



The James Young High School

Virtual School eBulletin

27 March 2020

With our school currently being closed to students, although they won't be able to walk down the corridors, we'll still be offering ongoing support for students' learning.

We have created a Virtual School using Glow and Microsoft Teams where students can access their learning at anytime, anywhere on any device.

We will communicate with students via Glow and Teams and we will continue to communicate with parents via Groupcall and the school website and Twitter account **@jamesyounghs** – *please regularly check for updates.*

**Our learning
Our community
Our future**



I. Accessing Virtual School

Our Virtual School is an internet-based learning environment which aims to provide ongoing support for students' education despite the challenges presented by the outbreak of Covid-19.

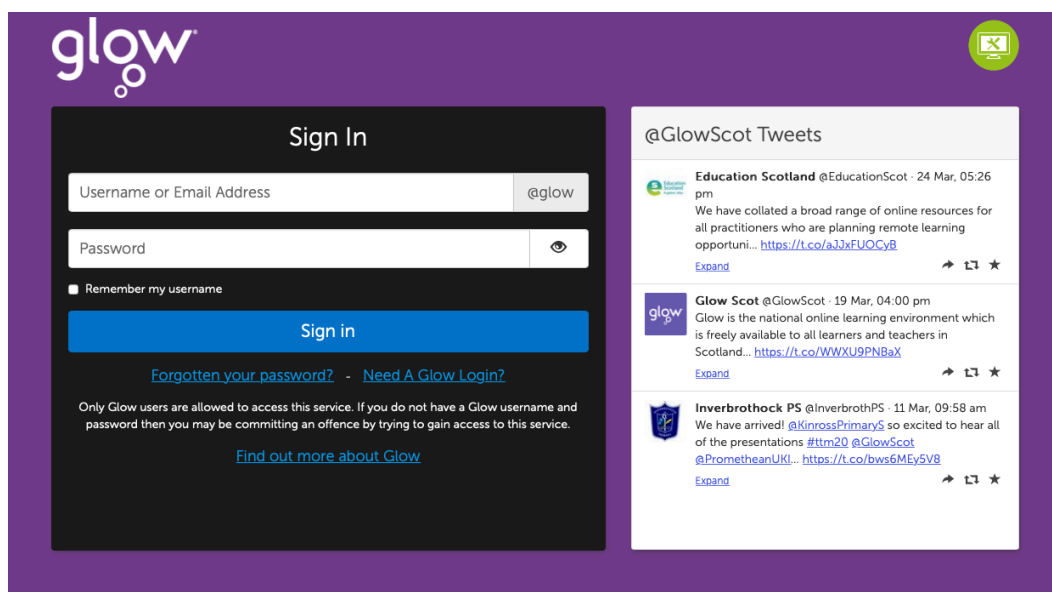
Our Virtual school is built on Glow and Teams.

All students should have their Glow username and password. If any student doesn't know their login or has forgotten their password, they can contact the DHT Team on the email below.

- Miss McTiernan – clare.mctiernan@westlothian.org.uk (S4 and S5)
- Mrs Russell – evelyn.russell@westlothian.org.uk (S1 and S3)
- Mr Henderson – graham.henderson@westlothian.org.uk (S2 and S6)

Logging into Glow

Glow is accessed on the website glow.rmunify.com



Username are in the format: **wl**<first letter of forename> <surname>

e.g. wlghenderson

Your glow email address is:

wl<first letter of forename> <surname>@glow.sch.uk

Accessing Learning Material

Mrs Muirhead sent out a detailed Sway file via Groupcall highlighting how to access learning areas on Glow and Teams. If you haven't received this, let us and know.

2. Communication

Your child's House Head continues to be your first point of contact regarding any issue specific to your child.

House Heads will pass on information to teachers, partner agencies and/or relevant members of the Senior Leadership Team as appropriate. House Heads will be managing their pupil caseload digitally and communication with them by you and students is welcomed. House Heads will access e-mail accounts on a daily basis and will make every effort to action them on as soon as they can.

House	Personal Support Classes	House Head	Email
Jura	A and B	Ms Sheila Colthart	Sheila.colthart@westlothian.org.uk
Yell	C and D	Mrs Gillain Pirie	Gillian.pirie1@westlothian.org.uk
Harris	E and F	Mrs Evelyn Russell (DHT)	Evelyn.russell@westlothian.org.uk
Skye	G and H	Mr Peter Caddick	Peter.caddick@westlothian.org.uk

3. Senior Phase Announcements

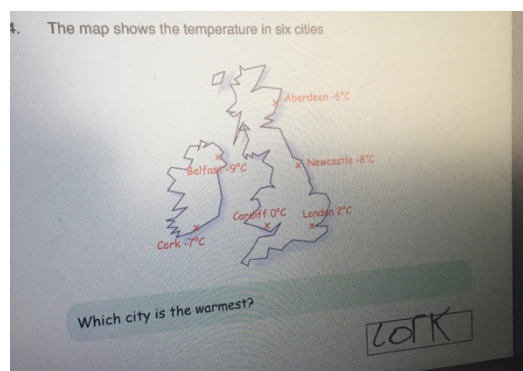
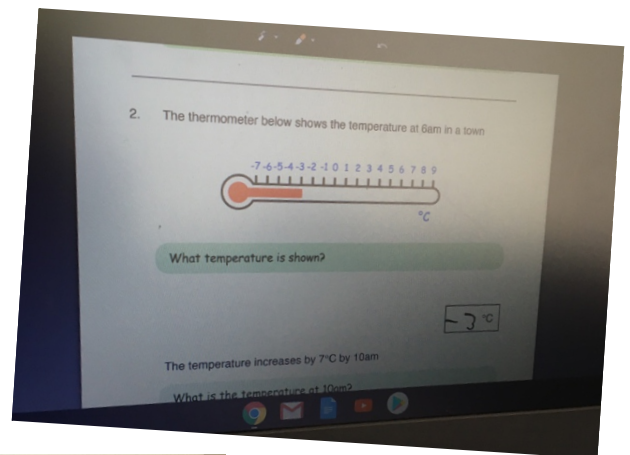
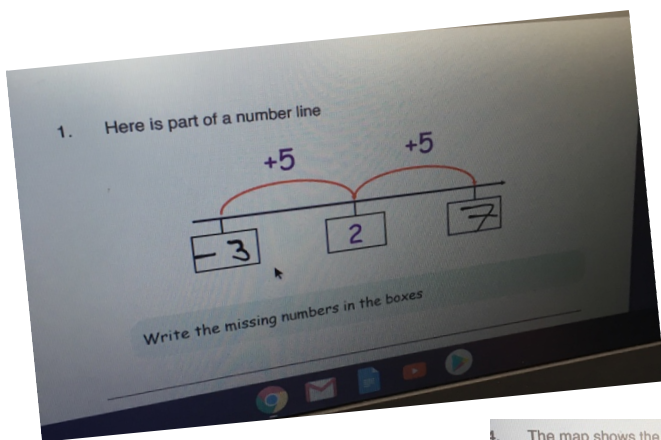
Updates from SQA and UCAS have been communicated by Groupcall. We will be in touch as soon as any new information is communicated with us.

4. Learning Highlights for the W/C 23 March 2020

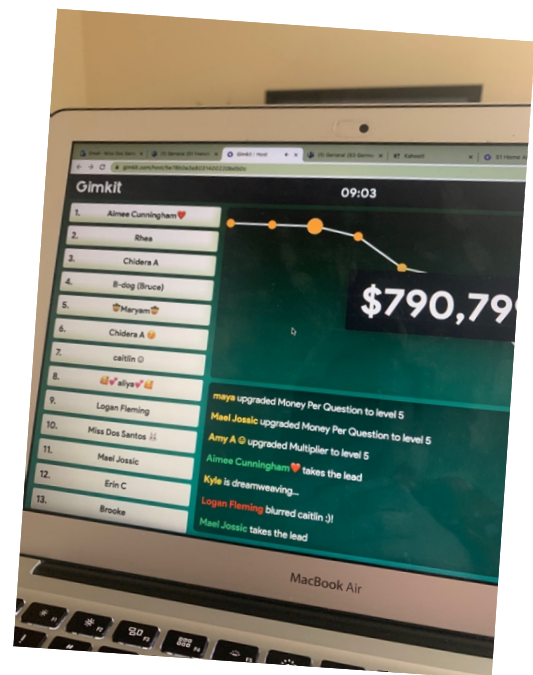
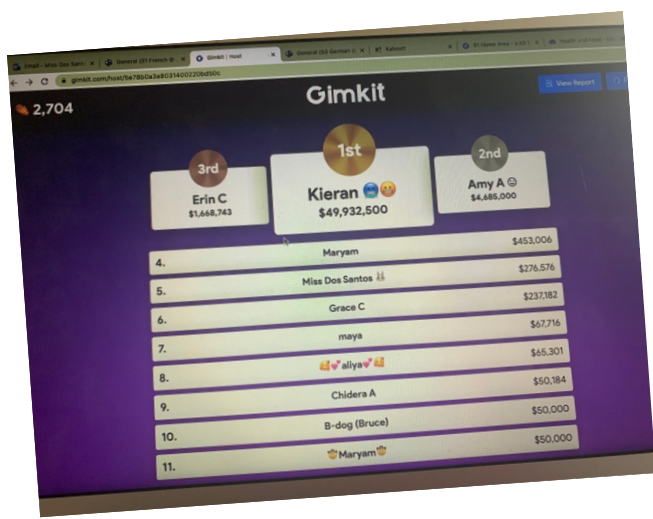
The engagement by our students in their new learning environment has been fantastic and we thank you for your support in making this happen. Our learning community has very much stuck together this week and demonstrated excellent resilience to ensure that effective learning and teaching is still taking place.

Here are some examples of learning activities and work our students have been taken part in:

Work on negative numbers in maths, where students have communicated responses to their teacher on Teams. They got instant feedback on their responses.



In languages, S1 students have been competing against each other in learning tasks on an app called Gimkit. This has been designed by their teacher to develop their language vocabulary and is an interactive activity all members of the class take part in from their own homes. Students compete to gain 1st, 2nd and 3rd place as they can all see the live scoreboard on the app.



Students in Science have been working on a range of activities including research the uses of plants and medicines and sending in their work as information leaflet or poster. Here is one S3 example.

Opium is processed into drugs ranging from life ruining heroin to life saving morphine. All drugs that come from the plant are pain killers in some way or another with some being legal and others not. Opioids like heroin often have other chemicals mixed into them to make them more addictive and stronger.

Heroin

CN1CC[C@]23[C@@H]4OC5=CC(=C(C=C5)OC(=O)C)C=C4[C@]12

Opioids have been the cause of millions of deaths and life ruining addictions world wide. Medical opioids however can also kill through overdoses so none are completely safe. Medical opioids are used as pain killers with codeine available at any local pharmacy and morphine behind a prescription basis for more severe pain particularly with end of life pain and general support for major injuries and operations.

Morphine

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Plants & Medicines

The Opium Poppy

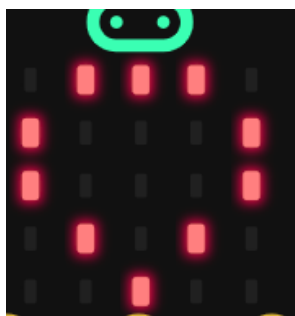
Originally from south Asia and still predominantly grown there

Massive trading routes across Eurasia used to transport harvested opium. These were known as the silk roads. Two major wars with china over the smuggling of opium into china by the British. 4000 crates were smuggled in a year strongly against Chinese law. Britain won both wars with the help of the french in the second.

Most illegal opium poppies are grown in what is known as the golden triangle in south east Asia. Legal growth can happen anywhere including western countries like the UK in tightly policed greenhouses. Takes 3 months to grow before blossoming and the sap can be collected. About 12% of it is an analgesic alkaloid called morphine. It is then normally taken away to be processed into legal drugs such as morphine and codeine or sold on the black market to be made into harmful opioids such as heroin and fentanyl.

Quality feedback to ensure progress in learning is essential in everything that we do and this will continue with Virtual School.

Students in Computing have uploaded their creations for their class and teacher to view.



model	company name	screen size	Battery life	weight	company HQ City	company HQ Country	company Director
iphone 11	Apple	6.1 inch	3,116 mAh	189g	Cupertino	California	Tim Cook
Galaxy S20 ultra	Samsung	6.9 inch	5,000 mAh	220g	Seoul	Korea	Kuk Dong-jin
Huawei P30 lite	Huawei	6.2 inch 72.7mm	3,000 mAh	179g	Shenzhen	China	Anson Zhang
Sony Xperia 5	Sony	6.1 inch	3,116 mAh	164g	Toyoko	USA	Terrence Sogh
Nokia 9 PureView	Nokia	5.99 inch	3,320 mAh	172g	Espoo	Finland	Nokia CEO Rajeev Sani

Teachers are able to use many of their normal teaching resources and students are uploading work for their teacher to look at. Here is an example from a maths lesson on Factorising.

The teacher interactively explains what the purpose of learning is using Teams and then students upload work for feedback.

Example 1

In order to factorise we are looking for a common times table or factor (or both). This is the opposite of removing brackets, we are looking to put the expression back into brackets.

Factorise $3x + 15$ ← 3 and 15 come from the 3 times table.

3 times what gives $3x$ → $3($ ← 3 times what gives 15 → $)5$

$3(x + 5)$

Factorise the following:

Now try these!

$4xy - 2x$

$6a + 7a^2$

$y^2 - y$

Factorise the following:

Answers

$4xy - 2x = 2x(2y - 1)$

$6a + 7a^2 = a(6 + 7a)$

$y^2 - y = y(y - 1)$

23rd March 2020

Maths

~~Area~~

Circumference

- | | |
|--|--|
| Q1 | Q2 |
| a) $C = \pi \times D$
$C = \pi \times 10\text{cm}$
$C = 31.4\text{cm (1DP)}$ | 4) $C = \pi \times D$
$C = \pi \times 8\text{cm}$
$C = 25.1\text{ (1DP)}$ |
| b) $C = \pi \times D$
$C = \pi \times 7\text{cm}$
$C = 21.9\text{cm (1DP)}$ | b) $C = \pi \times D$
$C = \pi \times 64\text{cm}$
$C = 201.1\text{cm (1DP)}$ |
| c) $C = \pi \times D$
$C = \pi \times 4\text{mm}$
$C = 9.4\text{mm (1DP)}$ | c) $C = \pi \times D$
$C = \pi \times 16\text{cm}$
$C = 50.3\text{cm (1DP)}$ |
| d) $C = \pi \times D$
$C = \pi \times 6\text{m}$
$C = 18.8\text{m (1DP)}$ | d) $C = \pi \times D$
$C = \pi \times 11\text{mm}$
$C = 34.6\text{mm (1DP)}$ |
| e) $C = \pi \times D$
$C = \pi \times 0.5\text{m}$
$C = 1.6\text{m (1DP)}$ | e) $C = \pi \times D$
$C = \pi \times 100\text{cm}$
$C = 314.2\text{cm (1DP)}$ |
| f) $C = \pi \times D$
$C = \pi \times 9\text{cm}$
$C = 28.3\text{cm (1DP)}$ | f) $C = \pi \times D$
$C = \pi \times 14\text{mm}$
$C = 44.0\text{mm (1DP)}$ |
| g) $C = \pi \times D$
$C = \pi \times 25\text{cm}$
$C = 78.5\text{cm (1DP)}$ | g) $C = \pi \times D$
$C = \pi \times 142\text{cm}$
$C = 446.1\text{cm (1DP)}$ |
| h) $C = \pi \times D$
$C = \pi \times 1.3\text{m}$
$C = 4.1\text{m (1DP)}$ | h) $C = \pi \times D$
$C = \pi \times 1.6\text{m}$
$C = 5.0\text{m (1DP)}$ |

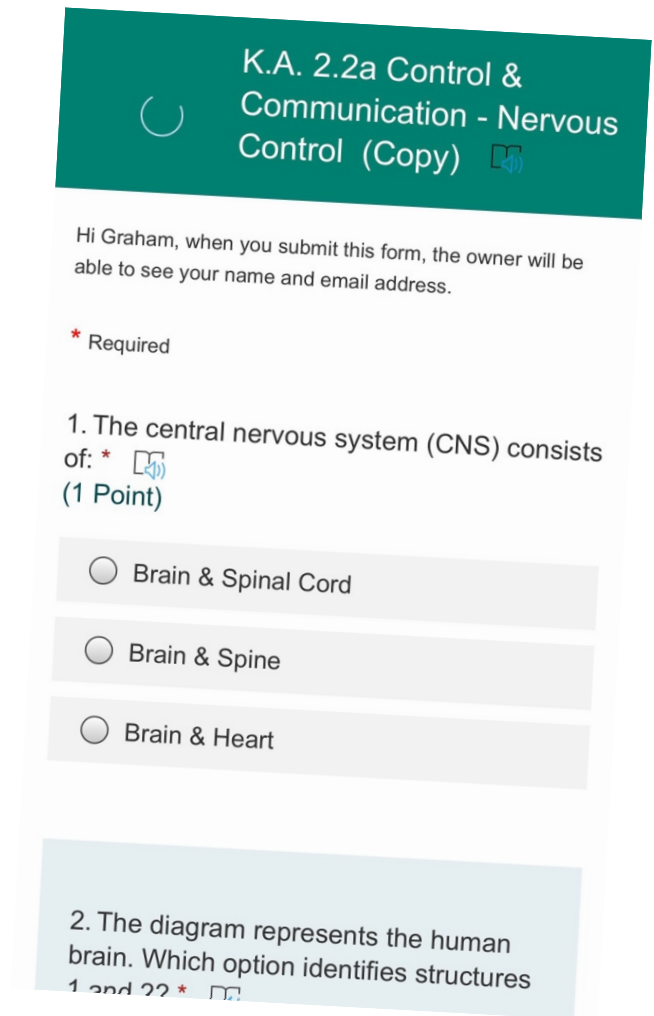
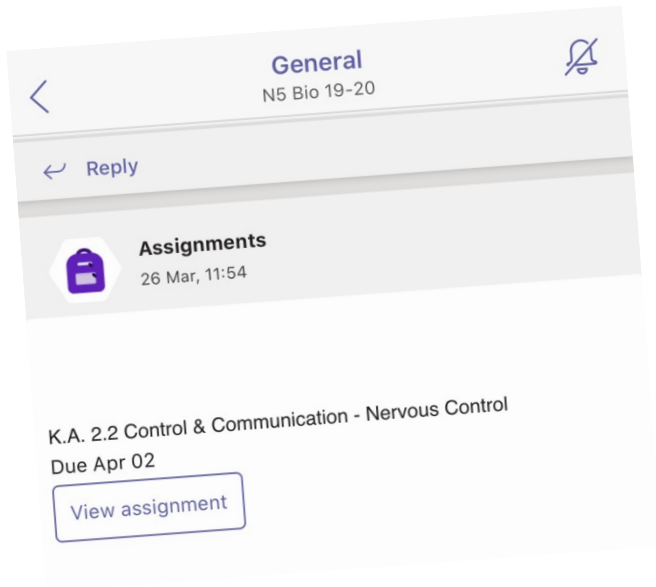
Circumference

- Q5
- a) $C = \pi \times D$
 $C = \pi \times 4\text{cm}$
 $C = 12.6\text{cm (1DP)}$
- b) $C = \pi \times D$
 $C = \pi \times 8\text{cm}$
 $C = 25.1\text{cm (1DP)}$
- c) $C = \pi \times D$
 $C = \pi \times 2.6\text{cm}$
 $C = 8.1\text{cm (1DP)}$
- d) $C = \pi \times D$
 $C = \pi \times 3.4\text{mm}$
 $C = 10.7\text{mm (1DP)}$

Q6

- a) $C = \pi \times D$
 $C = \pi \times 12\text{cm}$
 $C = 37.7\text{cm (1DP)}$
- b) $C = \pi \times D$
 $C = \pi \times 52\text{cm}$
 $C = 163.4\text{cm (1DP)}$
- c) $C = \pi \times D$
 $C = \pi \times 26\text{cm}$
 $C = 81.7\text{cm (1DP)}$
- d) $C = \pi \times D$
 $C = \pi \times 3\text{cm}$
- e) $C = \pi \times D$
 $C = \pi \times 4.8\text{km}$
 $C = 15.1\text{km (1DP)}$

Teachers are continuing to provide assignments and additional learning activities for students to submit in a variety of ways. One example if this is a Microsoft Forms based activity Biology set their National 5 students.



This is small selection of the learning activities that have been taking place this week. We look forward to sharing more with you.

Wishing you and your family a safe and restful weekend.

JYHS Senior Leadership Team