



Ted Alejandre, County Superintendent

San Bernardino County
Superintendent of Schools
Transforming lives through education



Tuesday, June 9
1:00pm

California's Water, "Using Water Wisely"
4th – 8th grades.

Huell Howser looks at the many ways people are practicing water conservation.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- What was the first stop in the episode and why was it highlighted?
- What are the advantages of planting native plants in communities?
- Name at least three drought tolerant plants introduced in the episode.
- What does drought tolerant mean?
- How much less water does a drought tolerant yard require compared to a yard that is not drought tolerant?
- Describe the new watering controllers and how they use satellites to determine the amount of water being used for landscaping.
- Describe synthetic grass.
- What percent of water consumption do Californians spend outside of the home?
- What is a dual flush toilet and how much water does it save compared to a typical toilet?

Question Box 2

- What can you and your family do inside and outside of your home to conserve water?
- Do you think the changes discussed in the episode are helping the water shortage in California? Why or why not?

Box 3 (Tasks)

- Create a plan to present to your family that includes ways that you can decrease your water consumption. Include at least three things that you can do.
- Investigate the plants in your yard and in your neighborhood. Are any of them drought tolerant? If so, which ones were you able to identify?
- Describe what is meant by water conservation.
- Research and describe the annual California Water Quality Status Report at https://www.waterboards.ca.gov/resources/data_databases/wq_status_report.html

Box 4 (Enrichment)

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- Check out ways to conserve water at <https://wateruseitwisely.com/kids/>
- Plan a drought-tolerant garden of your own by using the tips [here](#). Draw a picture of your garden and label the plants you chose.
- Research how much water your family uses per month and what the average family your size uses.
- Describe an Arid Plant Community.

Box 5 (Extend/Real-Life)

- Research the top five ways we can conserve our water resources.
- Conserving water is a way that we can help everyone in our community. Being aware of the needs of others is an important skill to have. Think about a way you could help get the message out about conserving water and how that would help the community. Write your ideas in your journal and then explore how you might make one of your ideas happen!



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Tuesday, June 9
1:30pm

Curiosity Quest, "Corn Chips"
4th – 8th grades.

CURIOSITY QUEST is an upbeat family program that explores what you are curious about. In each episode, host Joel Greene, takes viewers on an unscripted hands-on exploration to answer letters of curiosity. CURIOSITY QUEST strives to provide entertaining and educational programming for the entire family to enjoy.

In this episode can you guess how many pieces of corn are in one corn chip? Join host Joel Greene on this tasty episode of Curiosity Quest as he visits a factory to learn how corn chips are made.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- Where did Joel Greene go to learn how tortilla chips are made?
- List four details you learned about Anita's.
- How many pounds of chips does the company produce on a yearly basis?
- Describe the process described to make tortilla chips in your own words.
- What are tortilla chips called in Mexico?
- What are the two ways tortilla chips can be made?
- When were nachos created?

Question Box 2

- Our cuisine often incorporates foods from other countries. What is your favorite and why?
- What is one thing you would like to add to this topic?
- What would you change about this program?
- If a part 2 of this program was created, what you like them to focus on?
- What would you like to research for extra credit? Why?
- What might you want next year's teacher to know about this program?

Box 3 (Tasks)

- Review the episode and answer each of the questions Joel Greens asks in your own words.
- Use the following recipe for Tortilla chips.

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https://www.simplyrecipes.com/recipes/how_to_make_homemade_tortilla_chips/

Determine the cost of one batch of chips. How much would it cost if you made chips for your entire class? How much would it cost if you made chips for your entire school?

Box 4 (Enrichment)

- Get help from an adult and make your own homemade tortilla chips. There are many recipes available online. [Here](#) is one to get you started!
- Use your freshly made tortilla chips to make nachos to share with a family member!

Box 5 (Extend/Real-Life)

- See how much you know about water. Take these two short T and F quizzes:
- <https://water.usgs.gov/edu/activity-tf-groundwater.html>
- <https://water.usgs.gov/edu/activity-tf-properties.html>
- Want to learn more about our water and how it gets to our faucet? Take a look at this webpage:
<https://ca.pbslearningmedia.org/resource/ess05.sci.ess.watcyc.h2otreatment/water-treatment-plant/#.WnD0rU2oupo>



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Tuesday, June 9
12:00pm

History Detectives
4th – 8th grades.

Can HISTORY DETECTIVES return the diary of a fallen North Vietnamese soldier to that veteran's family? U.S. Defense Secretary Leon Panetta takes part in the exchange. A notebook with recipes for large volumes of liquor makes an Indiana man wonder if his rich uncle was a real life "Breaking Bad" criminal who earned money bootlegging during Prohibition. And what can a ledger tell us about Hollywood's treatment of Native-American actors? How did they earn their pay? Did producers treat them fairly?

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- What can a ledger tell us about Hollywood's treatment of Native-American actors?
- How did they earn their pay?
- Did producers treat them fairly?
- What details from the segment helped you form your opinion?
- What is prohibition?
- What part did bootleggers play during the time of prohibition?
- Why did the family of the North Vietnamese soldier want his diary?

Question Box 2

- Is a notebook full of recipes considered a primary source? Why or why not?
- Do you think the notebook is an important part of the family's history? Why or why not?
- Why do you think knowing how his rich uncle made his money during the Prohibition is important to the man in the segment?
- Would it be important for you to know if you were in his place? Why or why not?

Box 3 (Tasks)

- Research the Temperance and Prohibition movements in America. What groups advocated for these movements? Why?
- Create a timeline of the prohibition movement in America
- Create a timeline of major events in the Vietnam War.

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- Consider the importance of primary sources when learning about history. Which documents in this episode are primary sources?
- Describe why primary sources are important to the History Detectives and the work they do?
- The producer paid Two Lance \$8 a day which would be about \$100 a day in 2020. Research avg. monthly costs for food and shelter and determine if Two Lance would be able to survive with that job. Justify your answer by presenting your data and explaining your reasoning.

Box 4 (Enrichment)

- Learn more about prohibition at https://www.ducksters.com/history/us_1900s/prohibition.php
- Review the timeline on the webpage. How does prohibition align with the Great Depression? Click on the links on the webpage and investigate how prohibition and the Great Depression are related.
- War protesting dates all the way back to the American Revolution where roughly $\frac{1}{3}$ of the colonists were against the American cause. The American Civil War literally saw houses divided where some brothers fought for the Union and others for the confederacy. Yet the Vietnam War is the only war where we see that Americans were not only anti-war but anti-troop. Research why?
- The Vietnamese believe in ancestor worship. What is that? How do they worship/honor their family members that have come before them? How is it similar and different to what you do to honor your family?
- Research Native American's in film. Why did many of them choose to participate in the film industry? How can we honor the Native American's of your community better today?

Box 5 (Extend/Real-Life)

- A movie producer hires and coordinates the activities of writers, directors (who collaborate artistically with the actors and production crew throughout the process). Think of a story you have read that you would like to make into a movie or TV show. If you were a producer, what qualities and skills would you look for in each of those positions?
 1. Do you know people with those skills?
 2. How do they demonstrate the skills?
 3. Which of these careers would be the best fit for you?
 4. Why?



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Tuesday, June 9
2:00pm

Nature, “Wild Way of the Vikings”
4th – 8th grades.

Experience the natural world through the eyes of the Vikings. From the killer whales of the North Sea to the volcanic mounts of Iceland, see the deep history and cultural respect the Vikings had with the land and sea. Ewan McGregor narrates.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- Who were the Vikings?
- Which ocean did they travel in?
- How did they use nature to aid in their travels?
- Name at least three of the animal species highlighted in the episode and include an important detail about each one.
- Describe the hunting techniques of the orca.
- Which animal was considered to be the most important for the Vikings’ survival?
- What is a reindeer cyclone?

Question Box 2

- This episode highlighted the reliance and respect that the Vikings had for the environment. Do you think that programs like this one help people today understand the critical balance that lies between humans and nature? Why or why not?
- Do you think people today can learn something from how the Vikings revered land, sea and the flora and fauna that were within? If so, what can we learn? What did YOU learn from the episode?

Box 3 (Tasks)

- Draw a map of the Viking areas covered in this episode. Label land masses and seas.
- On your map, draw and name the animals that were highlighted in the episode.

Box 4 (Enrichment)

- Explore this [website](#) for fun Viking-themed projects that you can make at home, including authentic Viking bread!
- Do you want to learn more about the Vikings? Check out this unit that you can

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complete at home: <https://www.steampoweredfamily.com/education/viking-unit-study/>.

Box 5 (Extend/Real-Life)

The life of a Viking was very different from our modern day lives. However, they had many jobs similar to jobs held today. Common early Viking jobs were:

- Farmers
- Traders
- Explorers

As the Viking communities grew into towns people began to specialize in jobs such as:

- Blacksmiths
- Jewelers
- Weapon makers
- Fabric Makers
- Potters
- Bone Carvers
- Bakers
- Fishermen
- Hunters
- Warriors
- Sailors
- Boat Builders
- Leather Workers
- Wooden Bowl Makers

Make a poster and include at least 5 of the jobs listed above. Research artifacts of each of the jobs and either draw the artifact or print a picture for your poster. Write a short description of the artifact and describe any characteristics that identify the artifact as having been made by a Viking.

- Helpful websites:
- <https://www.theguardian.com/artanddesign/2014/mar/03/viking-world-british-museum-neil-macgregor-exhibition>
- <https://www.pinterest.com/marycoykendall/viking-artifacts/>
- https://www.google.com/search?q=viking+artifacts&rlz=1C1CHBF_enUS894US894&source=Inms&tbm=nws&sa=X&ved=2ahUKEwjgYmAsuPpAhXWVs0KHU-3BfMQ_AUoAnoECBUQBA&biw=1664&bih=967&dpr=1.5



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Tuesday, June 9
11:00am

Nova, "Pluto and Beyond"
9th thru 12th + grades

Join the mission as the New Horizons spacecraft attempts to fly by NASA's most distant target yet. Since it explored Pluto in 2015, New Horizons is zooming toward Ultima Thule, an object four billion miles from Earth.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- What did you learn after watching this program?
- What is the program's purpose? How do you know?
- What are the key details in this program?
- What is the central message in this program? Explain?
- What are the program's supporting claims that support the central message?
- What is the New Horizon Spacecraft and what was its mission?
- What is Ultima Thule and why is the probes' visit significant?

Question Box 2

- What was one section of the text(video) that stood out for you and why?
- What was most challenging or least interesting about this program?
- What about the show stood out to you?
- What did you find most interesting and why?
- What would you like to know more about?
- Should man continue exploring strange new worlds?

Box 3 (Tasks)

- New Horizons flew for nine and a half years to reach Pluto. Pluto is 3.0977 billion miles from the earth. What was its average speed? Create a linear graph that represents distance over time. Explain the key features of your graph.
- Once New Horizons reached Jupiter, it used the gravity of Jupiter to go more than 50,000 miles per hour. Create a non-linear graph that accounts for the pull of Jupiter. Explain the key features of your graph.
- Based on your previous calculations, does New Horizons, which passed Ultima Thule (or Arrokoth) on January 1, 2019 and is 4 billion miles from the earth, fit either of your previous graphs? Explain why or why not.
- Draw and label a timeline of the New Horizons project.

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- Research how long it took the New Horizons spacecraft to go 4 billion miles, how many more miles will it take to exit our solar system, and how long will it take for it to get there?

Box 4 (Enrichment)

- Draw a model that relates Newton's first law to the velocity of the New Horizon spacecraft.
- Research and describe the way that NASA communicates with the New Horizon spacecraft, and how long it takes to get a signal to the spacecraft and back to Earth.

Box 5 (Extend/Real-Life)

- Research and describe future deep space missions currently in planning.



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Tuesday, June 9

The Roosevelts: An Intimate History,

“Part 5: The Rising Road”

9th thru 12th + grades

9:00am

The lives of the three great Roosevelts -- Teddy, Franklin and Eleanor -- are captured in this series. Ken Burns and producer, Paul Barnes describe the lives and times of these three American icons who influenced 20th century American history more than perhaps any other family. Through wars, revolutions, depressions, movements, the three led the country through what was called America's century. At times they had little in common but for one thing they always had in common . . . their ability, desire and conviction to lead.

FDR brings the same optimism and energy to the White House that his cousin Theodore displayed. Aimed at ending the Depression, his sweeping New Deal restores the people's self-confidence and transforms the relationship between them and their government. Eleanor rejects the traditional role of first lady, becomes her husband's liberal conscience and a sometimes controversial political force in her own right. As the decade ends, FDR faces two grave questions: whether to run for an unprecedented third term and how to deal with the rise of Hitler.

After watching this episode, choose from the following questions and/or tasks to extend your learning

Question Box 1

- How does FDR bring the same optimism and energy to the White House that his cousin Theodore displayed?
- What plan did Franklin have to end the Great Depression?
- What was “The New Deal”?
- How did the “New Deal” restore America’s self-confidence and transform the relationship between the American people and its government?
- What actions taken by Eleanor showed that she rejected the traditional role of the First Lady?
- How did Eleanor become her husband's liberal conscience and a sometimes controversial political force in her own right?
- As the decade ends, FDR faces two grave questions: whether to run for an unprecedented third term and how to deal with the rise of Hitler. How did FDR address each of these questions?

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Question Box 2

- Who was the most interesting person the program talked about and why?
- What part of the story gave you pause to think?
- How did you feel about the fact that FDR did nothing to end anti-lynching legislation?
- How have the contributions made by the Roosevelts changes America?

Box 3 (Tasks)

- In the 1936 election, Roosevelt won 60.8% of the popular vote and 46 of the 48 states. Use mathematics in your justification of the change from the 1932 election.
- Under FDR, The National Park and Forest systems grew. In 1930, there were three million visitors to the parks and forests. In 1939 there were 15.5 million. Create a graph that shows a linear growth over time. Create a non-linear graph that shows growth over time. Describe important features of both graphs.
- The Civilian Conservation Corps enrolled 3.4 million young men and built 13,000 miles of trails, planted two billion trees, and upgraded 125,000 miles of dirt roads. Depict this information in an infographic and describe the impact that the Civilian Conservation Corps had using mathematics in your description.
- Create a timeline of FDR's new deal programs.

Box 4 (Enrichment)

- FDR's New Deal programs were far reaching in an attempt to help all classes of Americans. struggling in the depression. From farmers, to industrial workers, to artists and poets. Pick a New Deal program that interests you. Explain the impact of that program for the community it served. Are the effects felt today? How so or why not? Why is this a program that you care about?
- FDR had his critics on the right and on the left of him, some saying he's doing too little and those saying he's doing too much. Pick two critics from opposite points of view (a republican and democrat, or someone who's saying he's doing too much and someone who's saying he's not doing enough) Analyze their arguments. What do you think about them? How did FDR try to silence them? Could he? What about the critics in your own life? How do you try to silence them? How do your attempts and your success compare to FDR's?
- Huey Long was a wildly popular politician who presented a legitimate threat to FDR's presidency. We still don't know who assassinated him. Look into Huey Long and his presidential bid. Look into those who opposed him. Who do you think assassinated him and why?

Box 5 (Extend/Real-Life)

- Compare and contrast the details of The New Deal and the CARES Act.
- The New Deal: <https://www.history.com/topics/great-depression/new-deal>

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- The CARES Act: <https://www.npr.org/2020/03/26/821457551/whats-inside-the-senate-s-2-trillion-coronavirus-aid-package>
- What are the similarities?
- What are the differences?
- How did the New Deal impact society in the short and long term?
- How did the CARES Act impact society in the short term? Predict how it will impact society in the long term.
- Which do you feel was better for society as a whole? Explain your answer.
- FDR had strong social-awareness which was a skill that helped him to be a successful leader during the most difficult times. Being a good role model is another way to build social awareness. What are some ways you can be a good role model for others? List those ways and then chose one to practice.