is working on Task 3. Look for the email sent on May 14th about Wednesday's Zoom check-in times for your group. The id is on the email.

### Task 3

#### Question - How do nutrients cycle through an ecosystem (carbon, water, nitrogen, & phosphorous)

Once the food web is complete, note where the nutrient cycles will fit. For example, "Where does pure oxygen become carbon dioxide?" or "In what ways can phosphorus get back into the soil?" You need to google the 4 cycles to see how all 4 cycles fit in with the biotic (living) parts of your ecosystem. At this point you may need to tweak your organisms. Either add on to your original food web or create a concept map that shows where the nutrient cycles will fit. "Where does pure oxygen become carbon dioxide?" or "In what ways can phosphorus get back into the soil?"

View the following videos to help:

<https://www.youtube.com/watch?v=NHqEthRCgQ4>

<https://www.youtube.com/watch?v=TWb4KIM2vts>

<https://www.youtube.com/watch?v=L2yb1ERU9p4>



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### **SOCIAL STUDIES:**

Please continue with the assignment. Look back at the last 2 weeks Learning Opportunities for Social Studies for reminders. This is **DUE MAY 29**.

You can choose how you want to present this, as I have said in the previous Learning Opportunities. ANYWAY you find fun and interesting! Please make sure it is clear and has elaborations on the details and information about your world. The flag needs to be at least half a page in size and clear. Make sure you have included why you designed your flag the way you did; that it is relevant and significant to your world.

If you are doing this project in a group, please have every member of the group upload it into their OWN PORTFOLIO. Have all group members names at the top of the page so I know who was working with who.

### **OUTDOORS/HEALTHY LIVING:**

#### **FIRST, I WILL...**

Complete the **Physical Activity Log Week 7** for **May 18-25** for **3 to 6 days** **OR** complete the **Geocaching assignment** that are both found on the **SD5 portal**. Any physical activity is acceptable for your PE log!

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 #7
5. Click on **EDIT** or find the three dots (...) to find EDIT then add your information to your PE log
6. It will automatically **SAVE** online
7. At the end of the week you must hit the yellow **TURN IN** button

**NEXT, I WILL ...** Try **Geocaching!** Here is a video on how to geocache and how to set up your account. You will need a phone with data or a GPS.



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Press **CTRL + Click** (on a **Mac - command + click**) on this link below:

<https://web.microsoftstream.com/video/947ec227-8057-4c7e-b6b2-0b8859cf8ca9>

### **FINALLY, I WILL...**

Submit your completed **Geocaching assignment** to your portfolio on the Portal **OR** your **Physical Activity Log May 18-25** following these steps:

Open your log in the SD5 Portal under “**Assignments**” & click on “**Physical Activity Log Week 7**”.

Click on the **TURN IN** (near the bottom of the page).

Click on “**COPY to PORTFOLIO**”.

### **BE: \_\_\_\_\_ Optimistic!**

- **Optimism is a way of seeing life hopefully and having an expectation of success and well-being. It correlates strongly with good health and effective coping strategies. Optimism is a learned trait and, if practiced, can become a way of thinking.**
- **Choosing to view life optimistically can increase our brain capacity; it relaxes our amygdala, creates chemical balance in our brains, and allows our prefrontal cortex to take charge.**
- **Students who are generally optimistic enjoy better physical health, have more success at school, flourish in relationships, and are more well-equipped to handle stress in their lives. An optimistic state of mind enables a mindful response to stresses and a downplaying of thoughts of failure, frustration, and hopelessness.**
- **Optimism breeds the expectation of success which makes it easier for the student to put forth the effort necessary to achieve that success.**

**Your task: Put one of your worries into perspective. Make a three-panel chart. Give it the title of your worry. In the first panel, show (by drawing or writing or a combination of both) the worst-case scenario; in the second panel, show the best-case scenario; and, in the last panel, show the most likely scenario.**

**Is your glass half-full (optimistic view) or half-empty (pessimistic view)?**



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## ONLINE LEARNING LINKS:

<https://www.autodesk.com/education/home> Free autodesk software that you can explore including : Autocad, TinkerCad, and Fusion360. If you design something cool, screenshot it and upload it to the portfolio for Mr. Friesen to take a look at.

Pathways  
to  
Learning

