

Supporting Students at Home: Grades 9-12

Originally developed by Howard County Public Schools; adapted for Denver Public Schools

Overview

This guide is designed to provide ideas for engaging students in learning activities while schools may be closed for COVID-19. The activities listed are intended to help keep our students intellectually active while they are at home. The activity ideas do not represent the first level of instruction that occurs in our schools. Best practices for first instruction will occur when students return to school.

The activities and tasks that students complete at home will not be used as assessment or counted toward part of the students' grade. Families should review the list below (originated by Howard County Public Schools and adapted for use by Denver Public Schools) and select options that are relevant, accessible, and age-appropriate.

Sample Daily Schedule

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|--------------------|--------------------------------|-------------------------------------------------------------------------------------------------|
| 8:00-9:00 | Wake Up & Get Ready | Eat breakfast, get dressed, get ready for the day |
| 9:00-11:00 | Academic Time | Choose one or more of the options from the list below. |
| 11:00-12:00 | Screen Time | Choose one or more screen based activities from the list below. |
| 12:00-2:00 | Lunch & Free Time | |
| 2:00-3:00 | Academic Time | Choose one or more of the options from the list below. |
| 3:00-4:00 | Reading | Read a book or use Sora (OverDrive) to read or listen to an eBook or audiobook. |

Universal Tasks

- Conduct research on potential college, university, and/or [career options](#). Examine what qualifications, skills, or training is necessary.
- Continue to work on any long-term projects that have been assigned to you by your teachers.
- Continue to [read texts](#) that have been assigned to you by your teachers and below questions for every 20 minutes of reading.
 - Do any of the characters remind you of someone in your life? Who and how?
 - How are the characters, setting, and problems like those in other stories you have read?
 - Were you reminded of anything in your own life while reading this story? What and how?
 - What does this story make you think about or wonder?
- Review recent classwork and homework assignments.
- Watch news reports, listen to public radio news broadcasts, and/or read [news articles](#). Consider the following:
 - How reputable are the sources referenced? What potential bias is presented?
 - Are the data/statistics valid and reliable?
- Investigate episodes of NOVA, Nature, and [other shows](#).
 - What are the issues included in the episode?
 - How does this information connect to your personal experiences?
 - What does it make you wonder?
 - Where might you find more information?

Content-Specific Tasks

Secondary Language Arts

- Explore [books](#) that have been made into film. What differences can you note? What creative ways did the director bring the text to life? Feel free to use this resource: <https://www.goodreads.com/list/tag/book-to-film>
- Review the lyrics to one of your favorite songs that is school appropriate. Identify three devices that are used within the song and explain their use and impact.
 - **Devices include:** simile, metaphor, hyperbole, symbolism, rhyme, rhythm, mood, and tone.

Secondary Social Studies

- Enjoy some time with Crash Course Contents (<https://www.youtube.com/user/crashcourse>). You can use U.S. History, World History, Government, Economics and more. Start by watching topics you've already learned about in class, but feel free to explore. Be sure to try and identify the claims made in the video and the evidence used to support those claims. Once you've watched an episode, consider researching to find [another source](#) you may use as the "Mystery Document." Explain why you chose this document and how it relates to the episode you just watched.
- Choose a video from <https://www.pbs.org/wgbh/frontline/films/> that connects to what you are learning about in school.
 - What new information did you learn? How does it connect to what you've already learned about this topic, region, issue?
 - What claims does the video raise? What evidence do they use to support their claim?
 - What questions does this source raise? How could you go about continuing your research in this area?

Secondary Science

Identify a phenomenon from the Phenomena: Wonder of Science list and watch the accompanying video (<https://thewonderofscience.com/phenomenal>). Complete the following:

- Construct an explanation about the phenomena. What questions do you have about the phenomena?
- Construct a model (such as diagrams, drawings, mathematical relationships, analogies, computer simulations and physical replicas) to represent ideas and explanations.
- Analyze and interpret data provided about the phenomena.
- Reason and argue based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem.
- Obtain, evaluate, and communicate the information clearly and accurately to a family member or friend.

Secondary Mathematics

- Identify a real world situation that can be modeled with various functions (e.g. linear, quadratic, exponential, logarithmic, logistic, sinusoidal, step, absolute value, square root functions). Describe the situation and why this function model is most appropriate. Construct various representations for your situation such as a table, graph, and/or equation. Determine an appropriate domain and range for the function based on the context.
- Locate graphs and describe what the graph depicts using:
http://pbs.panda-prod.cdn.s3.amazonaws.com/media/assets/wgbh/rttt12/rttt12_int_graphstories/index.html. Critique the graph and determine if the graph makes sense for the given context.

World Language

Read, listen to, and/or view [authentic resources](#) in the target language for at least 15 minutes per day. Maintain a reading/listening/viewing log. Write in the target language about what you have read/heard/viewed, keeping in mind the Can-Do expectations for your proficiency target.

Art

Sketchbooks are an easy way to organize your ideas and arts. In your sketchbook or on any paper you have and with any drawing supplies:

- Create several drawing studies of eyes, noses, and mouths in a variety of poses.
- Draw an interesting object from three different angles.
- Draw three metallic objects that reflect light. Focus on highlights and reflections.
- Refraction—Create two drawings of separate objects partially submerged in water.
- Draw something that can't be turned off.
- Draw something soothing.
- Draw something you think sounds or smells incredible.

Music

- Using standard notation draw 3 major scales and play or sing them.
- Using standard notation draw 3 minor scales and play or sing them.
- Create a rhythm using household items while keeping a steady beat.
- Listen to a song and describe the form of the song using refrain/chorus.
- Pick a theme song for your day and describe why you selected the song.
- Identify rhythms that are created naturally in your home.
- Create a 4 bar melody and play or sing it
- Create a 4 bar 2 voice counterpoint

Library Media

- Read a variety of genres and formats. Use the Sora (OverDrive) app or website to access the DPS collection of [eBooks and audiobooks](#) using a computer, phone, or tablet.
- Generate questions about a topic of personal interest or curricular relevance. Conduct research using [online databases](#) and the Big 6 process (https://www.hcps.org/f/academics/media/factsheet_big6.pdf) or another inquiry process to answer those questions.

Health & Physical Education

Each day, perform 10 exercises from the list below. Try and choose a few exercises for each fitness component. (Fitness components include: Cardiovascular Endurance, Muscular Strength, Muscular Endurance, Flexibility, Body Composition.)

Exercises

- 10 Push-ups
- 30 second plank
- 10 sit-ups
- 10 Air Squats



- 10 lunges
- 30 Jumping Jacks
- 1 minute of jogging in place
- 1 minute of high knees
- 10 burpees

Grade 9 Choice Board

- 10 wall push-ups
- Sit and Reach Stretch
- 20 small arm circles (forwards and backwards)
- 20 large arm circles (forwards and backwards)
- 10 minute walk around the neighborhood
- 20 flutter kicks
- 30 second butterfly stretch
- Run around the outside of your house 3 times
- 30 second hamstring stretch
- 30 second quadriceps stretch

<https://docs.google.com/document/d/1Kel12sTspZT0sahilseN5SNGMcLgONVt5qXzGWooLFE/edit>

Digital Resources

Here are a few suggested resources that can be accessed digitally

- [Sora \(OverDrive\) eBooks and audiobooks](#) (available in English, Spanish, and several other languages)
- DPS LION Databases: [Britannica High School](#), [Britannica Escolar](#), [CultureGrams](#), [Gale in Context High School](#), [Gale Opposing Viewpoints](#)
- [Denver Public Library Kanopy](#) (free access to documentaries, foreign films, and critically-acclaimed movies)
- [Scholastic Learn at Home](#)
- [DPS' Academic Technology Menu](#):
 - Select School Breakdowns → Your School → Go!
 - **"Parent Consent Required"** tab: Resources approved via parent consent at your school
 - **"Parent Consent Not Required"** tab: District-approved resources

Ideas for activities for parents in Spanish

- DPS LION Databases: [Britannica Escolar](#)
- [Las Provincias](#)
- [Bebesymas](#)
- [Sapos Y Princesas](#)

Educational TV

PBS has a variety of educational TV. Here is how you can access PBS in the Denver area.

- Over the Air (Antenna)
 - Rocky Mountain PBS: Channel **6.1**
 - RMPBS KIDS: Channel **6.2**
- Cable TV (Comcast)
 - Rocky Mountain PBS: Channel **6 & 658**
 - RMPBS KIDS: Channel **245**
 - Create/World*: Channel **248**
 - On Demand: Channel **1** ("Your Colorado")
- Satellite (DIRECTV and Dish Network)
 - Rocky Mountain PBS: Channel **6**