

**9th 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:** 9 Biology

**Teacher(s):** Mr. Malpiedi michael.malpiedi@greatheartsirving.org

Ms. Oostindie megan.oostindie@greatheartsirving.org

### **Weekly Plan:**

Monday, March 30 - Genetic Equilibrium and Variation

- Read, notes, key vocabulary: p. 317-318
- Three causes of variation
- p. 320, #8

Tuesday, March 31 - Phenotype Change over Time

- Read, notes, key vocabulary: p. 319-320
- Five assumptions of Harvey-Weinberg equilibrium
- p. 320, #6

Wednesday, April 1 - How Genes Change in a Population

- Read, notes, key vocabulary: p. 321-323
- Examples of nonrandom mating
- p. 325, #6

Thursday, April 2 - Natural Selection

- Read, notes, key vocabulary: p. 324-325
- Diagram three patterns of natural selection
- p. 325, #8

Friday, April 3 - *The Origin of Species*

- Define speciation
- Find and annotate examples of speciation in *Origin* selection

### **Statement of Academic Honesty**

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

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Student Signature

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

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**Monday, March 30** - Genetic Equilibrium and Variation

- Read all of pages 317-318.
- On a separate sheet of paper, or your Biology notebook if you have it, take notes on the key ideas in the text. Try and rewrite essential ideas in your own words.
- When you come upon a word in bold, write it down on its own separate line, underline it, and then define it. These definitions should be part of your notes, not all lumped together at the end.
- As part of your notes, you must list and describe each of the three causes of variation.
- Finally, create your Question Sheet on a fresh slice of paper. Write a proper heading.
- On your Question Sheet, Complete question 8 on page 320. Keep your Question Sheet safe; it will be where you complete review questions this week. At the end of the week, you should have all the review questions for the week on this one Question Sheet, ready to turn in.

**Tuesday, March 31** - Phenotype Change over Time

- Read all of pages 319-320.
- Take notes as described above. In your notes, be sure to list and explain the 5 assumptions of Harvey-Weinberg equilibrium.
- Copy and define key vocabulary as outlined above.
- On your Question Sheet, complete p. 320, #6.

**Wednesday, April 1** - How Genes Change in a Population

- Read all of pages 321-323.
- Take notes as described above. In your notes, include 2 or more examples of nonrandom mating.
- Copy and define key vocabulary as outlined above.
- On your Question Sheet, complete p. 325, #6.
- Optionally, if you have access, please wonder at this example of nonrandom mate selection:  
<https://www.youtube.com/watch?v=nWfyw51DQfU>
  - Invite your parents to watch with you.

**Thursday, April 2** - Natural Selection

- Read all of pages 324-325.
- Take notes as described above. Be sure to diagram all three patterns of natural selection.
- Copy and define key vocabulary as outlined above.
- On your Question Sheet, complete p. 325, #6.

**Friday, April 3** - *The Origin of Species*

- In your notes, define speciation.
- After that, find and note an example of speciation in *The Origin of Species* selection attached.
- The sections covered in class were 4-6, 8-13, 17-23, 26-29, 33-36.

## Remote Learning Packet

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**March 30 - April 3, 2020**

**Course:** 9 Geometry

**Teacher(s):** Mr. Mooney sean.mooney@greatheartsirving.org

### Weekly Plan:

Monday, March 30

- Read/Review III.29, write it out in two-column format, and answer questions.
- Demonstrate III.29 from memory.

Tuesday, March 31

- Read III.30, write it out in two-column format, and answer questions.
- Perform III.30 construction.

Wednesday, April 1

- Read III.31, write it out in two-column format, and answer questions.
- Begin practicing demonstration.

Thursday, April 2

- Demonstrate III.31 from memory.
- Read III.32, write it out in two-column format, and answer questions.

Friday, April 3

- Demonstrate III.32 from memory.
- Review all Book III enunciations.

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Parent Signature

## Monday, March 30 - Book III Proposition 29

Dear students,

Welcome back to Geometry! I wish with all of my heart that we were together at school once more, and I sincerely hope that our time away will be brief. That being said, I am confident in your ability to do an excellent job continuing your Geometry education remotely. Indeed, you probably realized at some point in Book III that you were capable of reading and understanding Euclid's propositions fairly well on your own. It is almost as if we spent the whole year preparing for remote learning! So, let us begin!

For today, please read Euclid's III.29 and write it out in two-column on a blank sheet of paper. Then, on the same sheet of paper answer the following questions:

1. In your own words, describe what is being proven (please put it into if-then grammatical form: that is, "If such-and-such is the case, then such-and-such will be true.").
2. How does this proposition relate to III.28?
3. How do we know that the angle BKC is equal to the angle ELF?

When you have finished this, prepare it for demonstration. If you have a whiteboard, use it! If not, a sheet of paper and a pencil will work just fine. When you feel like you have it memorized, demonstrate it for a fellow human being (parents, siblings, friends via skype, etc.).

## Tuesday, March 31

The proposition for today, III.30, is a construction proof. We have known for a while that we can cut straight lines in half--but what about the curved line of a circle? Proposition 30 shows us that we can indeed bisect circumferences of circles.

Before reading, I encourage you to invent a method yourself and prove that it works (this is very fun, but not required). Then, 1) read the proposition, 2) write it out in two-column format, and 3) perform the construction on a blank sheet of paper (these are fun *and* required).

## Wednesday, April 1

Today I would like you to put the rest of Euclid's Elements into two-column format...April Fools!

Today's proposition is the glorious III.31. I know that in some classes, we came up against this incredible truth and actually looked at other possibilities of proving it (e.g. based on III.20). If you would like, read the enunciation and spend a few minutes trying to prove it. Then, complete the following:

- 1) Read III.31 and write it out in two-column format.
- 2) Answer the following questions about III.31:
  - a) Describe, in your own words, the five truths proven in this proposition. (Remember what Euclid means when he says angle **of** a segment. An angle **in** a segment and an angle **of** a segment are very different things!)
  - b) Explain how Euclid reasons to the fact that "the angle ABC is less than a right angle."
  - c) How are the truths about angles **of** segments clear (or "manifest") based on what was proven earlier?
- 3) Begin practicing the demonstration. It does not need to be perfect yet--you will be given time to finish in tomorrow's lesson.

## Thursday, April 2

Dear students, today we will finish with III.31 and then we will look at III.32.

First, 1) spend time practicing the demonstration of III.31, and then demonstrate it, as before, to a fellow human being that you can get to listen to you (if they are familiar with Euclid, even better!).

Then, 2) read III.32 and write it out in two-column format on a blank sheet of paper. Think very carefully as you go through the two-column: there are several uses of common notions in this proof that may be tricky to detect since they are not given in brackets as the propositions are. Do your best not to leave any reasons blank!

## Friday, April 3

Dear students, today we will simply finish our study of III.32.

First, 1) referring both to Euclid and to your two-column notes, answer the following questions on a blank sheet of paper (or, if you'd like, on the same sheet of paper as your two-column notes):

- a) Explain in your own words what is being proven in this proposition. (NB: The term "alternate segment" has never been used, but I think you can figure it out. It is "alternate" in relation to the angle formed by the tangent and the chord. It will also help to look to Euclid's "I say that" and see what is being proven in terms of the diagram.)
- b) Explain how I.32 helps us to know that "Therefore the remaining angles BAD, ABD are equal to one right angle." Is it *just* I.32 that we are using? Is there a common notion at work here? Explain.
- c) How is III.22 used to prove that angle DBE is equal to the angle DCB? Why does this need to be proven? (That is, why are we not done after proving that the angle DBF is equal to the angle BAD?)

Then, 2) prepare III.32 for demonstration. When you feel ready, demonstrate it from memory to a fellow human being.

**Note:** Please compile and save *all* of the written work that I have asked you to complete for this week.

## Remote Learning Packet

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**March 30 - April 3, 2020**

**Course:** 9 Humane Letters

**Teacher(s):** Mr. McKowen robert.mckowen@greatheartsirving.org

Mrs. Hunt natalie.hunt@greatheartsirving.org

Mr. Mercer andrew.mercer@greatheartsirving.org

### Weekly Plan:

Monday, March 30

Read pg. 1183-1209 of the history textbook (*America: A Narrative History* by Tindall and Shi) and take notes. NB: All further references to the history textbook refer to *America: A Narrative History* by Tindall and Shi.

Answer questions 4, 5, and 6 from pg. 1151.

Make sure you have/acquire a copy of *The Old Man and the Sea* by Ernest Hemingway.

Tuesday, March 31

Read pg. 1211-1235 of the history textbook and take notes

Answer questions 1 and 2 from pg. 1215.

Wednesday, April 1

Read pg. 1236-1257 of the history textbook and take notes

Answer questions 3, 4, and 5 from pg. 1215.

Thursday, April 2

2-3 paragraph reflection on a topic from chapter 26 or 27 from the history textbook.

Friday, April 3

Read, annotate, and analyze the poem “The Need of Being Versed in Country Things” by Robert Frost.

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Student Signature

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Parent Signature

## Monday, March 30

1. Read pg. 1183-1209 of the history textbook (*America: A Narrative History* by Tindall and Shi).
2. Take notes as you read in your history notebook.
3. Answer questions 4, 5, and 6 from pg. 1151. Be sure to label your paper with the standard class heading, and the title **Page 1151 #4-6**. Write one paragraph for each question, and be sure to cite specific details in your answers.
4. Make sure that you have a copy of *The Old Man and the Sea*!

## Tuesday, March 31

1. Read pg. 1211-1235 of the history textbook.
2. Take notes as you read in your history notebook.
3. Answer questions 1 and 2 from pg. 1215. Be sure to label your paper with the standard class heading, and the title **Page 1151 #1-2**. Write one paragraph for each question, and be sure to cite specific details in your answers.

## Wednesday, April 1

1. Read pg. 1236-1257 of the history textbook.
2. Take notes as you read.
3. Answer questions 3, 4, and 5 from pg. 1215. Be sure to label your paper with the standard class heading, and the title **Page 1215 #3-5**. Write one paragraph for each question, and be sure to cite specific details in your answers.

## Thursday, April 2

1. Choose an intriguing topic from ch. 26 or ch. 27, for example, life on the homefront during WWII or D-Day.
2. Write a 2 to 3 paragraph reflection, using specific historical details, and citing the text 3 to 5 times. Be sure your heading is on your paper, and the title **Chapter 26-27 Reflection**.

## Friday, April 3

1. Please read, annotate, and take notes on the following poem. Remember to consider the literal level, as well as the poet's use of language as you delve into the figurative meaning of the poem.
2. Choose a theme from the poem and write a 2-3 paragraph analysis (4-8 carefully crafted sentences per paragraph). Please cite the text (use line numbers) 3 to 5 times. Please use your own notebook paper, and make sure your heading is on your paper and the title **Poetry Reflection**.



## **The Need of Being Versed in Country Things**

BY ROBERT FROST

The house had gone to bring again  
To the midnight sky a sunset glow.  
Now the chimney was all of the house that stood,  
Like a pistil after the petals go.

The barn opposed across the way,  
That would have joined the house in flame  
Had it been the will of the wind, was left  
To bear forsaken the place's name.

No more it opened with all one end  
For teams that came by the stony road  
To drum on the floor with scurrying hoofs  
And brush the mow with the summer load.

The birds that came to it through the air  
At broken windows flew out and in,  
Their murmur more like the sigh we sigh  
From too much dwelling on what has been.

Yet for them the lilac renewed its leaf,  
And the aged elm, though touched with fire;  
And the dry pump flung up an awkward arm;  
And the fence post carried a strand of wire.

For them there was really nothing sad.  
But though they rejoiced in the nest they kept,  
One had to be versed in country things  
Not to believe the phoebes wept.

## Remote Learning Packet

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**March 30 - April 3, 2020**

**Course:** 9 Latin III

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

**Supplemental Link:** [CLC Unit 4 Dictionary](#)

### Weekly Plan:

Monday, March 30

- Read *heredes principis* I (lines 1-32)
- Write out answers to questions 1-10

Tuesday, March 31

- Read the culture section
- Work through *Word patterns: verbs & nouns*.
- Vocabulary memorization

Wednesday, April 1

- Read *heredes principis* II lines 1-21
- Analyze words 1-9

Thursday, April 2

- Read *heredes principis* II, lines 22-47
- Answer questions 1-8

Friday, April 3

- Read *heredes principis* II, lines 48-end
- Vocabulary memorization

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Student Signature

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Parent Signature

Dear Latin students,

Throughout this week I ask that you write down your assignments neatly on a loose leaf sheet of paper. Each day the paper should have a proper heading: 1. your name, 2. the class (Latin III), and 3. the date. If a day's assignment takes up little space on a piece of paper, you may do the next day's assignment on that same piece of paper if you choose, but skip several lines and make a new heading. Expect to turn in all written assignments. Expect any non written assignments to be assessed at a later date (vocabulary memorization, general comprehension of passages read etc.) You should be spending around 30 minutes a day on these assignments.

Best,

Mr. Bascom

### **Monday, March 30**

Read *heredes principis* I (lines 1-32) and answer the following questions neatly on a loose leaf piece of paper.

1. In lines 1-5, describe the 3 people named, what are they doing?  
For lines 6-13,
2. What does Jupiter decide to do? Why?
3. How does he accomplish this decision?
4. How had he initially intended to accomplish his decision and why did he change his mind?  
For lines 14-27
5. What interrupts Titus's narration?
6. What does Epaphroditus announce?
7. How do Titus and Publius feel about this command?  
For lines 28-32
8. Translate: (*timorem suum dissimulans*) "cur perturbamini, pueri?"
9. Translate: "bona causa perturbamur".
10. Translate: "si prudenter vos gesseritis, neque castigabimini neque puniemini"

### **Tuesday, March 31**

1. Read the culture section, pages 78-81.
2. Work through *Word patterns: verbs & nouns*. You do not need to copy everything down, just copy the Latin words that have corresponding blanks (*arguere, impedire, ornare, torquere, certamen* etc.) and then write down your translation for that word.
3. Spend 5-10 minutes learning the vocabulary. You may, by now, know how best you learn vocabulary. I strongly recommend that your learning process incorporates repeatedly reciting the vocabulary outloud & quizzing yourself on it by looking at the first word in the entry and attempting to supply the remainder from memory.

## Wednesday, April 1

Read *heredes principis* II lines 1-21 and analyze\* these words neatly on a loose leaf piece of paper with a proper heading:

1. *ingressi* ln. 1
2. *stilo* ln. 2
3. *subito* ln. 6
4. *docebamini* ln. 11
5. *versus* ln. 12
6. *de* ln. 13

NOTE: ‘versibus Ovidianis heri lectis’ ln. 14 is an ablative absolute phrase, but instead of being a simple temporal ablative absolute (as all our previous ablative absolutes have been) translated with *when* i.e. ‘**when** the Ovidian verses had been read yesterday’ THIS is a causal ablative absolute (it conveys cause) translated with *since* i.e. ‘**since** the Ovidian verses...etc.’”

7. *narrare* ln. 17
8. *arcessivisti* ln. 18
9. *eam* ln. 20

\***Analysis Reminder:** begin by stating the part of speech, give all possible parts of the word, state relevant details like antecedents for pronouns, grammatical functions for nouns, type of subjunctive clause for subjunctive verbs etc.

## Thursday, April 2

Read *heredes principis* II, lines 22-47 and answer the following questions neatly on a loose leaf piece of paper with a proper heading:

1. Why does Jupiter shut in Aquilonem and release Notum?
2. Describe Notum: give 3 specific details from the text.
3. Why does Jupiter also call upon Neptune?
4. What does Neptune do to assist Notum?
5. Describe four things that men do while attempting to escape the disaster (*excitium effugere conabantur*).
6. What are the *lupi* doing?
7. What happens to the *leones fulvi*?
8. What to the *aves*?

## Friday, April 3

1. Finish reading *heredes principis* II, lines 48-end
2. Write down any questions or confusions you have about these lines on a loose leaf piece of paper with a proper heading. If you have quite a few, limit yourself to 3-5 of the most important. Be as specific as possible.
3. Spend 5-10 minutes learning the vocabulary. You may, by now, know how best you learn vocabulary. I strongly recommend that your learning process incorporates repeatedly reciting the vocabulary outloud & quizzing yourself on it by looking at the first word in the entry and attempting to supply the remainder from memory.

## Remote Learning Packet

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**March 30 - April 3, 2020**

**Course:** Music

**Teacher(s):** Mr. Zuno [leonardo.zunofernandez@greatheartsirving.org](mailto:leonardo.zunofernandez@greatheartsirving.org)

### **Weekly Plan:**

*Monday, March 30*

- Read [Ch 1 - Rhythm, Meter, and Tempo](#) for 12 minutes
- Summarize: Write a summary for 8 minutes (instructions below).

*Tuesday, March 31*

- Read: [Ch 1 - Rhythm, Meter, and Tempo](#) for 12 minutes
- Summarize: Write a summary for 8 minutes (instructions below)

*Wednesday, April 1*

- Listen to WRR 101.1 for 15 minutes and follow the next step.
- OR - If you play a musical instrument, add 20 minutes of practice to your normal routine today (and you can substitute that for the listening activity).
- Write a short paragraph on the music you heard on the radio (instructions below).
- If you did the extra practice, please write 2-3 sentences description of what you practiced and how you practiced.

*Thursday, April 2*

- Please write numbers for counting the melody (in the Treble Clef) of [Shall We Gather at the River](#).
- Please write out the solfege syllables for the [given exercises \(5 finger patterns\)](#) (instructions below).

*Friday, April 3*

- Please go back through [Shall We Gather at the River](#) and this time, label the note names of both the Treble and Bass Clef notes.
- Listen to WRR 101.1 for 10-15 minutes and write a brief 2-3 sentence summary like the one assigned on Wednesday.

### **Statement of Academic Honesty**

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**Student Signature**

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**Parent Signature**

## Details for each assignment:

### Monday, March 30

Read: [Ch 1 - Rhythm, Meter, and Tempo](#) - for 12 minutes

Summarize: For 8 minutes, write a paragraph that summarizes what you learned or reviewed regarding this handout. Please keep summaries for these readings under one section of your notebook/binder, and make sure you write the title above each summary, so you can refer to these later for your final paper.

Be sure to include the following terms:

*beat, accent, meter, measure, and meter.* Make sure you understand the difference between each of these words, as they are often used mistakenly. If you are not sure of their meaning after reading the text, do further research on these terms.

### Tuesday, March 31

Read: [Ch 1 - Rhythm, Meter, and Tempo](#) - for 12 minutes

Summarize: For 8 minutes, write a paragraph (different from yesterday's) that summarizes what you learned or reviewed regarding this handout. Please keep summaries for these readings under one section of your notebook/binder, and make sure you write the title above each summary, so you can refer to these later for your final paper. Be sure to include the following terms:

*rhythm, syncopation, tempo, and metronome.* Be sure to write about the difference between rhythm and tempo.

### Wednesday, April 1

Listen to WRR 101.1 for 15 minutes and follow the next step.

OR - If you play a musical instrument (and take lessons), add 15 minutes of practice to your normal routine today (and you can substitute that for the listening activity). Be mindful of your practice by goal-setting: ex. set a goal that you need to accomplish for that practice session, like improve dynamics, or correct some notes and fingering, and do repetitions.

Write a short paragraph on the music you heard on the radio. *Please name the composer and the title of the piece and write a brief 2-3 sentence description of the music you heard: for example, what was the tempo like? Were the melodies beautiful? Were there many instruments playing, and if so, which ones? What was the overall feel of the piece?*

Please find a place where you can focus so you are really listening without distractions for 15 minutes.

We will call these summaries for listening your "*Listening Log*." Over the next few weeks, this listening log will continue to grow, and it will become the basis for your final paper.

-If you did the extra practice, please write 2-3 sentences description of what you practiced and how you practiced.

### Thursday, April 2

Please write numbers for counting the melody (in the Treble Clef) of [Shall We Gather at the River](#). (I will provide an answer key at next week's packet.) Example: 1 2 3+ 4 = Quarter, quarter, 2 eights, quarter. And 1-2, 3 4 = Half note, quarter, quarter.

Please write out the solfege syllables for the [given exercises \(5 finger patterns\)](#).

In exercise A, letter D is Do; in exercise B, letter A is Do; in the last exercise, letter G is Do. Remember, this is called *moveable Do*.

What do you notice between all of these? What do they have in common? (I will provide an answer key at next week's packet.)

### **Friday, April 3**

Please go back through [Shall We Gather at the River](#) and this time, label the note names of both the Treble and Bass Clef notes. (I will provide an answer key at next week's packet.)

Listen to WRR 101.1 for 10-15 minutes and write a brief 2-3 sentence summary like the one assigned on Wednesday. Please remember to keep this under your "Listening Log" section of your notebook/binder.

\*A note about the concert review: For obvious reasons, you are no longer required to attend a concert. Instead of doing that, you will gather information from your listening log and your notes from the readings I provide. You will take many notes over the next few weeks, so it is important that you keep these organized. In a week or two, I will assign the final project, which will include listening to a concert with a variety of classical music, and you will write a paper about it. You will be expected to use the terminology provided in the weekly handouts. More details to come.

SHALL WE GATHER AT THE RIVER

Student

Robert Lawry  
(1826-1899)



Flowing gently

*mf*

*mp*

*rit.*

D<sub>3</sub> G/D A<sup>7</sup>/C<sup>#</sup>

1 3 5 I 1 2 5 IV<sub>4</sub><sup>6</sup> 1 2 5 V<sub>5</sub><sup>6</sup>

SHALL WE GATHER AT THE RIVER

Accompaniment

Flowing gently

*mf*

*mp*

*rit.*



a.

b.

In a canon, one melodic line/voice imitates another.

c. Practice this exercise in various major and minor keys of your choice.

CANON

E. M.

## Remote Learning Packet

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**March 30 - April 3, 2020**

**Course:** 9 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

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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:

<b>Training Goal:</b>	<b>General Training Category:</b>	<b>Supplementary Training Categories</b>
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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
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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
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**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:** 9 Spanish I

**Teacher(s):** Ms. Barrera [anna.barrera@greatheartsirving.org](mailto:anna.barrera@greatheartsirving.org)

Supplemental links: [www.conjuguemos.com](http://www.conjuguemos.com)  
[www.spanishdict.com](http://www.spanishdict.com)

### Weekly Plan:

Monday, March 30

- Textbook, page 170 Read in the Arte y Cultura Espana - *El Quitasol*
- Core Practice Workbook handout 4A-4

Tuesday, March 31

- Textbook, page 177. Read Cultura Section - El mundo hispano about *Pasear*
- Guided Practice Activities 4A-1 and 4A-2

Wednesday, April 1

- Textbook, page 180 - Activity 11
- Textbook, page 181 - Activity 12

Thursday, April 2

- Textbook, page 181 - Activity 13:
- Textbook, page 181 - Read Cultura Section - Los clubes de deportes y los gimnasios

Friday, April 3

- Textbook, page 183 - Learning how to pronounce words according to the stress and accent rules.
- Textbook, page 184 - Grammar: Activity 15 - Read about the interrogatives and formulating Interrogative sentences.

### 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**

Capitulo 4A Adonde vas? Objective: Read and write about leisure activities

1. Textbook, page 170 Read in the Arte y Cultura Espana about “El Quitasol” then in a loose-leaf paper answer the question at the end of the article.
2. Core Practice Workbook handout 4A-4: “El Horario de Tito”. Look at Tito’s schedule for part of the month of February. Then answer the questions about his activities in complete sentences.

## **Tuesday, March 31**

Capitulo 4A Adonde vas? Objective: Read about leisure activity and learn the verb “ir” to go.

1. Textbook, page 177. Read in the Cultura section - El mundo hispano about *Pasear* then in a loose-leaf paper answer the question in Spanish next to Pre-AP Integration. Second, translate the reading to English.
2. Guided Practice Activities 4A-1 and 4A-2: The verb *ir* (p. 180).

## **Wednesday, April 1**

Capitulo 4A Adonde vas? Objective: Read and write about where you and others go.

1. Textbook, page 180 - Activity 11: Write the entire email and fill in the blanks with the appropriate answers in a loose-leaf paper.
2. Textbook, page 181 - Activity 12: Read the email from Activity 11 again and answer the 5 questions in a loose-leaf paper.

## **Thursday, April 2**

Capitulo 4A Adonde vas? Objective: Practice conjugating the verb “ir” in sentences.

1. Textbook, page 181 - Activity 13: Read the sentence and determine who does the activity. Using the correct form of “ir”, ask where they go to do the activity. Write both A and B since you don’t have a partner. Use the model highlighted in blue as an example.
2. Textbook, page 181 - Cultura Section - Los clubes de deportes y los gimnasios: Read and answer the question at the end of the reading.

## **Friday, April 3**

Capitulo 4A Adonde vas? Objective: Learning how to pronounce words according to the stress and accent rules.

1. Textbook, page 183 - Pronunciacion. Read about the stress and accents. Then say each word listed in your book (183) paying close attention to the stress and pronunciation according to the general rules as stated in number 1. In number 2 learn about when words end in a consonant. Say the words listen under number 2 and listen that you stress the last syllable. Under the number 3 say the words and stress the syllable that has the accent. Finally, read the song *La Bamba* and say each word with the stress on the correct syllable according to the rules that you just learned.
2. Textbook, page 184 - Grammar: Asking questions. Read about the interrogatives Activity 15: Unscramble the questions then write them in the correct order in a loose-leaf paper.







Nombre \_\_\_\_\_ Hora \_\_\_\_\_

**Capítulo 4A**

Fecha \_\_\_\_\_

Core Practice **4A-4**

**El horario de Tito**

Look at Tito's schedule for part of the month of February. Then answer the questions about his activities in complete sentences.

<b>F E B R E R O</b>						
<i>lunes</i>	<i>martes</i>	<i>miércoles</i>	<i>jueves</i>	<i>viernes</i>	<i>sábado</i>	<i>domingo</i>
<b>8</b> trabajar	<b>9</b> nadar	<b>10</b> estudiar en la biblioteca	<b>11</b> trabajar	<b>12</b> ir al cine	<b>13</b> ir al gimnasio	<b>14</b> ir a la iglesia
<b>15</b> trabajar	<b>16</b> practicar karate	<b>17</b> estudiar en la biblioteca	<b>18</b> trabajar	<b>19</b> ir al cine	<b>20</b> ir al gimnasio	<b>21</b> ir a la iglesia
<b>22</b> trabajar	<b>23</b> levantar pesas	<b>24</b> estudiar en la biblioteca	<b>25</b> trabajar	<b>26</b> ir al cine	<b>27</b> ir al gimnasio	<b>28</b> ir a la iglesia

1. ¿Qué hace Tito los viernes?

\_\_\_\_\_

2. ¿Cuándo estudia Tito en la biblioteca?

\_\_\_\_\_

3. ¿Cuándo hace ejercicio Tito?

\_\_\_\_\_

4. Generalmente, ¿cuándo trabaja Tito?

\_\_\_\_\_

5. ¿Qué hace Tito los lunes?

\_\_\_\_\_

6. ¿Cuándo va a la iglesia Tito?

\_\_\_\_\_

7. ¿Qué hace Tito los fines de semana?

\_\_\_\_\_

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Nombre \_\_\_\_\_ Hora \_\_\_\_\_

**Capítulo 4A**

Fecha \_\_\_\_\_ **Guided Practice Activities 4A-1**

**The verb *ir* (p. 180)**

• The verb *ir* means "to go." It is irregular. Here are its forms.

yo	voy	nosotros/nosotras	vamos
tú	vas	vosotros/vosotras	vais
usted/él/ella	va	ustedes/ellos/ellas	van

• ¡Vamos! means "Let's go!"

**A.** Choose the correct subject pronoun for each form of *ir* and circle it.

- |                               |                         |
|-------------------------------|-------------------------|
| 1. ( tú / él ) va             | 5. ( ustedes / él ) van |
| 2. ( yo / usted ) voy         | 6. ( tú / yo ) vas      |
| 3. ( ellas / nosotras ) vamos | 7. ( ellos / ella ) van |
| 4. ( usted / ustedes ) va     | 8. ( yo / ella ) va     |

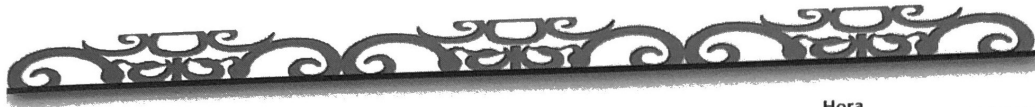
**B.** Now, write the correct form of *ir* next to each subject pronoun.

- ella \_\_\_\_\_
- ustedes \_\_\_\_\_
- yo \_\_\_\_\_
- nosotros \_\_\_\_\_
- tú \_\_\_\_\_
- él \_\_\_\_\_
- ellos \_\_\_\_\_
- usted \_\_\_\_\_

**C.** Complete each sentence by writing in the correct form of *ir*.

- Yo \_\_\_\_\_ al cine para ver una película.
- Ellas \_\_\_\_\_ al parque para correr.
- Nosotros \_\_\_\_\_ al gimnasio para levantar pesas.
- Tú \_\_\_\_\_ al restaurante para comer.
- Ella \_\_\_\_\_ a la piscina para nadar.

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Nombre \_\_\_\_\_ Hora \_\_\_\_\_

**Capítulo 4A**

Fecha \_\_\_\_\_

**Guided Practice Activities 4A-2**

**The verb *ir* (continued)**

- When *ir* + *a* is followed by the definite article *el*, *a* + *el* combines to form **al**:  
(*vamos a*) + (*el parque*) = **Vamos al parque.**


**D.** Complete each sentence by writing a form of *ir* + *al* or *a la*. Remember to use *al* when the noun after the write-on line is masculine. Use *a la* when the noun is feminine. Follow the models.


**Modelos** Ellos van al parque.  
 Ellos van a la oficina.

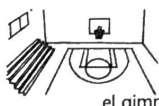
1. Silvia \_\_\_\_\_ casa.
2. Cristina y María \_\_\_\_\_ café.
3. Tú \_\_\_\_\_ playa.
4. Nosotros \_\_\_\_\_ parque.
5. Usted \_\_\_\_\_ campo.
6. Yo \_\_\_\_\_ piscina.

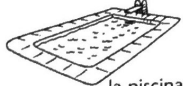
- To ask where someone is going, use **¿Adónde?** as in: **¿Adónde vas?**
- To answer, use forms of *ir* + *a* as in: **Voy a la oficina.**


**E.** Complete the following exchanges by finishing the second sentence with a form of *ir* and the place indicated. Follow the model.

**Modelo**  el cine  
 —¿Adónde vas?  
 —Yo voy al cine.

1.  el parque  
 —¿Adónde vamos?  
 —Nosotros \_\_\_\_\_.

2.  el gimnasio  
 —¿Adónde van?  
 —Ellas \_\_\_\_\_.

3.  la piscina  
 —¿Adónde va?  
 —Él \_\_\_\_\_.

4.  la iglesia  
 —¿Adónde voy?  
 —Tú \_\_\_\_\_.

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Nombre \_\_\_\_\_ Hora \_\_\_\_\_

**Capítulo 4A**

Fecha \_\_\_\_\_ Core Practice **4A-4**

**El horario de Tito**

Look at Tito's schedule for part of the month of February. Then answer the questions about his activities in complete sentences.

F E B R E R O						
<i>lunes</i>	<i>martes</i>	<i>miércoles</i>	<i>jueves</i>	<i>viernes</i>	<i>sábado</i>	<i>domingo</i>
<b>8</b> trabajar	<b>9</b> nadar	<b>10</b> estudiar en la biblioteca	<b>11</b> trabajar	<b>12</b> ir al cine	<b>13</b> ir al gimnasio	<b>14</b> ir a la iglesia
<b>15</b> trabajar	<b>16</b> practicar karate	<b>17</b> estudiar en la biblioteca	<b>18</b> trabajar	<b>19</b> ir al cine	<b>20</b> ir al gimnasio	<b>21</b> ir a la iglesia
<b>22</b> trabajar	<b>23</b> levantar pesas	<b>24</b> estudiar en la biblioteca	<b>25</b> trabajar	<b>26</b> ir al cine	<b>27</b> ir al gimnasio	<b>28</b> ir a la iglesia

1. ¿Qué hace Tito los viernes?

*Tito va al cine los viernes.*

2. ¿Cuándo estudia Tito en la biblioteca?

*Tito estudia en la biblioteca los miércoles.*

3. ¿Cuándo hace ejercicio Tito?

*Tito hace ejercicio los sábados (y los martes).*

4. Generalmente, ¿cuándo trabaja Tito?

*Generalmente, Tito trabaja los lunes y los jueves.*

5. ¿Qué hace Tito los lunes?

*Tito va al gimnasio los sábados.*

6. ¿Cuándo va a la iglesia Tito?

*Tito va a la iglesia los domingos.*

7. ¿Qué hace Tito los fines de semana?

*Tito va al gimnasio y a la iglesia los fines de semana.*

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Nombre \_\_\_\_\_

Hora \_\_\_\_\_

**Capítulo 4A**

Fecha \_\_\_\_\_

**Guided Practice Activities 4A-1**

**The verb *ir* (p. 180)**

- The verb *ir* means "to go." It is irregular. Here are its forms.

yo	<b>voy</b>	nosotros/nosotras	<b>vamos</b>
tú	<b>vas</b>	vosotros/vosotras	<b>vais</b>
usted/él/ella	<b>va</b>	ustedes/ellos/ellas	<b>van</b>

- ¡Vamos! means "Let's go!"

**A.** Choose the correct subject pronoun for each form of *ir* and circle it.

1. ( tú / él ) va
2. ( yo / usted ) voy
3. ( ellas / nosotras ) vamos
4. ( usted / ustedes ) va
5. ( ustedes / él ) van
6. ( tú / yo ) vas
7. ( ellos / ella ) van
8. ( yo / ella ) va

**B.** Now, write the correct form of *ir* next to each subject pronoun.

1. ella \_\_\_\_\_ **va** \_\_\_\_\_
2. ustedes \_\_\_\_\_ **van** \_\_\_\_\_
3. yo \_\_\_\_\_ **voy** \_\_\_\_\_
4. nosotros \_\_\_\_\_ **vamos** \_\_\_\_\_
5. tú \_\_\_\_\_ **vas** \_\_\_\_\_
6. él \_\_\_\_\_ **va** \_\_\_\_\_
7. ellos \_\_\_\_\_ **van** \_\_\_\_\_
8. usted \_\_\_\_\_ **va** \_\_\_\_\_

**C.** Complete each sentence by writing in the correct form of *ir*.

1. Yo \_\_\_\_\_ **voy** \_\_\_\_\_ al cine para ver una película.
2. Ellas \_\_\_\_\_ **van** \_\_\_\_\_ al parque para correr.
3. Nosotros \_\_\_\_\_ **vamos** \_\_\_\_\_ al gimnasio para levantar pesas.
4. Tú \_\_\_\_\_ **vas** \_\_\_\_\_ al restaurante para comer.
5. Ella \_\_\_\_\_ **va** \_\_\_\_\_ a la piscina para nadar.



Nombre \_\_\_\_\_ Hora \_\_\_\_\_

**Capítulo 4A**

Fecha \_\_\_\_\_

**Guided Practice Activities 4A-2**

**The verb *ir* (continued)**

- When *ir* + *a* is followed by the definite article *el*, *a* + *el* combines to form **al**:  
(*vamos a*) + (*el parque*) = **Vamos al parque.**

**D.** Complete each sentence by writing a form of *ir* + **al** or **a la**. Remember to use **al** when the noun after the write-on line is masculine. Use **a la** when the noun is feminine. Follow the models.

**Modelos** Ellos van al parque.  
Ellos van a la oficina.

1. Silvia va a la casa.
2. Cristina y María van al café.
3. Tú vas a la playa.
4. Nosotros vamos al parque.
5. Usted va al campo.
6. Yo voy a la piscina.

- To ask where someone is going, use **¿Adónde?** as in: **¿Adónde vas?**
- To answer, use forms of *ir* + *a* as in: **Voy a la oficina.**

**E.** Complete the following exchanges by finishing the second sentence with a form of *ir* and the place indicated. Follow the model.

**Modelo**



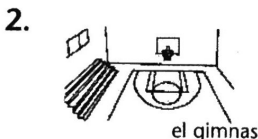
el cine

—¿Adónde vas?  
—Yo voy al cine.



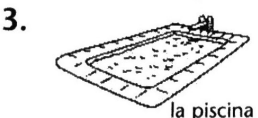
el parque

—¿Adónde vamos?  
—Nosotros vamos al parque.



el gimnasio

—¿Adónde van?  
—Ellas van al gimnasio.



la piscina

—¿Adónde va?  
—Él va a la piscina.



la iglesia

—¿Adónde voy?  
—Tú vas a la iglesia.