

# Harvey High School

## To Wisdom We Climb

### Grade 10 HOME LEARNING PLAN

TEACHER	Email	Homeroom	Grade/subjects taught
Mr. Woodworth	<a href="mailto:Kyle.Woodworth@nbed.nb.ca">Kyle.Woodworth@nbed.nb.ca</a>		Math 10E GMF
Mr. D. Fletcher	<a href="mailto:Don.Fletcher@nbed.nb.ca">Don.Fletcher@nbed.nb.ca</a>		Math 10FI NRF
Mrs. Miller	<a href="mailto:Andrea.miller@nbed.nb.ca">Andrea.miller@nbed.nb.ca</a>		10 FI PE
Mr. White	<a href="mailto:David.white@nbed.nb.ca">David.white@nbed.nb.ca</a>		10 FI Cul Tech
Mrs. Dufresne	<a href="mailto:Pamela.Linton-Dufresne@nbed.nb.ca">Pamela.Linton-Dufresne@nbed.nb.ca</a>		English 10
Mrs. Henry	<a href="mailto:ara.henry@nbed.nb.ca">ara.henry@nbed.nb.ca</a>	12AB	10E BBT
Mrs. Arsenault	<a href="mailto:catherine.arsenault@nbed.nb.ca">catherine.arsenault@nbed.nb.ca</a>		10FI science
Ms. Crawford	<a href="mailto:Catherine.crawford@nbed.nb.ca">Catherine.crawford@nbed.nb.ca</a>		
Mme. Noble	<a href="mailto:Tina.noble@nbed.nb.ca">Tina.noble@nbed.nb.ca</a>		VP
Ms. Parra	<a href="mailto:Julia.parra@nbed.nb.ca">Julia.parra@nbed.nb.ca</a>		Resource
Mrs. Drummond	<a href="mailto:Cynthia.drummond@nbed.nb.ca">Cynthia.drummond@nbed.nb.ca</a>		MS Resource
Ms. Collicott	<a href="mailto:Crysta.collicott@nbed.nb.ca">Crysta.collicott@nbed.nb.ca</a>		Principal
School Email	<a href="mailto:harveyhigh@nbed.nb.ca">harveyhigh@nbed.nb.ca</a>		

### WEEKLY PLAN – April 14-17

Subject	
<b>Literacy</b>	<p>Online Resources:  <a href="https://ca.ixl.com/">https://ca.ixl.com/</a></p> <p>New Brunswick Public Libraries offer many learning experiences and free access to downloadable ebooks. To access this site, you will need your library card number. If you don't have one, get one online  <a href="https://www2.gnb.ca/content/gnb/en/departments/nbpl.html">https://www2.gnb.ca/content/gnb/en/departments/nbpl.html</a></p> <p><b>English 10 – Learning Activity</b> -  <b>Read a Short Story, Article, or News Report</b></p> <p><b>Time:</b>  <b>Up to 30 Minutes day or until completed</b></p>

**Instructions:**

Students can read a short story, magazine article, or newspaper article (either online or in print) OR watch a news report.

There are lots of short articles at this link:

<http://www.kellygallagher.org/aowarchive>

And short stories by teens at this link: <https://www.teenink.com/magazine>

**Considerations:**

As you read, ask yourself these questions:

- How might the public benefit from this published work?
- What types of details do authors and journalists need to consider when sharing their work with the public?

**FILA:** Students interested in optional activities in French should contact Mr. White ([david.white@nbed.nb.ca](mailto:david.white@nbed.nb.ca)) or check out the Teams site on Office 365.

**Numeracy**

Math 10FI NRF

Please see summary on Mr. D. Fletcher's page on the HHS website.

[Click here for link](#)

Math 10 GMF

This week we are going to start to look at financial services. On my teacher page on the school website you will find the following to complete ([Click here to go to the website](#)):

- 1) A reading assignment that introduces you to financial services. The relevant textbook pages are included on the assignment. If you do not have a textbook at home with you, I will also post the a pdf of the textbook pages on my teacher page.
- 2) Notes on converting different time periods to years. This is important when it comes to interest calculations that you will be working on. I have filled in the top part of the notes and would like you to complete the remaining examples.
- 3) A review worksheet for changing percents to decimals and decimals to percents. If you need help with working with percents and decimals I have also included a link to a video to help review the concept.
- 4) Notes on simple interest. I have filled in the notes with examples. I will also post a video to help you review simple interest.
- 5) A simple interest worksheet. Complete questions 2-9 on the worksheet. If you have trouble as you work through the questions please let me know.

Online Resources:

Khan Academy offers math instruction for all levels of learners, organized by both subject and grade. <https://www.khanacademy.org/math>

<https://www.aaamath.com/>

<https://ca.ixl.com/>

<https://trockstars.com/>

## Science

### 10 FI

#### Meiosis

An individual may look more like one family member than another, or like none of them. However, everyone gets the same amount of DNA from the egg cell and the sperm cell. 23 chromosomes come from the egg and 23 chromosomes come from the sperm for a total of 46 chromosomes. This allows for many combinations of genes. Your appearance is determined by the way the genes on your chromosomes interact.

Reproductive cells divide to make sex cells (eggs and sperm) that have half of the number of chromosomes (23) of your other body cells (46).

Meiosis involves two cell divisions called meiosis I and meiosis II.

Meiosis video (7 :40) - <https://www.youtube.com/watch?v=toWK0flyFIY>

This is the video we watched in class. Only watch it if you want to review mitosis (8:27)

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

Can you answer these questions about meiosis and mitosis:

1. How many divisions are there in meiosis? How many divisions are in mitosis?
2. Which cells go through meiosis? Which cells go through mitosis?
3. Human cells start with 46 chromosomes. How many will they have at the end of meiosis? How many will they have at the end of mitosis?
4. Why is meiosis important? (think about what the cells made through meiosis do)
5. A dog has 78 chromosomes. How many will it have at the end of meiosis? How many will it have at the end of mitosis?
6. Think about the potato we planted (and the seeds you may have planted last week) which process is used to grow from a seed or a potato into a full-grown plant?

If you want to check you answers, go to the documents section of my teacher page

<https://secure1.nbed.nb.ca/sites/ASD->

[W/harveyhighschool/Teachers/pages/docs.aspx?FilterField1=Blog%5Fx0020%5FCategory&FilterValue1=Mrs.+Arsenault](https://secure1.nbed.nb.ca/sites/ASD-W/harveyhighschool/Teachers/pages/docs.aspx?FilterField1=Blog%5Fx0020%5FCategory&FilterValue1=Mrs.+Arsenault)

#### Flowers

Many people think of animals when they think of eggs and sperm, but many plants make them too. Flowers are the part of the plant where eggs and sperm are made. Some plants make eggs and sperm in the same flower and some plants have separate flowers for eggs and sperm.

The egg stays in the flower where it is made and the sperm (part of pollen) moves to other flowers, often on other plants. This is called pollination. Pollination can happen with the help of wind, insects or small animals.

When the pollen (contains sperm) reaches the egg, the egg is fertilized and develops into a seed. The ovary surrounding the seed matures into a fruit. The fruit protects the seed and aids in its distribution.

Video (8:00) on plant reproduction using flowers - <https://www.youtube.com/watch?v=HLYPm2idSTE>

List 10 plants that you are familiar with that produce seeds. Avoid plants that form cones (pine trees, spruce trees, etc.). Cones are another specialized structure that do the same job as a flower.

How are they pollinated? (wind, insects, humming birds, etc.)

What type of fruit is formed? (this is what is left when the flower withers away)

How are the seeds of these plants spread?

### 10E

This week is going to be an introduction to what would have been our Matter unit. On my teacher page on the school website you will find links to everything you need to complete the following this week ([Click here to go to the website](#)):

- 1) Read the Properties of Matter powerpoint. Use the powerpoint to complete the properties of matter crossword and complete the properties of matter worksheet.
- 2) Read the powerpoint on physical and chemical changes. Use those notes to help you complete the physical and chemical changes worksheet.

Online Resources:

	<p>Explore the Earth from Home is a collection of resources to explore weather, climate, air quality, and other earth science topics. <a href="https://scied.ucar.edu/help-k-12-students-learn-about-earth-home">https://scied.ucar.edu/help-k-12-students-learn-about-earth-home</a></p>
<b>Social Studies</b>	<p>Pick one of the ancient civilizations we studied in detail during first semester (ancient Egypt, Greece or Rome) and research how medicine was practiced in that culture. Here is a helpful site to get started: <a href="https://www.ancient.eu/collection/59/medicine-in-the-ancient-world/">https://www.ancient.eu/collection/59/medicine-in-the-ancient-world/</a></p> <p>Then, create a comparison of the ancient civilization and today's medical system. This could be a Venn diagram, a chart, a text, or another format that you enjoy using. Think about the following factors for both the ancient civilization and today:</p> <ul style="list-style-type: none"><li>- How do they believe that disease is spread?</li><li>- How does someone become a doctor or medical professional?</li><li>- What techniques are used to stop disease?</li><li>- Where is medicine often practiced?</li><li>- How are medical professionals viewed by the rest of society?</li><li>- Who has access to medical care?</li></ul> <p>OR...</p> <p>Examine the images depicting medicine in ancient cultures below. What do you notice about these pictures? What do they tell us about how medicine was seen and practised in that civilization? What questions do you still have after viewing these images?</p> <p>Now, using one of these images, write a short story or myth about the image. Think back to when we studied this culture during first semester. Feel free to integrate some of the real or mythological characters we learned about. If you'd like to share your story, send it to Mrs Henry (ara.henry@nbed.nb.ca) or Mr. White (david.white@nbed.nb.ca); we'd love to read them!</p>



Depiction of medical treatment in Deir el-Medina, Ancient Egypt



Seven physicians and botanists, Ancient Greece



Fresco of wounded Aeneas, Ancient Rome

Online Resources:

Newsela provides students with thousands of texts on topics they care about most. <https://newsela.com/>

<p><b>Life Skills</b></p>	<p>During this time, many of you are turning to social media to stay connected to your friends, family and others. While we are physically distancing, it is important to have social connections, but it equally important that we do them in a safe way.</p> <p>This week, when using social media, consider the following questions:</p> <ul style="list-style-type: none"> <li>• What are the benefits and risks associated with social networking sites?</li> <li>• What are your criteria to determine whether you will communicate with someone on-line?</li> <li>• What are some examples of things people do on-line to draw attention to themselves?</li> <li>• Why is it important to protect pictures/images of yourself when using the internet?</li> </ul> <p>Do you consider yourself a safe social media user? Have you taken risks before that you came to regret?</p> <p>Write a short letter to a pre-teen (aged 10-12) giving them advice on how to safely enter the world of social media. Consider your personal experience, but do not provide specific information about things you have or have not done.</p>
<p><b>Phys. Ed.</b></p>	<p>It is recommended that you do 30 minutes of physical activity per day, but how do you know if the activities you do are effective?</p> <p>In terms of cardiorespiratory fitness (your body’s ability to use oxygen effectively), you can always check by taking your pulse while exercising. Find a stopwatch (most phones have one). Find your pulse and count the number of heartbeats you get in 10 seconds. To be improving your cardiorespiratory fitness, your pulse count should be at least 24. You are working too hard if your pulse count is 31. You can increase or decrease your intensity to get your pulse count into the ideal range 24-31.</p> <p>Activities you can do to increase cardiorespiratory fitness could include:</p> <ul style="list-style-type: none"> <li>• running/walking/hiking/biking/swimming</li> <li>• an online aerobics class</li> <li>• an online Tabata workout</li> <li>• jumping rope (with or without an actual rope)</li> <li>• creating an obstacle course in your backyard</li> </ul> <p>You don’t necessarily have to work on your cardiorespiratory fitness every day. You can also use your physical activity time to work on improving a skill.</p> <ul style="list-style-type: none"> <li>• Throwing and catching a ball</li> <li>• Basketball shots</li> <li>• Volleyball skills</li> <li>• Ball handling skills (dribbling, passing)</li> <li>• Balance</li> </ul> <p>Don’t forget to stretch! It’s very important to ensure you do not get hurt when exercising. Also, if your activity takes you out in “the real world”, practice safe physical distancing, and obey all traffic regulations!</p>

Offline activities

[https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/promo/learning\\_at\\_home/QuickStart\\_OfflineActivities\\_High.pdf](https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/promo/learning_at_home/QuickStart_OfflineActivities_High.pdf)



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