


Electives

	Psychology	Philosophy	Spanish I	Spanish II	Spanish III	PE	Health	Computer Science
April 20	SWBAT present a cohesive argument answering the prompt: Should a patient be forced to receive psychiatric treatment without their consent?	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.	SWBAT conjugate the irregular verb IR in the present tense	SWBAT identify direct objects in a sentence.	SWBAT conjugate verbs in the imperfect tense	SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time	SWBAT explain the importance of partners sharing the responsibility for avoiding sexual activity and/or preventing sexual risk behaviors.	SWBAT demonstrate their understanding of key concepts covered up to this point Define and identify: debugging, syntax errors Analyze and respond to error messages
April 22	SWBAT complete a survey concerning the course.	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.	SWBAT conjugate the ER and the IR verbs in the present tense	SWBAT identify direct objects in a spanish listening activity	SWBAT conjugate verbs in the imperfect tense and use imperfect verbs in sentences	SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time	SWBAT list the steps involved in getting tested for HIV, STD and pregnancy.	SWBAT Apply basic Python knowledge about inputs/outputs and variables to create a game of Madlibs Practice good debugging skills

<p>April 24</p>	<p>SWBAT practice a mentally healthy activity and record their experience.</p>	<p>Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.</p>	<p>SWBAT conjugate the AR verb in the imperfect tense</p>	<p>SWBAT identify indirect objects and use their pronouns in sentences.</p>	<p>SWBAT determine the differences between both imperfect and preterite tenses</p>	 <p>SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time</p>	<p>SWBAT summarize the importance of using condoms consistently and correctly to reduce the risk of pregnancy, HIV, and other STD.</p>	<p>SWBAT</p> <p>Apply basic Python knowledge about inputs/outputs and variables to create a Magic Square</p> <p>Practice good debugging skills</p>
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<p>April 27</p>	<p>SWBAT describe the idea of being in an altered state of consciousness.</p>	<p>Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.</p>	<p>SWBAT To identify and conjugate the stem changes of verbs in spanish: E - IE / E - I in the present tense</p>	<p>SWBAT use indirect objects in sentences</p>	<p>SWBAT listen to a story in the imperfect tense in preparation for their own stories</p>	<p>SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time</p>	<p>SWBAT demonstrate effective refusal skills to resist having sex without a condom.</p>	<p>SWBAT</p> <p>Define and identify: type, string, casting, floating point number (float), integer</p> <p>Describe different representations of data in Python</p> <p>Convert from one data type to another data type</p>
<p>April 29</p>	<p>SWBAT explain how one altered state of consciousness may impact a person's sense of perception.</p>	<p>Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.</p>	<p>SWBAT conjugate the Stem-Changing Verbs: O:UE in the present tense</p>	<p>SWBAT identify demonstrative adjectives</p>	<p>SWBAT watch a clip and transcribe verbs in the imperfect and preterite tenses in the clip</p>	<p>SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time</p>	<p>SWBAT justify why sexual abstinence is the safest, most effective risk-avoidance method of protection from HIV, other STD, and pregnancy.</p>	<p>SWBAT</p> <p>Define and identify: Boolean, expression, composition, True, False</p> <p>Evaluate a Boolean expression</p> <p>Compose Boolean</p>

								expressions using and, or, not, <, > , and ==
May 1	SWBAT practice a mentally healthy activity and record their experience.	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.	SWBAT Identify and conjugate the U-UE-Present Tense - Jugar (to play)	SWBAT use the unit's objectives to write a conversation	SWBAT write a draft of a story in the past tense	SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time	SWBAT use advocacy skills to encourage others to prevent or reduce the risk of pregnancy, HIV and other STD.	SWBAT Define and identify: if, else, elif, conditionals, flow of control Create chaining if statements Understand how conditional statements alter the flow of control of a program

Arts

	Conceptual development (Art)	Studio Art	Explorations of visual Art	Drama and Speech	Video Journalism	Woodshop
April 20	Character Design Challenge	Character Design Challenge	Observational drawing challenge	Final Assessment Planning Day- Character Improv	Planning for Video Diary #1	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.
April 22	Character Design Challenge	Character Design Challenge	Observational drawing challenge	Final Assessment Planning Day- Character Improv	Planning: Emulating one journalistic trait into Video Diary	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.
April 24	Character Design Due	Character Design Due	COVID Personification.	Submit character improv (Final Unit Assessment)	Submit Video Diary #1	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.
April 27	Animal mashup	Animal mashup	Animal mashup	Introduction to <i>In the Heights</i> - Lin Manual	Responding to each other's diary	Students will express their thoughts and feelings through journal writing in response to prompts

						and/or individual correspondence with the instructor.
April 29	Human machine	Human machine	Human machine	Read Scene 1: Discussion Questions Lyric interpretation	Planning Video Diary #2	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.
May 1	Window View	Window View	Window View	Read Scene 2: Discussion Questions Lyric interpretation	Submit Video Diary #2	Students will express their thoughts and feelings through journal writing in response to prompts and/or individual correspondence with the instructor.

CCS (only meet every other day when in school)

	Freshman Leadership (9th)	College and Career Success (11th)
April 20	Introduction to Time Capsules	Login Confirmations
April 22	Time Capsule Beginning	Uploading Teacher Recommendations
April 24	Check in Form	College Essay Draft
April 27	Time Capsule	Naviance Roadtrip
April 29	Time Capsule	College Essay Drafting

May 1	Check in Form	College Essay 2nd draft
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ENL/SETTS

	ENL I	ENL II	SETSS
April 20	Students will be able to identify and analyze examples of figurative language devices in <i>The House of Mango Street</i> .		SETSS sessions will be scheduled with students
April 22	Students will be able to analyze, identify, define, and create their own examples of figurative language devices in their unit quiz.		SETSS sessions will be scheduled with students
April 24	Students will be able to understand what theme is and determine the central idea of a text by analyzing different examples.		SETSS sessions will be scheduled with students
April 27	Students will be able to understand and identify major themes in the vignettes titled “Marin- Some More” in <i>The House on Mango Street</i> .		SETSS sessions will be scheduled with students
April 29	Students will be able to determine the meaning of vocabulary from the vignettes titled “Alicia who sees Mice- Rice Sandwich”, read the stories and answer reading comprehension questions.		SETSS sessions will be scheduled with students
May 1	Students will be able to understand		SETSS sessions will be scheduled with

	and identify major themes in the vignettes titled “There was an Old Woman... -A Rice Sandwich”.		students
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Electives Staff

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