

**8th Grade
Lesson Plan
Packet**

3/30/2020-4/3/2020

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: 8 Art

Teacher(s): Ms. Frank clare.frank@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Continuous contour line drawings of hand, timed
- Sketch hand and forearm; label parts

Tuesday, March 31

- Blind continuous contour line drawings of hand, timed
- Positive / Negative space studies of hand, timed

Wednesday, April 1

- Terms and definitions: contour, convex, concave
- Drawing exercise and labeling convex and concave surfaces

Thursday, April 2

- Terms and definitions: topographical linework, cross-contour linework
- Drawing exercise implementing topographical linework

Friday, April 3

- Continuous contour line drawings of feet and ankles, timed
- Drawing exercise implementing cross-contour linework

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

For all assignments in art this week use plain or lined paper and a pencil. If you have a sketchbook you may use it instead. Remember to write your name, grade and section, and the date on all pages.

Monday, March 30

1. Using a full page, make **three** 1 ½ minute **continuous contour line** drawings of your hand in varied positions. Set a timer.
 - Remember that in a continuous contour line drawing you do not lift your pencil from the paper for the duration of the drawing. Look at your subject (hand) 90% of the time, only glancing at your drawing to make sure that your pencil is tracking the movement of your eyes as you follow contours around edges, shapes and details. *No erasing!*
2. Using a full page, make a 2-minute back-and-front life-size drawing of your hand and forearm. Add details as needed, and label the parts of the hand: thumb, index finger, middle finger, ring finger, little finger, nails, nail beds, knuckles and joint creases (three per finger), wrist, wrist joint, wrist tendons, and wrist creases. Notice the veining on the back of your hand and the creases on the palm of your hand.

Tuesday, March 31

1. Using full pages, make **three** 1-minute drawings of your hands and forearms using **blind continuous contour line** drawing. Remember that in this method you look at your subject 100% of the time, not even glancing at your drawing while you draw.
2. Using one or two full pages, make **two** 5-minute drawings of your hands and forearms that emphasize positive/negative shape relationships. If both drawings are on the same page, the space in between can be a very interesting negative space. Consider placement and configuration.
 - For each begin by moving your fingers and thumb and rotating your wrist to create interesting interaction of shapes (no recognizable “messages”) and enclosed versus open spaces, with some bent and some straight until you arrive at your chosen arrangement.
 - Make a quick, light lay-out sketch to establish shape relationships and scale (1 minute each). Remember to include the wrist and forearm. Don’t get hung up on detail; emphasize shape.
 - Use value to increase the contrast between positive and negative shape areas. Use shading creatively.

Wednesday, April 1

1. Copy the terms and definitions for the following terms: contour, concave, convex (see attachment)
2. Position your hand and fingers in such a way that you obtain interesting positive/negative shape relationships as well as contrasting convex/concave relationships. Lightly make a quick 2-minute sketch, then elaborate and emphasize certain contours and curves with varied weight of hand. Next label at least four surfaces each as convex or concave.

Thursday, April 2

1. Copy the terms and definitions for the following terms: topographical lines, cross-contour lines.
2. Close your hand into a fist, rotated with your thumb resting on top and pointing away from your body. Make a quick contour line drawing of your hand in this pose, life-size, then use **topographical linework** on your **thumb** to show curvature of form and dimensionality.

Friday, April 3

1. Set yourself up so that you can observe your bare feet and ankles while you draw (one or both). Make sure that your position is comfortable enough to and allows you enough control over the quality of your drawing (pay attention to body mechanics). Make **three** 1- minute continuous contour line drawings of your feet and ankles in slightly varied poses. *Remember, no erasing!*
2. Make a more sustained drawing of your foot and ankle, and elaborate with **cross-contour linework** to emphasize curvature of surface and dimensionality.
 - Time yourself for your initial layout sketch, giving yourself 2 minutes to lightly sketch in the basic shapes, proportions and configurations.
 - Work general to specific.
 - Use heavier, darker lines to imply a surface is closer, and lighter, thinner lines to imply a surface is curving away from you.

Vocabulary, Definitions and Examples:

Contour - A contour is a line defining a form or edge. Contour lines include not only outlines, but other changes or shifts in planar surface.

Convex - having a surface curved outward like the exterior of a sphere

Concave - having a surface curved or arched inward, like the interior of a bowl

Contour Line Drawing - A method of drawing in which a subject is drawn by representing its contours. Varied weight of line can be used to enhance the dimensionality and energy of a contour line drawing, emphasizing important areas and directing the viewer's eye. (see above right)

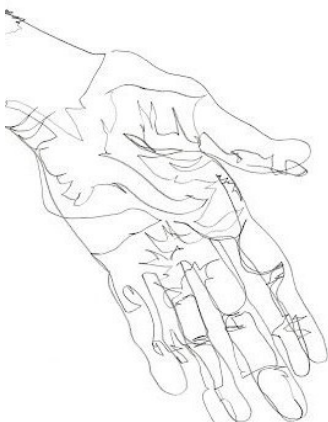
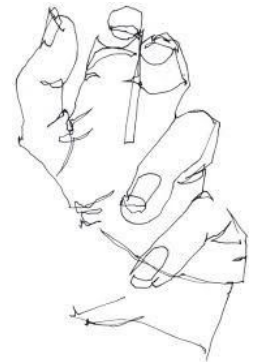
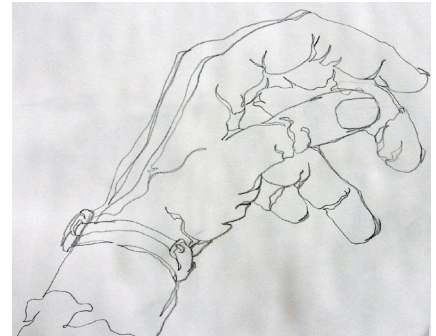
Weight of Line - By increasing or lessening the hand's weight on the pencil, a line can be made thicker and darker or thinner and lighter. Varied weight of line can be used to increase visual interest, create emphasis, and imply space and dimension. For example, a thick, dark line may seem to come toward the viewer while a thin, light line may seem to recede into the distance.

Continuous Contour Line Drawing - A method of drawing in which the artist draws the subject with a single, continuous, unbroken line, using that line to follow along contours along the edges and within the subject. In this method the pencil is not lifted from the page for the duration of the drawing; instead the pencil imitates the artist's eye, following successive visual paths along contours.

It may be helpful to imagine both your pencil and your eye as an ant traveling the ridges and valleys of your subject. Attempt to be looking at your subject 90% of the time, only glancing at the page to make sure your pencil is in the correct vicinity. If moving the pencil to a different area, remember you will be leaving a pencil trail. You can vary your weight of line. Obviously you will not be using an eraser!

Blind Continuous Contour Line Drawing - This method is similar to continuous contour line drawing except that you look at your subject 100% of the time, with not a single glance at your drawing for the duration of the exercise! Hence "blind". Again, your drawing uses a single, continuous unbroken line.

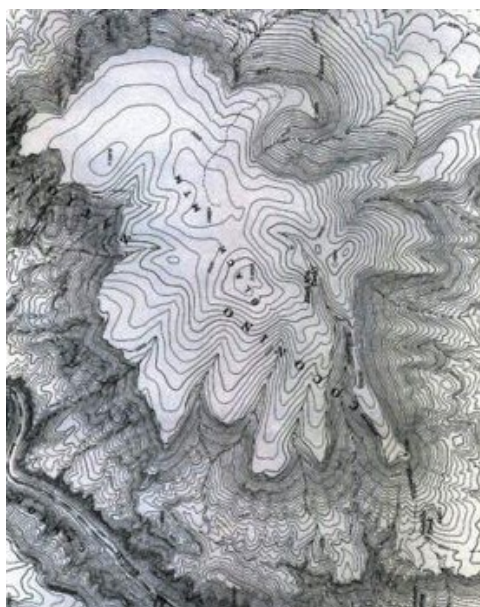
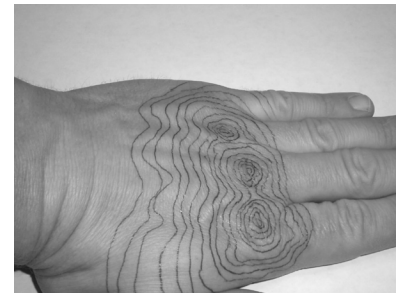
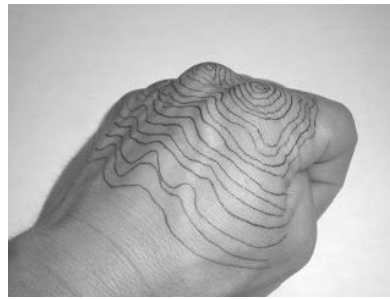
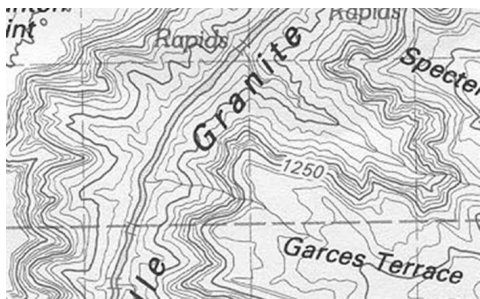
Yes, your drawing will look a little strange but this is a thoughtful exercise. When engaged in in good faith and practiced regularly, this exercise enhances your keenness of observation, your practices of seeing an object as a whole an, and improves your coordination.



Cross-Contour Linework - This is a method of drawing that uses line networks to illustrate the dimensionality of objects and surfaces. It differs from contour line drawing in that the contours of the subject are not drawn directly; instead, they are implied.



Topographical Linework - This is a method of drawing that uses a system of line systems and linear marks to describe surfaces and their shifts in direction or height. The topographical lines are closer together when there is a steeper drop in surface incline on the maps below. Note the relationship between topographical mapping for geography and its application to drawing the hands, below.



Note: The images in this packet have been appropriated from online sources for educational purposes, in response to Covid19 accommodations for schools..

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: U.S. History to 1877

Teacher(s): Ms. Jimenez margaret.cousino@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Read textbook Ch. 15 Lesson 1 (pgs. 423-431)
- Make outline of lesson in your notes
- Answer Lesson Questions (worksheet)

Tuesday, March 31

- Read textbook Ch. 15 Lesson 2 (pgs. 432-436)
- Make outline of lesson in your notes
- Answer Lesson Questions (worksheet)

Wednesday, April 1

- Read textbook Ch. 15 Lesson 3 (pgs. 437-440)
- Make outline of lesson in your notes
- Answer Lesson Questions (worksheet)

Thursday, April 2

- Read textbook Ch. 15 Lesson 4 (pgs. 441-447)
- Make outline of lesson in your notes
- Answer Lesson Questions (worksheet)

Friday, April 3

- Complete Presidents timeline
- Complete any work you didn't finish M-Th

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

1. Read the assigned pages (423-431)
2. Make an outline of the lesson for your notes. Follow these guidelines, striving to imitate the way we have been organizing our class notes all year:
 - a. The title for all your notes this week will be the title of Chapter 15:“North and South (1820-1860)”
 - b. Each day’s notes should be titled for the Lesson
 - c. Each of the red section titles in the textbook will be your main bullet points
 - d. Under each section bullet point, write 2-3 bullet points in your own words, summarizing the main ideas of each paragraph/section in the textbook
 - e. Be sure to include **dates** and **names** in your bullet points, along with the main idea(s) of each section

Example:

North and South (1820-1860)

The Industrial North

- Technology and Industry
 - Early 1800s - innovation in industry & technology in America
 - Changed the way they worked, traveled, & communicated, especially in the North
- Three Phases of Industrialization
 - Etc.
 - Etc.
- Changing Transportation
 - Etc.
 - Etc.
- Etc.

3. Answer the questions on “Chapter 15 Reading Questions” sheet for Lesson 1. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.
4. For your viewing interest. (Challenge: can anyone memorize Morse Code?!)

A a	• —	J j	• — — —	S s	• • •
B b	— • • •	K k	— • —	T t	—
C c	— • — •	L l	• — • •	U u	• • —
D d	— • •	M m	— —	V v	• • • —
E e	•	N n	— •	W w	• — —
F f	• • — •	O o	— — —	X x	— • • —
G g	— — •	P p	• — — •	Y y	— • — —
H h	• • • •	Q q	— — • —	Z z	— — • •
I i	• •	R r	• — •		

Tuesday, March 31

1. Read the assigned pages (432-436)
2. Make an outline of the lesson for your notes. Follow the guidelines from Monday 3/30, striving to imitate the way we have been organizing our class notes all year.
3. Answer the questions on “Chapter 15 Reading Questions” sheet for Lesson 2. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.

Wednesday, April 1

1. Read the assigned pages (437-440)
2. Make an outline of the lesson for your notes. Follow the guidelines from Monday 3/30, striving to imitate the way we have been organizing our class notes all year.
3. Answer the questions on “Chapter 15 Reading Questions” sheet for Lesson 3. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.

Thursday, April 2

1. Read the assigned pages (441-447)
2. Make an outline of the lesson for your notes. Follow the guidelines from Monday 3/30, striving to imitate the way we have been organizing our class notes all year.
3. Answer the questions on “Chapter 15 Reading Questions” sheet for Lesson 4. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter/lesson/questions numbers.

Friday, April 3

1. Finish any outlines or lesson questions you did not complete Monday-Thursday
2. Finish your Presidents Timeline we started before spring break. If you were absent, follow the directions on the attached worksheet.

Name/Section:
U.S. History
Mrs. Jimenez
March 30-April 3, 2020

Chapter 15 Reading Questions

Restate the question and respond in complete sentences.

Lesson 1 (423-431)

1. How did canals and railways affect manufacturing and trade in the U.S. by 1860?

2. How did the invention of the telegraph impact communication in the United States?

Lesson 2 (432-436)

1. How did conditions for workers change as technology sped the development of the factory system?

2. Why did economic and religious tensions arise between immigrants and native white Americans in Eastern cities?

Lesson 3 (437-440)

1. Use these two words in a sentence in a way that shows their meaning and relationship:
a) Productivity b) domestic slave trade

2. Why did industry in the South develop more slowly than in the North?

3. How did slavery affect the development of the Southern economy?

Lesson 4 (440-447)

1. How was the family structure of enslaved African Americans affected by slavery?

2. How did the culture of free African Americans in Southern cities differ from that of other African Americans in the South?

U.S. Presidents Timeline Project

Directions for Timeline:

Materials: 3 pieces of blank paper (preferably cardstock), pencil/pen/markers, ruler, tape/stapler.

1. Draw a line across all 3 sheets of paper. Attach the sheets with tape/staples so they can fold in and out.
2. Mark the decades on your timeline from 1790-1880, leaving adequate space for all the events in between (3 decades per sheet of paper). We don't have any events past 1880, so it can be at the very end of your third sheet.
3. On one side of your timeline, show the presidents' terms in office from George Washington to Ulysses S. Grant. If you have the presidents' photos, include those.
4. On the other side of the line, write in the important events listed below.

<p>Presidents: 1789-1797 – George Washington 1797-1801 – John Adams 1801-1809 – Thomas Jefferson 1809-1817 – James Madison 1817-1825 – James Monroe 1825-1829 – John Quincy Adams 1829-1837 – Andrew Jackson 1837-1841 – Martin van Buren 1841 – William Henry Harrison 1841-1845 – John Tyler 1845-1849 – James K. Polk 1849-1850 – Zachary Taylor 1850-1853 – Millard Fillmore 1853-1857 – Franklin Pierce 1857-1861 – James Buchanan 1861-1865 – Abraham Lincoln 1865-1869 – Andrew Johnson 1869-1877 – Ulysses S. Grant</p>	<p>Events: 1789 – Judiciary Act of 1789 1791 – Bill of Rights ratified 1793 – Eli Whitney invents the cotton gin 1794 – Whiskey Rebellion 1800 – U.S. capital is moved to Washington, D.C. 1803: - February 24 – <i>Marbury v. Madison</i> - May 2 – Louisiana Purchase May 14, 1804-September 23, 1806 – Lewis & Clark's Expedition June 18, 1812- December 24, 1814 (Treaty of Ghent) – War of 1812 1819: February 2 – Spain cedes Florida to US 1820: March 6 – Missouri Compromise 1821: August 10 – Missouri becomes a state 1823: December 2 – Monroe Doctrine 1825: October 26 - Erie Canal opens 1830: May 28 – Jackson signs Indian Removal Act 1832: <i>Worcester v. Georgia</i> 1836: - March 2 – Texans declare independence - May 14 – Treaty of Velasco 1835-1842: Second Seminole War 1837-1842: Panic of 1837 1838 – Trail of Tears 1845: - March 3 - Florida becomes a state - December 29 - Texas becomes a state 1846: June 15 – Oregon Treaty – 49th Parallel May 13, 1846-February 2, 1848 (Treaty of Guadalupe Hidalgo) – Mexican American War 1848: Start of California goldrush 1850: - Compromise of 1850 - September 9 - California becomes a state 1853: December 30 - Gadsden Purchase 1859: February 14 - Oregon becomes a state</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Latin II

Teacher(s): Ms. Silkey erin.silkey@greatheartsirving.org

Ms. Mueller marie.mueller@greatheartsirving.org

Supplemental Link: [CLC Unit 3 Dictionary](#)

Weekly Plan:

Monday, March 30

- Read “About the language 3: impersonal verbs” on p. 132
- Write 2 definitions for the verbs *placet*, *decet*, *taedet*, and *oportet*, check them, and make corrections
- Translate sentences a, d, and f (p. 132)

Tuesday, March 31

- Read “Interpreting the evidence: our knowledge of Roman Britain” on pp. 135-141
- Answer questions on the “Interpreting the evidence” worksheet

Wednesday, April 1

- Fill in the missing vocabulary information on the “Stage 29: Vocabulary List” worksheet
- Optional: make flashcards for the Stage 29 vocabulary words

Thursday, April 2

- Read the model sentences in number 1 (pp. 144) and the English translation on the answer key
- Translate model sentences in number 2, check translation of verbs, and rework sentences

Friday, April 3

- Read the model sentences on p. 145 and translate numbers 3-6 into English.
- Check your translation of the verbs against the answer key and rework your sentences as needed.

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

1. Read “About the language 3: impersonal verbs” on p. 132 of the *Green Cambridge Latin Course, Unit 3* textbook.
2. Based on the examples given, on a sheet of notebook paper, write out 2 definitions for each of the following verbs: *placet*, *decet*, *taedet*, and *oportet* on a piece of notebook paper. Please be sure to put a full heading on your paper including the title “Impersonal Verbs”.
3. Check your definitions against those given on the answer key and make corrections as needed.
4. On the same sheet of paper, translate sentences a, d, and f on p. 132. Translations of sentences b, c, and e are available on the answer key for reference.

Tuesday, March 31

1. Read “Interpreting the evidence: our knowledge of Roman Britain” on pp. 135-141.
2. On a piece of notebook paper, answer the questions on the “Interpreting the evidence” worksheet. Please be sure to put a full heading on your paper including the title “Interpreting the evidence.”

Wednesday, April 1

1. Referring to p. 166, fill in the missing vocabulary information on the “Stage 29: Vocabulary List” worksheet. You may either complete the information on the sheet itself or write it out on a separate piece of notebook paper. If using notebook paper, please be sure to put a full heading including the title “Stage 29 Vocabulary List.”
2. Optional: make flashcards for the Stage 29 vocabulary words (including the words, *placet*, *decet*, *oportet*, and *taedet*).

Thursday, April 2

1. Read the model sentences in number 1 on pp. 144.
2. Read the English translation for number 1 on the answer key paying careful attention to the translation of the verbs *appellātur* and *adōrātur*.
3. On a separate sheet of notebook paper, translate the model sentences in number 2 into English. Please be sure to put a full heading on your paper including the title “Stage 29 Model sentences.”
4. Check your translation of the verbs *complētur*, *salūtantur*, *feruntur*, and *audītur* against the answer key.
5. Rework your translations for number 2 as needed.

Friday, April 3

1. Read the model sentences on p. 145.
2. Using the same sheet of notebook paper titled “Stage 29 Model sentences,” translate the model sentences for numbers 3-6 into English.
3. Check your translation of the verbs *dūcuntur*, *cūrātur*, *habentur*, and *custōdiuntur* against the answer key.
4. Rework your sentences as needed.

Answer Keys

Monday, March 30th

About the Language: Impersonal Verbs (p. 132)

Definitions:

placet: 1. It pleases . . .

2. . . . likes it *or (with an infinitive)* . . . is glad to . . .

decet: 1. It is proper for . . . to . . .

2. . . . ought to . . .

taedet: 1. It makes . . . tired of . . .

2. . . . is tired of . . .

oportet: 1. It is right for . . . to . . .

2. . . . must . . .

Sentence Translations:

b. *saltātrīcem spectāre volō! mē taedet cibī et vīnī!* I want to watch the dancing girl! **I am tired of food and wine!** (literally: It makes me tired of food and wine!)

c. *semper pluit!* **It always rains!**

e. *nunc advesperāscit.* Now **it is getting dark.**

Thursday, April 2nd

Stage 29 Model Sentences (p. 144)

1 in mediā Rōmā est mōns nōtissimus, quī Capitōlium appellātur. in summō Capitōliō stat templum, ubi

In the middle of Rome is a very famous hill, which **is called** the Capitoline. On top of the Capitoline stands a temple, where *deus Iuppiter adōrātur.*

the god Jupiter **is worshipped.**

2 complētur; is filled

salūtantur; are greeted

feruntur; are carried/brought

audītur; is heard

Friday, April 3rd

Stage 29 Model Sentences (p. 145)

3 dūcuntur; are lead

4 cūrātur; is taken care of/looked after

5 habentur; are given (literally: are held)

6 custōdiuntur; are guarded

Interpreting the evidence

Read pages 135–141 in your textbook and answer the following:

Knowledge of the Roman occupation of Britain is based on three types of evidence:

I Literary evidence

- 1 When did Julius Caesar come to Britain? Where did he land? How many times did he come?
- 2 About whom was Tacitus writing? What was this person's connection with Britain? How were Tacitus and this person related?
- 3 Explain the basis for bias in the writings of Julius Caesar and Tacitus.

II Archaeological evidence

- 1 What is the task of the archaeologist?
- 2 Give two of the ways sites are located.
- 3 How was Fishbourne discovered?
- 4 What two things do archaeologists watch for on a site? What does this accomplish?
- 5 What else do archaeologists look for? Why?
- 6 What two finds help in dating an excavation site?
- 7 What information can pottery also reveal?
- 8 Trace the three-part development archaeologists have discovered on many sites in Britain.
- 9 What do excavations reveal about Roman activity in southeast Britain? about Roman activity in northwest Britain?
- 10 What is revealed by the excavation of roads? the excavation of Romano-British towns? the excavation of military sites?

III Inscriptural evidence

- 1 What is the source for much of the inscriptural evidence about Roman Britain?
- 2 Study the standard pattern for such inscriptions, given on page 140. Then examine the inscriptions on page 141 and answer the questions for each.

Stage 29: Vocabulary List

Verbs

<i>1st/3rd Present</i>	<i>Present Infin.</i>	<i>1st/3rd Perfect</i>	<i>Perfect Partic.</i>	<i>Meaning</i>
decet	decēre	decurit	-----	be proper; ought
oportet	oportēre	oportuit	-----	be right; must
placet	placēre	placuit	-----	please, suit
taedet	taedēre	taedit	-----	make . . . tired; . . . is tired/bored
ascendō			-----	
dēfendō				
incēdō			-----	
spernō				
perficiō				
circumveniō				
mālō			-----	
ōdī	ōdisse	-----	-----	hate

Nouns

<i>Nominative</i>	<i>Genitive</i>	<i>Gender</i>	<i>Meaning</i>
audācia			
captīvus			
populus			
līberī			
dolor			
lūx			
salūs			
scelus			

Adjectives

<i>Masculine</i>	<i>Feminine</i>	<i>Neuter</i>	<i>Meaning</i>
dīrus			
vester			
vīvus			

Adverbs and Pronouns

<i>Word</i>	<i>Part of Speech</i>	<i>Meaning</i>
aliī . . . aliī	pron.	
prius	adv.	
ubīque	adv.	

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course and Section: 8 Literature & Composition

Teacher(s): Mr. Garner ben.garner@greatheartsirving.org

Mr. McKowen robert.mckowen@greatheartsirving.org

Weekly Plan:

Monday, March 30

Read, annotate, and take notes on Sonnet 15 by William Shakespeare

Tuesday, March 31

Choose a theme in the poem and write a 2-3 paragraph analysis.

Wednesday, April 1

Imitate Sonnet 15.

Thursday, April 2

Read, annotate, and take notes on Sonnet 94 by William Shakespeare

Friday, April 3

Choose a theme in the poem and write a 2-3 paragraph analysis.

Nota Bene: Space will be provided in this packet to complete the exercises. However, you may use your notebooks as well if you need more space to think and write.

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently.

Student Signature

Parent Signature

Monday, March 30

Please read, annotate, and take notes on the following poem.

Sonnet 15: When I consider everything that grows

By William Shakespeare

When I consider everything that grows
Holds in perfection but a little moment,
That this huge stage presenteth nought but shows
Whereon the stars in secret influence comment;
When I perceive that men as plants increase,
Cheered and check'd even by the selfsame sky,
Vaunt in their youthful sap, at height decrease,
And wear their brave state out of memory;
Then the conceit of this inconstant stay
Sets you most rich in youth before my sight,
Where wasteful Time debateth with Decay
To change your day of youth to sullied night;
 And all in war with Time for love of you,
 As he takes from you, I engraft you new.

Thursday, April 2

Please read, annotate, and take notes on the following poem.

Sonnet 94: They that have the power to hurt and will do none

By William Shakespeare

They that have power to hurt and will do none,
That do not do the thing they most do show,
Who, moving others, are themselves as stone,
Unmoved, cold, and to temptation slow:
They rightly do inherit heaven's graces
And husband nature's riches from expense;
They are the lords and owners of their faces,
Others but stewards of their excellence.
The summer's flower is to the summer sweet
Though to itself it only live and die,
But if that flower with base infection meet,
The basest weed outbraves his dignity:
 For sweetest things turn sourest by their deeds;
 Lilies that fester smell far worse than weeds.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Algebra I

Teacher(s): Mr. Mapes steven.mapes@greatheartsirving.org

Ms. Frank leslie.frank@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Chapter One, Extra Practice: Skills, page 639:Problems 3-45, mod 3
- Chapter One, Problem Solving, page 665 (1-7) #1-5 odd

Tuesday, March 31

- Chapter One, Extra Practice: Skills, page 640: Problems 48-72, mod 3
- Chapter One, Problem Solving, page 665 (1-7)#2-6 even

Wednesday, April 1

- Chapter Two, Extra Practice: Skills, page 641:Problems 3-60, mod 3
- Chapter 2 Problem Solving, pages 665 (2-3) “Solve” #2-5

Thursday, April 2

- Chapter Two, Extra Practice: Skills, pages 642-643:Problems 63-129, mod 3
- Chapter 2 Problem Solving, page 666 (2-4) “Solve” #3-6

Friday, April 3

- Chapter Three, Extra Practice: Skills, page 643:Problems 3-51, mod 3
- Chapter 3 Problem Solving, page 668-667 (3-1 and 3-2) “Solve” evens for both sections

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

For all review assignments

If you're having difficulty remembering how to do the problems, **the lesson in which they were taught is posted in red brackets on the right side of the page.** Turn back to that lesson and review it for help (if you have the textbook / I have also attached highlights of the chapter below). If you have reviewed the lesson and still don't understand, continue on to the next problem, until you have tried to work each one. Use lined loose-leaf paper and show all of your work and make sure to include a heading for each assignment. If you need to double check your work (for challenging problems) look at the answer key that is provided, and check all of your answers once you have finished the entire assignment. As always, feel free to email me during the schooldays with questions.

Monday, March 30

Things to remember from Section 1-1 to 1-4

A **variable** is a symbol used to represent a quantity in algebra.

A **variable expression** is a mathematical expression that contains a variable.

A **numerical expression** only uses numbers and ultimately names a particular value.

Evaluation is the process used to find the value of a mathematical expression.

Replacing a numerical expression with its simplified name/value is called **simplifying the expression.**

Order of Operations GEMDAS - (G)rouping, (E)xponents, [(M)ultiplication and (D)ivision] from left to right, [(A)ddition and (S)ubtraction] from left to right

Grouping symbols- a device used to enclose an expression that should be simplified first

They include - parentheses (), brackets [], braces { }, and fraction bars If they are embedded we see $\{ \{ () \} \}$

Keywords for operations when translating words into symbols

Addition - sum, increased by, more than

Subtraction - difference, decreased by, less than, minus

Multiplication - times, product of, of

Division - quotient, divided by

Tuesday, March 31

Things to remember from Section 1-5 to 1- 8

Plan for solving word problems

1. Read the problem carefully, find the unknowns and make a sketch if necessary. Come up with a declarative answer statement.
2. Choose a variable to represent the unknown
3. Reread the problem and write an equation with the variable
4. Solve the equation to find the unknown
5. Check your answer and state the answer with the declarative statement

Wednesday, April 1

Things to remember from Section 2-1 to 2-5

Closure Properties

For all real numbers a and b :

$a + b$ is a unique real number.

ab is a unique real number.

Commutative Properties

For all real numbers a and b :

$$a + b = b + a$$

$$ab = ba$$

Associative Properties

For all real numbers a , b and c :

$$(a + b) + c = a + (b + c)$$

$$(ab)c = a(bc)$$

Properties of Equality

For all real numbers a , b and c :

Reflexive Property $a = a$

Symmetric Property If $a = b$, then $b = a$.

Transitive Property If $a = b$ and $b = c$, then $a = c$.

Identity Property of Addition

There is a unique real number 0 such that for every real number a .

$$a + 0 = a \text{ and } 0 + a = a.$$

Property of Opposites

For every real number a there is a unique real number $-a$ such that

$$a + (-a) = 0 \text{ and } (-a) + a = 0.$$

Property of Opposite of a Sum

For all real numbers a and b :

$$-(a + b) = (-a) + (-b)$$

The opposite of a sum of real numbers is equal to the sum of the opposites of the numbers.

1. If a and b are both positive, then (same sign sum, sign stays the same)

$$a + b = |a| + |b|$$

2. If a and b are both negative, then (same sign sum, sign stays the same)

$$a + b = -(|a| + |b|)$$

3. If a is positive and b is negative and a has the greater absolute value, then
(different sign difference, number with greater absolute value determines the sign of the answer)

$$a + b = |a| - |b|$$

Definition of subtraction:

For all real numbers a and b , the difference is defined by

For all real numbers a and b , the difference $a - b$ is defined by

$$a - b = a + (-b)$$

Distributive property (of multiplication with respect to addition)

For all real numbers a , b and c :

$$a(b + c) = ab + ac \quad \text{and} \quad (b + c)a = ba + ca$$

Distributive property (of multiplication with respect to subtraction)

For all real numbers a , b and c :

$$a(b - c) = ab - ac \quad \text{and} \quad (b - c)a = ba - ca$$

Thursday, April 2

Things to remember from Section 2-6 to 2-9

Identity Property of Multiplication

There is a unique real number 1 such that for every real number a ,

$$a \cdot 1 = a \quad \text{and} \quad 1 \cdot a = a$$

Multiplication Property of Zero

For every real number a :

$$a \cdot 0 = 0 \quad \text{and} \quad 0 \cdot a = 0$$

Multiplication Property of -1

For every real number a :

$$a(-1) = -a \quad \text{and} \quad (-1)a = -a$$

Property of Reciprocals

For every nonzero real number a , there is a unique real number $\frac{1}{a}$ such that

$$a \cdot \frac{1}{a} = 1 \quad \text{and} \quad \frac{1}{a} \cdot a = 1$$

Property of the Reciprocal of the Opposite of a Number

For every nonzero number a ,

$$\frac{1}{-a} = -\frac{1}{a}$$

Property of the Reciprocal of a Product

For all nonzero numbers a and b ,

$$\frac{1}{ab} = \frac{1}{a} \cdot \frac{1}{b}$$

Friday, April 3

Things to remember from Section 3-1 to 3-4

Addition Property of Equality

If a , b and c are any real numbers, and $a = b$, then

$$a + c = b + c \quad \text{and} \quad c + a = c + b$$

Subtraction Property of Equality

If a , b and c are any real numbers, and $a = b$, then

$$a - c = b - c \quad \text{and} \quad a + (-c) = b + (-c)$$

Equations having the same solution set over a given domain are called **equivalent equations** over that domain.

Multiplication Property of Equality

If a , b and c are any real numbers, and $a = b$, then

$$ac = bc \quad \text{and} \quad ca = cb$$

If equal numbers are multiplied by the same number, the products are equal.

Division Property of Equality

If a , b are any real numbers, c is any nonzero real number, and $a = b$, then

$$\frac{a}{c} = \frac{b}{c}$$

If equal numbers are divided by the same nonzero number, the quotients are equal.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Physical Education

Teacher(s): Mr. Bascom james.bascom@greatheartsirving.org

Mr. Bascom john.bascom@greatheartsirving.org

Mr. Turner joseph.turner@greatheartsirving.org

Weekly Plan:

Monday, March 30

- Writing Assignment
- Workout

Tuesday, March 31

- Writing Assignment
- Workout

Wednesday, April 1

- Writing Assignment
- Workout

Thursday, April 2

- Writing Assignment
- Workout

Friday, April 3

- Reflection
- Workout

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

Reflection: During this time when you are not in class our expectations of you are significantly less. For Middle Schoolers we are only demanding 15 minutes of work per day and for High Schoolers only 20. Our focus in this time will be overwhelmingly on maintaining a foundation in mobility and cardiovascular wellness. We expect you to fulfill our expectation for each day and maintain your fitness. But you are not limited by our expectations! Throughout this first week of transition we will ask you to complete several writing assignments. The purpose of these is to help you think about and define what your expectations will be for yourself. You may find this process difficult but don't give up!

Write all of your answers neatly using proper grammar and punctuation! As you go through the week you will write all of your answers on the same sheet(s) of paper. All of these writing assignments will eventually be graded for completion and effort.

Writing Assignment: What fitness/movement goals do you have for yourself? Come up with at least three. Feel free to think big here. In the coming days we'll ask you to think very specifically. For today be realistic but don't worry too much about coming up with a plan. Maybe you want to Bench Press your bodyweight for reps, achieve optimal extensibility through all soft tissue, run a marathon, be pain free, hold a handstand for a full minute, correct your resting squat or do your first strict pushup, develop sport specific skills, etc. Take your time and be sure you pick three things that you are really interested in! If you find yourself still unsure of what goals to have, or generally lacking inspiration, think back to some of the fundamentals we have covered in class (pushups, back bridge, squat etc.). Everything for the coming week will depend on these chosen goals. Write one short paragraph defining them.

Workout: Jog 10 meters, 6 squats, jog back, 6 lunges, repeat for 5 minutes

Tuesday, March 31

Writing Assignment: Yesterday we came up with at least three general goals. Today you are going to break these goals down into a chart of General and Supplementary Training Categories. General Training Categories are fairly straightforward. If you want to run a marathon your general training category is distance running. If you want to deadlift double your bodyweight your general training category is whole body strength. Supplementary Training Categories might be more confusing. Just think of them as any type of training that doesn't directly fit into your primary training category but will either help you to stay healthy or will allow you to achieve your goal more quickly. For a lot of our Primary Training pursuits, recovery is an absolutely critical supplemental form of training. Now for example, if I chose marathon, bench pressing my bodyweight for reps, fixing my resting squat, increasing my soccer skills, and performing a strict pushup in yesterday's exercise, my assignment today would look like this:

Training Goal:	General Training Category:	Supplementary Training Categories
-----------------------	-----------------------------------	------------------------------------------

Running a marathon	Distance running	Recovery, speed work, strength
Bench press bodyweight	Upper body pushing strength	Recovery, upper body pulling strength
Fix resting squat	Lower body mobility (triple flexion)	Lower Body Extension, Mobilization of specific problem areas (ankles, lower back, etc.)
Increase soccer skills	Speed, Agility, Endurance, Dribbling, Kicking Power	Watching Soccer Games, Recovery from Speed, Agility, and Endurance Work
Perform a strict pushup	Upper body pushing strength	Crawling, core strength, pulling exercises

NOTE: If you find this assignment confusing and difficult, don't give up! We will flush these ideas out more tomorrow and the next day.

Workout: Bear Crawl 5 meters, perform 1-3 pushups, Crab Walk back, repeat for 5 minutes

Wednesday, April 1

Writing Assignment: Today we're going to convert those General and Supplementary categories of training into specific exercises. We're still not coming up with a daily/weekly plan. All we're doing today is listing the exercises that would help us accomplish the goals we're interested in. If you felt like yesterday's assignment was difficult hopefully today's will be clarifying as it will make yesterday's work more specific. Your work should look like this chart:

General Category	Exercises	Supplemental Category	Exercises
Distance Running	Running increasing distances/times	Recovery	Pre-workout dynamic flexibility warmup, rolling out and static stretching primary muscle groups
Upper Body Pushing Strength (This general category applies to the bench press and the strict pushup)	Bench press, pushups, slam ball throws, etc.	- Recovery - Upper Body Pulling Strength	- Warmups and cooldowns with focus on shoulder mobility (shoulder screws, light crawling, rolling out, etc.) - Pullups, bent over row
Lower Body Mobility (triple flexion)	Resting Squat (heels elevate or holding onto	- Lower Body Mobility (extension, rotation,	- Resistance band hip mobility complex, split

	something and leaning back depending on how bad my mobility is)	adduction, abduction) - Mobilization of specific problem areas	squats, lunges, - Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings, and lower back; draw the alphabet in the air with toes of each foot
Increase Soccer Skill:			
- Speed	Sprints, sprint technique drills	Recovery	- Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings
- Agility	Ladder drills	Recovery	- Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings
- Endurance	Distance Running	Recovery	- Roll out (foam roller or lacrosse ball) and static stretch calves, hamstrings
- Dribbling	Dribbling drills / games	Watching Soccer Games	
- Kicking Power	kicking	Watching Soccer Games	

Workout: 5 minute run

Thursday, April 2

Writing Assignment: Today we'll start building a weekly schedule. How good this weekly schedule is and whether or not you stick to it will determine the results you get. This does not mean that you can't amend this schedule over time, though. Consider what you write down today a rough draft. All we need to do today is choose what to do on each day of the week and how long to do it/how many repetitions of it to do. Keep in mind that some things you can probably do every day because they're pretty easy on the body (recovery, work on a resting squat, etc.) but others put a lot of strain on the body and should be done less frequently (weightlifting, distance running, etc.). Here's an example of what it might look like:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
--------	--------	---------	-----------	----------	--------	----------

Rest	-Morning Pushup set - Resting Squat - Light Run - Lower body workout (wind sprints, lunges, split squats, agility ladders, squats, resistance band hip complex)	-Morning Pushup set - Resting Squat - Upper Body Strength (Bench press, Bent Over Row, Pullups) - Dribbling and kicking soccer ball	-Morning Pushup set - Resting Squat - Recovery (roll out & stretch shoulders/back/quads/hamstrings/calves/glutes)	-Morning Pushup set - Resting Squat - Upper Body Strength (Bench press, Bent Over Row, Pullups) - Dribbling and kicking soccer ball	-Morning Pushup set - Resting Squat - Lower body workout (wind sprints, lunges, split squats, agility ladders, squats, resistance band hip complex)	- Resting Squat - Long Run - Whole body recovery session while watching a soccer game
------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------

Workout: 30 second plank, 10 squat jumps, bear crawl about 5 meters, jog back, do 2 to 5 pushups - REPEAT x 5

Friday, April 3

Reflection: Developing your own routines is a very difficult and complex task. But with the work you've done this week and everything you've learned in class you do have the tools to stay in shape and make progress without the benefit of full Physical Education classes and a coach that is always there to help you. Remember this, though: you have always been the only one who is capable of getting you in shape and healthy. Everybody else can only help at best.

Going forward we will be available to help you build your routines. But don't forget that they belong to you. They are your project. Who do you want to be? What do you love to do? The workouts that we will be assigning will generally be shorter, relatively easy, and aimed at maintaining general fitness and mobility. Naturally we'll have to throw in a few challenging workouts here and there for fun. But it will be your decisions by far that most impact your growth in the coming weeks. We wish you all the best during these strange times and we're excited to see what you can do when you take responsibility for your own fitness.

Lastly, if you feel that you were unsuccessful in defining goals, categorizing those goals, finding exercises to develop, and creating routines containing those exercises, that is okay. The process is valuable. If you feel that it was unsuccessful, be patient with yourself and feel free to reach out to one of your coaches for help.

Workout: Come up with something for yourself, preferably outside.

Remote Learning Packet

NB: Please keep all work produced this week. Details regarding how to turn in this work will be forthcoming.

March 30 - April 3, 2020

Course: Science

Teacher(s): Mr. Weyrens

Weekly Plan:

Monday, March 30

- Work on the Star-Splitter
- Review Questions for Earth's Interior

Tuesday, March 31

- Work on the Star-Splitter
- Review Questions for Continental Drift and Sea-Floor Spreading

Wednesday, April 1

- Work on the Star-Splitter
- Review Questions for Plate Tectonics

Thursday, April 2

- Work on the Star-Splitter
- Answer Pre-Reading Questions for 9.2
- Read and summarize 9.2

Friday, April 3

- Work on the Star-Splitter
- Answer Post-Reading questions for 9.2
- Vocabulary for 9.6

Statement of Academic Honesty

I affirm that the work completed from the packet is mine and that I completed it independently.

I affirm that, to the best of my knowledge, my child completed this work independently

Student Signature

Parent Signature

Monday, March 30

- Read over the Star-Splitter up to the line “In littleton, it may as well be me” and think about the poem (spend 3-5 minutes). Answer these questions while thinking:
 - How many characters are there?
 - What do these characters do? Why?
 - What makes these characters similar? What makes them different?
- Recite as many of the lines as you can without looking at the poem; while doing so, try to give each character a personality. Be creative. Use accents, inflection, volume changes, body movements, or whatever you can think of. (5 minutes)
- Without looking at the book, answer the review questions (see below) about the Earth’s interior on a sheet of loose-leaf or notebook paper; **use complete sentences.**
- Check your answers using the book (pg 314-322) and correct them as needed.

Tuesday, March 31

- For 5-10 minutes, recite from memory the Star-Splitter, with your added personalities, and try to get to the line “The strongest thing that’s given us to see with’s/ A telescope.”
 - While you are saying it, think about why Brad McLaughlin would do what he did. What does he say is the reason for his actions? Why do you think he might consider this to be so important?
- Without looking at the book, answer the review questions (see below) about the Continental Drift and Sea-Floor Spreading on a sheet of loose-leaf or notebook paper; **use complete sentences.**
- Check your answers using the book (pg. 326-337) and correct them as needed.

Wednesday, April 1

- For 5-10 minutes, recite the star splitter with your added personalities, and try to get to the line “In Littleton it may as well be me.”
 - While you are saying it, think about the reaction of the narrator. What has been the attitude of the narrator towards Brad and his actions so far? If you were the narrator, what do you think you would have to say about Brad? How does that compare to how the narrator has reacted?
- Without looking at the book, answer the review questions (see below) about Plate Tectonics on a sheet of loose-leaf or notebook paper; **use complete sentences.**
- Check your answers using the book (pg.340-345) and correct them as needed.

Thursday, April 2

- Read the next lines of the star splitter, from “After such loose talk it was no surprise” to “For to be social is to be forgiving.”
 - How did the town react to Brad? Is it as you expected? What do you think the town should have done?
 - Answer the above three questions on a sheet of loose-leaf or notebook paper in 1-2 paragraphs total.
- On another sheet of paper, answer the pre-reading questions for section 9.2 without looking at the book; **use complete sentences.**
- Read section 9.2 (pgs 323-325).

Friday, April 3

- Spend 5-10 minutes reciting the star-splitter from memory with your added personalities, and try to get to the line “When he did what he did and burned his house down.”
- Using what you learned from reading section 9.2, correct your answers to the pre-reading questions.
- On the same sheet of paper, answer the post-reading questions for section 9.2; **use complete sentences.**

Review Questions

Earth's Interior

1. Write one sentence each describing these layers of the Earth's interior: Crust, Mantle, Lithosphere, Asthenosphere, Outer Core, Inner Core.
2. How do temperature and pressure change as you move down towards the core?
3. What is Isostasy? (This one is not in the book; I will put the answer at the bottom of this page)
4. What do geologists use to learn about the interior of the Earth?

Continental Drift and Sea-Floor Spreading

1. What is Continental Drift and what evidence do we have for it?
2. What is Sea-Floor Spreading and what evidence do we have for it?
3. What is subduction and where does it occur?
4. How are the Atlantic and Pacific Oceans changing and why?

Plate Tectonics

1. What is Plate Tectonics?
2. Draw each of the three kinds of plate boundaries and explain them in your own words.
3. What kinds of Convergent boundaries are there and what happens at them? (Think about the type of crust which is converging).
4. What kinds of divergent boundaries are there and what happens at them? (Think about where the crust is diverging).
5. What usually happens at a transform boundary?

Answer to Earth's Interior #3: Isostasy means that the Crust floats on the mantle (like a raft in peanut butter) rather than sitting on top of it (like a raft on concrete).

Section 9.2

Pre-Reading Questions

1. What is heat transfer and what is a necessary condition for it to occur?
2. What are the three different kinds of heat transfer? Give an example of each.
3. Think about the Earth's Interior. What kind of heat transfer could be occurring and where could it be occurring? Explain your answer.
4. Draw a convection current and explain what is happening.

Post-Reading Questions

1. Why does convection occur in the Asthenosphere and not in the lithosphere or lower part of the mantle?
2. What do you think happens to the tectonic plates because of convection currents in the Asthenosphere?
3. Where else in the Earth's Interior could convection possibly be occurring? What do you think would happen because of it?