

Remote Learning Resources For High School



*Championing Policies and Practices
That Enhance Teaching And Learning*

Here are some ideas that can help keep learning happening at home!
Parents / caregivers, please be sure to be involved with activities that involve risk
(cutting, internet use, etc.).

Things that are always great!

Read, read, read! Read fiction, read the news, read non-fiction, read articles, read together, read alone....you get the idea!

Write and draw!

Play board games, strategy games, and card games! Games are powerful learning, and lots of great practice for problem-solving, communication, strategy, and use of numbers.

Ideas for Home Learning

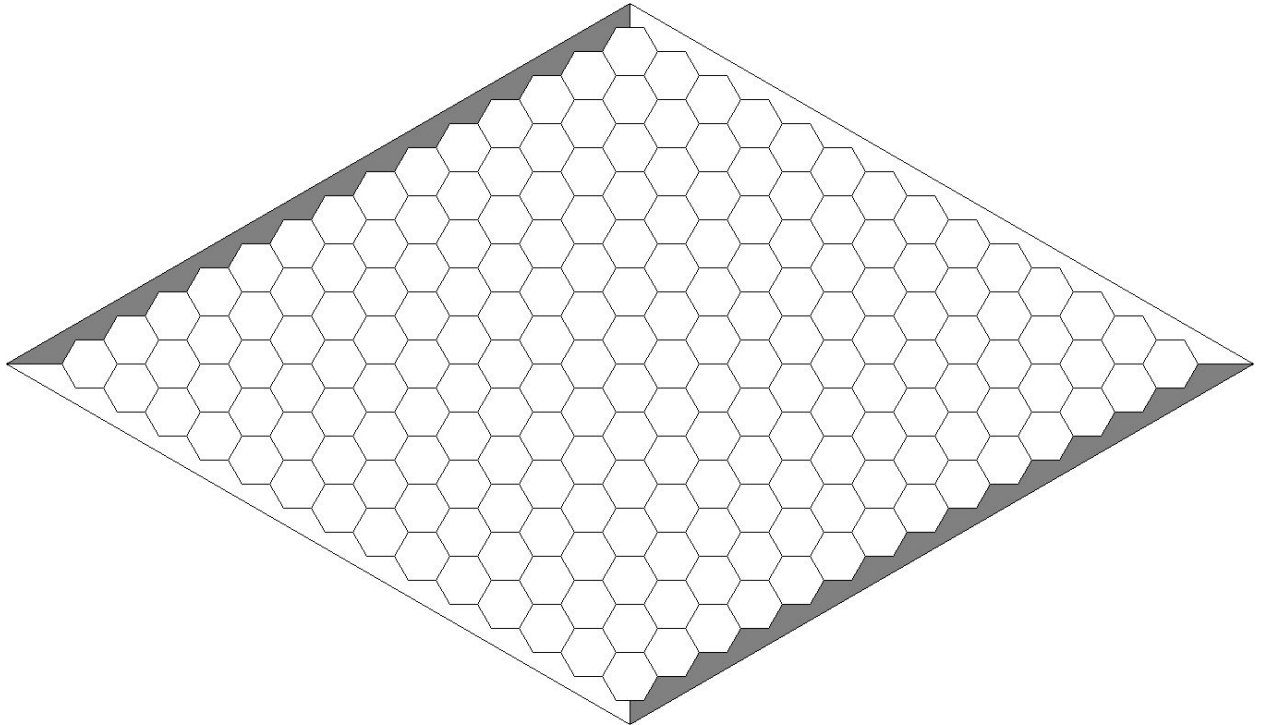
- Advocate for something you believe in. Learn about it, and use data to support your efforts.
- Conduct a mini-research study. Go outside and take a notebook. Choose what you're going to investigate. Keep track of data. Draw and write about what you find, and what you wonder.
- Use our current events as the starting point for a short story. Share it with a friend, ask for constructive feedback, and improve your writing.
- Read to someone younger than you. Ask them about the story: Who are the characters? Where does the story take place? What happens in the beginning? Middle? End? What's the problem in the story? Solution? Does this book remind you of another book you've read?

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- Master the game *HEX* (use two colors - take turns marking spaces - the goal is to make a path linking your two sides of the board before the opposing player does). Is there a strategy that works every time?



(image from HexWiki)

- Design an international cookbook, with at least one recipe for each continent. Scale the recipe with an ingredients list for 2, 10, and 500 servings. Write an intro paragraph for each about the culture of origin. (requires internet or other research tool)
- Design a cookbook for Maine's bicentennial celebration, with at least 3 recipes for each century. Write an intro paragraph for each recipe about the time and place it came from. Scale the recipe with an ingredients list for 2, 10, and 500 servings. (requires internet or other research tool)

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- Write and illustrate your own book.
- Write and draw about what Maine will be like in 100 years. Make a dystopian version, and a utopian version. What will you do to make that happen? Make an action plan.
- Plan to interview someone about what life was like when they were little. Write down 5-10 questions that you will ask them. Take notes about their answers. Then, write a story about life as a kid in their time.
- Write or find a poem and draw an image that reflects the main idea.
- Create a junk sculpture using whatever found materials, write a one page paper on what it means or represents (trash to treasure).
- Create an image or write a creative description of Spring and the return of outdoor life.
- "Read an entire novel (either a class read or a self-selected book would work). Then write a review including the following sections (each of which should be labeled).
 - Overview: 5-7 sentences that "sell" your book to other potential readers. This should be your version of what might go on the back of a book to attract readers. You want to include the major characters and conflict but DO NOT give away the ending.
 - Intended Audience: what group or groups of people would you say the author wrote this book for? The options here are nearly limitless, but you MUST include some details/evidence from the text. You need to explain WHY you think an audience is most appropriate.
 - Opinion: what do you think about this book? Was it good? What did you like or not like? Be sure to use details/evidence here as

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well. There is no wrong answer, but you do need to support your ideas.

- Theme: what is the underlying message of the book? What is the author trying to say about life or about how the world works? This section MUST be 2 paragraphs and you are REQUIRED to use AT LEAST 1 direct quotation correctly incorporated and cited parenthetically.
- Favorite Books: Reread a favorite fiction book from your own collection.
 - Jot down details/ideas/events you missed from previous reading(s); and/or
 - Share your observations with someone who has not read the book & encourage them to read it. After they read it, compare thoughts about the book: the characters, the setting, the plot, the theme, etc.; and/or
 - Using some character or place or event from the book and write a sequel; perhaps share the sequel.
 - If the book has no illustrations, draw/paint/or otherwise create a scene from the book.
- Film, edit, and share a video. Keep it appropriate and safe, people...
- Draw a floor plan that includes details and dimensions for both indoor and outdoor areas for a Wildlife Hospital or Wildlife Recovery Center. Consider designing the buildings and acreage for just one species (for example, just for giraffes) or for multiple species. Consider the needs of the animals, the human workers, and the human visitors.
- Develop an argument for the role of media in our society. Defend your ideas with examples and also include a counterclaim.

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- Invent something.
- Build a Rube Goldberg machine (complicated machine to perform a simple task) to solve a problem or complete a task (for example: turn off/on a light). In writing, state your task and keep notes on what you tried and revised about your machine. Take a picture or video if possible to share with your class.
- "No screens challenge" Can you go an entire day without using any screen technology? Can you go 2 days? This means no electronic devices of any kind!

After completing the challenge, write about your experience by doing the following: What did you think about this challenge? Do you think it is a good idea to take a break from technology? Why or why not? Make a list of all of the activities you did. What was most enjoyable? Why? What was the hardest thing? What made it so hard? Do you think this is something a child younger than you (think 2nd or 3rd grade) should also do? What is some advice you would give to a friend who wants to take this challenge?

- Make a "bucket list" of the ten places in the world you would like to travel to during your life. For each location, write a summary of what you know about this place, what you want to learn about this place and why you want to go there. Draw a world map and with a series of arrows draw lines from one destination to another until you have planned your world wide route to all ten locations. Make a budget for your trip.
- Compare/contrast viruses and illnesses in our history to the Coronavirus now and how we as a community can help keep each other safe and healthy.

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- Emergence of Spring; observational journal writing and/or drawing regarding things outside the home, such as trees/plants/flowers, soil changes, animals appearing in the backyard, birds at the birdfeeder, and hours of light per day.
- Make or build a large map showing a significant event in history. (requires internet or other research tool)
- Offline computational thinking and computer science-based activities: www.csunplugged.org. These can be sent home as ideas, projects, and problems.

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Earth Day Project

As earth day approaches (April 22), your task is to interview an older adult about environmentally friendly ideas and/or programs that they witnessed. These programs may have been replaced with something else or may have been dropped altogether. Interview family members who are at least 40 years old (but the older the better) and ask them about things that have changed during their lifetime that were intended to help the environment. If they can't think of something, below are some things that may help stimulate their memory.

- Many people associate the beginning of the environmental movement with the 1962 publication of Rachel Carson's groundbreaking book, *Silent Spring*, which spelled out the dangers of the pesticide DDT.
- "Tetraethyl lead" was used in early model cars to help reduce engine knocking, boost octane ratings, and help with wear and tear on valve seats within the motor. Due to concerns over air pollution and health risks, this type of gas was slowly phased out starting in the late 1970's and banned altogether in all on-road vehicles in the U.S. in 1995.
- To improve fisheries and other aspects of streams and rivers, dams have been removed from waterways all around the world.
- In 1978, the federal government banned all consumer uses of lead paint.
- In Maine and other parts of the U.S, snow used to be dumped onto rivers because it was convenient and out of the way. Many places have made this illegal.
- On February 12, 2002, the United States Environmental Protection Agency (USEPA) announced a voluntary decision by industry to move consumer use of treated lumber products away from a variety of pressure-treated wood that contains arsenic by December 31, 2003, in favor of new alternative wood preservatives.
- Chlorofluorocarbons (CFCs) are a family of chemical compounds developed back in the 1930's as safe, non-toxic, non-flammable alternative to dangerous substances like ammonia for purposes of refrigeration and spray can propellants. Their usage grew enormously over the years. One of the elements that make up CFCs is chlorine. Very little chlorine exists naturally in the atmosphere. But it

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Earth Day Project (continued)

turns out that CFCs are an excellent way of introducing chlorine into the ozone layer. The ultraviolet radiation at this altitude breaks down CFCs, freeing the chlorine. Under the proper conditions, this chlorine has the potential to destroy large amounts of ozone. As a result CFC use has declined significantly since the 1970s.

- There are many more that your family members might know about.
- Here are some questions to ask your family members.
 - Describe something that was done in the past that was intended to help the environment? Can you remember why people opposed the change or were hesitant to change? In what ways was this a good idea? In what ways was this a bad idea?
 - Some people make environmental topics about politics, what do you think about politics and environmental issues?
 - Do you have any environmental concerns that you think are not being addressed?
 - How do you think the world would be different if there were no regulations that restricted human impact on the environment?
 - After the interview, write a couple paragraphs describing what you learned. Consider why you think people are often reluctant to adopt changes that are intended to help the environment.

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Weekend Expedition Project - United States History:

After looking through the National Geographic website on Lewis and Clark you notice a few things. First the explorers had detailed journals of what they encountered along the way through the west. Second people were able to get a sense of what they encountered through illustrations. It really was a fascinating discovery for these individuals.

1.) You will need to write or type your journal entries on what you saw in the wildlife. I need to see a minimum of 3 locations that you went to. Each journal entry should be a minimum of 5 sentences and no more than 10 sentences. You can describe the weather that day, the people you encountered, wildlife, etc. Please make sure to date this as well.

2.) I need to see a map in which you draw freehand your experiences out in the wilderness. This is a topographic map in which you will draw what you see in front of you. That includes hills, forest, roads, etc.

3.) The final thing I will need to see is illustrations of the wildlife you encountered on your stops. This can include any type of bird, moose, deer, fox, rabbit, coyote, bobcat or who knows maybe even a mountain lion.

Good luck, have fun and explore the amazing wildlife around you.

Medical Outbreaks in History Project

Discuss the impact of medicine throughout history and its impact. What I want from you is to look at the outbreaks throughout history. Here is a list of things you can look at:

Black Death, Spanish flu, Avian Flu (also known as bird flu)

What I need you to look at are a few things:

When it took place

Map of where it spread to (the different countries)

How many people were affected by it

Discuss the symptoms, and causes

Look at how it affected the political system, economy, and what was taking place in the world at the time

This can be done on typed work which should be 1-2 pages in length. Research with computers or books. Prepare to share out with your class.

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Road Trip World Project

Welcome to Road Trip World! You are about to embark on a six-day trip across the world that will have you stopping in a new country everyday. The world diversity in geography and culture assures a wild and interesting trip. You must find a current issue in six different locations across the world.

Components: The completed project will include:

- 1.) Itinerary: An outline of each day's plan. It will include starting point, ending point, miles driven, states crossed, and major cities or landmarks passed.
- 2.) Journal: For each day on your trip you will write a journal entry. This should be written as a narrative in the first person as it is you are actually on the trip. In addition to the narrative, you may include pictures from actual trips, magazines, or your own artwork. Each entry should reflect the physical and cultural characteristics of the place you have chosen to stop. In these journals you must also discuss some of the things that are of great concern to that city and/or country.
- 3.) Profile: For each of the six places you select, you must create a short profile. The name, absolute and relative location, population, elevation, region, climate, vegetation, major industries, and reason you selected this stop.
- 4.) Map: On the map provided, or one you create or adapt, you must trace your route across the world, indicating your stopping points. Distances between stops are to be calculated. All major cities that you pass through must be labeled.

Guidelines:

You must start in a major city that is west and end on a coast that is east.

You must visit at least one historical Park or landmark.

A different country must be visited each day.

There must be a 3000 to 7000 miles span between each stop.

Civil War Gravestone Project

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If your community has a cemetery, go out and find 10 Civil War soldiers from this area.

Record the following:

Name, Birth, Death, Any inscriptions on the gravestone, Location of the grave

Remember the Civil War ranged from 1861-1865. Realize that this war had a major impact on all societies of people.

Be prepared to share your findings with the class after you get back! You may do this assignment in the form of a Google slides presentation or Google Doc.

Road Trip to France Project

You are going to plan 2 road trips to France

The first is economy. Where will you rent an inexpensive car? Include price per day or week. Plan your route. What cities will you visit? What is there to see or do? Where will you spend the night? (cheap) How much will you budget for gas? Where will you eat? Write down the hotels/restaurants you plan to eat in. How much will you spend on food at these restaurants?

Your second road trip is "Luxury." What fancy car will you rent? What will you do? What cities will you visit? Where will you stay (LUXURY). Find a fancy restaurant to eat in. What will your meal cost? Find a place to eat each day you are in France.

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Media Project

In your parents' youth, there were newspapers out there that everyone knew were intended strictly for entertainment purposes. They would print articles about topics like "Space aliens take over Iowa cornfield" or other similarly fictitious topics. Sometimes the articles that appeared were more believable, but you knew because of the source that at least some aspect of the article was likely contrived.

Think of a bit of information you were given by someone on social media or that you read online or in an advertisement that you totally bought into (you believed it to be fact), that eventually was shown by new information to be nonfactual. Make a list of ways that you could go about evaluating the factual nature of seemingly legitimate claims made by others.

Then, either:

- Using that information, create a list of questions that could help others to discern the factual nature of information on the web before they share or repost it.
- Alternatively, write an essay on the effects of passing on nonfactual information to others.
- You could also think of and record ways that posting nonfactual information can be harmful, not only to individuals, but to society.
- Conspiracy theories have been around for as long as people have been in communication with each other. See how many examples you can find of disproven conspiracy theories.

Citizen Science Ideas: Gather and document data!

Document bumblebees with photographs as spring comes on.

Photograph trees on a daily basis and then compare characteristics of those trees.

"Collect" wildflowers through photos every day and compile a time series of photos of an area that show the changes in composition/abundance of the flower types you see in that area over time.

Dig holes to measure frost depth.