



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: June 1 - 5

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:

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 17, 2020.

Ms. Fillis'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 have 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



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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.

This project is due June 17, 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: This week you will complete the area and volume activities from Mathletics in preparation for the scale unit project.

Mrs. Fulton: This week we are continuing our look at financial math by looking at the cost of credit and interest. Please complete the following worksheets and upload to the portal. Don't forget to finish the Mathletics sections assigned on percentages two weeks ago.

[cost of credit](#)

[Simple Interest](#)

Extension: [Compound Interest](#)

SCIENCE/INVESTIGATE/EXPLORE:

Mrs. Fulton: We are finishing our last section in biology. I would like you to create a PowerPoint on a genetic disorder. The instructions for the PowerPoint are linked below, included in the instructions are a list of genetic disorders you may choose from. There is also biology vocabulary for you to study on my quizlet page. Please start going through the biology vocabulary as next week will be a review of this unit.

[Genetic Disorder Research Project](#)

<https://quizlet.com/NicoleFulton>

Ms. Fillis: Between June 1 and 3, please exchange your completed group assignment with two other groups. Use the peer evaluation form sent through your school email to evaluate and offer meaningful comments and suggestions for two group assignments you receive. Send your completed peer evaluation to the groups you evaluate. With the peer evaluations you receive from other students, make any changes to your group's assignment and upload it to your portfolio by June 5th.



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SOCIAL STUDIES:

Please listen to the following podcast:

<https://podcasts.apple.com/ca/podcast/the-daily/id1200361736?i=1000475301787>

What are/were the first things that come into your head as you were listening to this? You may want to do this as you listen to it.

What impact will this have on the current situation that is going on? How do you think things will be handled? Please elaborate in full sentences.

How are these findings different from what doctors and scientists originally thought about the virus?

Does this change your thinking at all? How so?

Please elaborate your thoughts on this.

If you are having trouble listening to the podcast, please read the transcript and answer the questions.

<https://www.nytimes.com/2020/05/21/podcasts/the-daily/coronavirus-children-sick.html?showTranscript=1>

OUTDOORS/HEALTHY LIVING:

FIRST, I WILL...

Complete the **Physical Activity Log** for **June 1-8** for **3 to 6 days** 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.

NEXT, I WILL ... Try the **10 to 1 Challenges!** Watch the YouTube video workouts and follow along with the challenges. Press **CTRL + Click** (**on a Mac - command + click**) on the link:

[10 to 1 challenges](#)


If you want something **more challenging**, then try to do this 10 to 1 challenge:

<https://www.youtube.com/watch?v=-4L2U6aN0is>

FINALLY, I WILL...

Submit your completed **Physical Activity Log June 1-8 Week 9** following these steps:

Open your log in the Portal under **"Assignments"** & click on **"Physical Activity Log Week 8"**

Click on the yellow  (near the bottom of the page).



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BE KIND: Perform Random Acts of Kindness

Good deeds...gestures of generosity...paying it forward. These expressions describe mindful actions intended to help another living being. Participating in such actions constitute an act of kindness. These Acts of Kindness can be big or small, spontaneous or well-planned. Socially, acts of kindness cultivate shared happiness, builds relationships, and gives people a sense of connectedness to a group, community, or place. The more people practice acts of kindness, the more likely they are to recognize, and act on, situations in which others are in need. Compassion and empathy can be developed through mindfully practicing acts of kindness. Practicing compassion and empathy builds the social and emotional competence that children need in order to be resilient and confident. Studies have shown that our brains are rewarded for altruism (behaviour that benefits someone else rather than oneself) with a release of dopamine (the feel-good neurotransmitter) during acts of kindness. We are hard-wired to feel good about doing good.

Your task: Every day this week, perform ONE random act of kindness. What this will look like is up to you, but you could; weed the flower garden of an elderly neighbour, pick up curbside garbage along your street, walk to the park (picking up curbside garbage along the way) and pick up garbage there, clear out your closet and donate your old clothes to the local Salvation Army (or other) Thrift Store; hose down a neighbour's (or family friend's) driveway or car, the list goes on..... A little kindness goes a loooooong way!

**"HOW YOU
MAKE OTHERS
FEEL ABOUT
THEMSELVES,
SAYS A LOT
ABOUT YOU."**

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Pathways
to
Learning

LEARNING TOGETHER

ENGAGING ALL LEARNERS

EFFECTIVE COMMUNICATION

INCLUSIVE PARTNERSHIPS

ADVOCACY