

Electives

	Psychology	Philosophy	Spanish I	Spanish II	Spanish III	PE	Health	Computer Science
May 4	Students will continue to explore their chosen altered state of consciousness: sleep and dreaming; psychoactive drugs; or hypnosis and meditation.	Students will continue writing in their journals in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.	SWBAT watch the Edpuzzle video on the Present Tense Stem-changing verbs (E-I) and answer questions regarding the video	SWBAT listen to a short story using demonstrative adjectives	SWBAT apply what they have learned about preterite v imperfect to complete sentences correctly.	SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time	END OF Sex Ed UNIT SWBAT use advocacy skills to encourage others to prevent or reduce the risk of pregnancy, HIV and other STD.	Define and identify: list, item, index, integer Be able to access items from a list using the index Create lists of different types Use the length function
May 6	Students will continue to explore their chosen altered state of consciousness: sleep and dreaming; psychoactive drugs; or hypnosis and meditation.	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.	SWBAT Learn about the Spanish American War Agenda - PowerPoint - Youtube video (summarizing the war) -Google Form Assignment (Questions) Students will use the PPT as	SWBAT identify a preterite verb and write sentences in the past tense	SWBAT compare and contrast the uses and meanings of the preterite and imperfect tense	SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time	START OF EMOTIONAL & MENTAL HEALTH UNIT SWBAT assess personal emotional health practices and behaviors.	Define and identify: index, slice, append, pop, remove Slice a list Add and remove elements from a list

			well as the Youtube Video to answer the multiple choice and short answer questions regarding the Spanish American War.					
May 8	Students will practice a mentally healthy activity of their choosing and record their experiences.	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.	SWBAT Read and dissect a spanish poem in the perspective of a patriotic Spaniards During the 1898 war.	SWBAT apply conjugations in the preterite tense to stem changing verbs	SWBAT to identify constructions with se and using se for unplanned events	 <p>SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements over time</p>	SWBAT analyze the characteristics of an emotionally healthy person as well as describe ways to improve emotional health.	Define and identify: while loop Use a while loop to simulate game play
May 11	Students will continue to explore their chosen altered state of consciousness: sleep and dreaming; psychoactive	Students will continue journal writing in response to prompts provided by the instructor that focus on personal	SWBAT Learn about other events dating from 1848 to present day that are important for Latinx in the United States	SWBAT learn the importance of Simon Bolivar in the independence of various Latin American countries	SWBAT write an ad campaign using constructions with se	SWBAT Understand how to monitor their heart rates before and after exercising Also be able to track improvements	SWBAT analyze the role of individual responsibility in enhancing emotional health.	Unit 2 Project Day 1: Use knowledge of lists, Booleans, conditionals, and while loops to create a text-based adventure

Arts

	Conceptual development (Art)	Studio Art	Explorations of visual Art	Drama and Speech	Video Journalism	Woodshop
May 4	Character Flip challenge	Character flip challenge	Character flip challenge	In the Heights: Scene 3, Benny's Dispatch	Responding to Video Diary 2	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.
May 6	African Mask design	African Mask design	African Mask design	In the Heights: Scene 4, It Won't Be Long Now	Planning Video Diary 3 Theme: Staying Connected	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.
May 8	Fill the space Challenge	Fill the space Challenge	Fill the space Challenge	Auditioning for In the Heights: Choosing your character	Submit Video Diary 3	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.
May 11	Unusual surface challenge	Unusual surface challenge	Unusual surface challenge	In the Heights: Scene 5, Inutil	Responding to Video Diary 3	Students will continue journal

						writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.
May 13	Lab accident Challenge	Lab accident challenge	Lab accident challenge	In the Heights: Scene 6, No Me Diga	Planning Video Diary 4 Theme: Loneliness and Mental Health	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.
May 15	Coral Reef	Coral Reef	Coral Reef	Character Relationship Analysis from In the Heights	Submit Video Diary 4	Students will continue journal writing in response to prompts provided by the instructor that focus on personal narrative and emotional literacy.

CCS (only meet every other day when in school)

	Freshman Leadership (9th)	College and Career Success (11th)
May 4	Time Capsule Steps 3 & 4	College Essays/Naviance Exploration
May 6	Time Capsule Steps 3 & 4	College Essays/Naviance Exploration

May 8	Time Capsule Steps 3 & 4	College Essays/Naviance Exploration
May 11	Time Capsule Steps 5 & 6	College Essays/Naviance Exploration
May 13	Time Capsule Steps 5 & 6	College Essays/Naviance Exploration
May 15	Time Capsule Steps 5 & 6	College Essays/Naviance Exploration

ENL/SETTS

	ENL I	ENL II	SETSS
May 4	Learning Target: I can analyze and interpret themes of growth, maturity and sexuality in <i>The House on Mango Street</i> by writing and journaling about my own experiences	SWBAT - Research the beginnings of COVID 19 and discuss the findings of their research in a written essay.	Ms. Ashiru will set up appointments
May 6	Learning Target: I can determine the meaning of unknown words by using prior knowledge and contextual clues.	SWBAT - Analyze the effect of distance learning has had on them.	Ms. Ashiru will set up appointments
May 8	Learning Target: I can identify components of informative writing and understand how to write an informative essay.	SWBAT - Identify the biggest impact COVID - 19 will have on their future	Ms. Ashiru will set up appointments
May 11	Learning Target: I can identify traits and features of informative/ explanatory writing within a text.	SWBAT - Articulate the best way for them to continue in future learning.	Ms. Ashiru will set up appointments

May 13	Learning Target: I can determine the theme and main idea of “No Speak English” by previewing, viewing, and reviewing the vignette.	SWBAT - Articulate their feelings by utilizing voice technology	Ms. Ashiru will set up appointments
May 15	Learning Target: I can closely read passages from <i>The House on Mango Street</i> to determine the theme and significance by completing a Double Entry Journal.	SWBAT - Produce a method of self care technique that would be helpful to their peers.	Ms. Ashiru will set up appointments

Electives Staff

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