

**7th Grade
Lesson Plan
Packet**

5/18/2020-5/22/2020

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Texas History

Teacher(s): Mrs. Hunt (natalie.hunt@greatheartsirving.org)

Mrs. Malpiedi (patricia.malpiedi@greatheartsirving.org)

Weekly Plan:

Monday, May 18

- Read textbook sections 21.1 and 21.2
- Complete 21.1 Worksheet

Tuesday, May 19

- Watch “Texas State Symbols” video on Google Classroom
- Fill out “Texas State Symbols” Worksheet
- Read textbook sections 21. 3 and 21.4

Wednesday, May 20

- Complete “Diversity in Land and Resources” Worksheet
- Complete Map Exercise
- Review “Texas State Symbols” Worksheet

Thursday, May 21

- Review “Texas State Symbols” Worksheet
- Take “Texas State Symbols” Quiz in Google Classroom

Friday, May 22

- attend office hours
- catch-up or review the week’s work
- Scan and submit this week’s work.

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, May 18

1. Read textbook section 21.1 “Responsibilities of Citizenship” and 21.2 “Diversity of the People.”
2. Complete 21.1 Worksheet at the end of this packet. Be sure to use complete sentences in your answers.

Tuesday, May 19

1. Watch the “Texas State Symbols” video on the Classwork page of our Google Classroom.
2. While you watch (or right afterwards) fill out the Texas State Symbols Worksheet at the end of this packet. Remember, you can pause the video or back up and rewatch as you need. We will have a quiz over this material on Thursday, so be sure to take thorough notes!
3. Read textbook sections 21.3 “Diversity of the Land” and 21.4 “Diversity of Resources.”

Wednesday, May 20

1. Complete “Diversity in Land and Resources” worksheet at the end of this packet using the two chapter sections you read yesterday.
2. Complete the following map exercise in your notes.
 - a. Trace the outline of Texas and its rivers using the map on p. 552.
 - b. Using the map on p. 555, add state parks or sites we read about in Ch. 21 to your drawing.
3. Spend a few minutes reviewing your Texas State Symbols for our quiz tomorrow.

Thursday, May 21

1. Review your Texas State Symbols Worksheet.
2. Take the Texas State Symbols quiz on the Classwork page of our Google Classroom.

Friday, May 22

1. Come to Texas History office hours from 9:30 to 10 am with your thoughtful questions.
2. Catch up on or review the week’s work.
3. Upload your assignments to Google Classroom. Your single PDF should include the following:
 - a. 21.1 Worksheet
 - b. Texas State Symbols Worksheet
 - c. Mapwork
 - d. Diversity of Land and Resources Worksheet

Monday, May 18, 2020

21.1 Worksheet

Instructions: Match each term to its definition.

1. _____ Citizens	A. Love of one's country.
2. _____ Naturalized	B. group that raises funds to support candidates.
3. _____ Patriotism	C. group that tries to influence public policy.
4. _____ Campaign	D. Members of a nation entitled to full rights.
5. _____ Political Parties	E. effort to win elected office.
6. _____ Special Interest Group	F. Groups that seek to gain power by electing candidates to office.
7. _____ Political Action Committees	G. refers to those who became citizens by meeting certain requirements set by the U. S. Congress.

Instructions: Answer each question using complete sentences.

8. What is the significance of primary elections?

9. What is the significance of juries?

10. Why is voting an important part of citizenship?

11. How can citizens influence their elected officials?

Tuesday, May 19, 2020

Texas State Symbols Worksheet

Instructions: As you watch the Texas State Symbols video posted on our Google Classroom Classwork page, use this worksheet to take careful notes. You will be quizzed on this material on Thursday!

Flower	Bluebonnet
Insect	
Large Mammal	
Small Mammal	
Bird	
Tree	
Motto	

The **Lone Star Flag** was adopted by the Republic of Texas in _____ and readopted by the State of Texas in _____.

(Texas was annexed by the United States in _____.)

- Blue symbolizes the virtue of _____.
- White symbolizes the virtue of _____.
- Red symbolizes the virtue of _____.
- The Lone Star symbolizes _____ and _____.

Elements of the **Texas State Seal** (front)

- The live oak branch represents _____.
- The olive branch represents _____.

The six flags that border the **reverse** side of the **Texas State Seal** are the flags of

1.

2.

3.

4.

5.

6.

The two **mottos** on the reverse side of the Seal are

- “Remember the _____!”
- “Texas, One and _____.”

The depictions of the **Alamo**, the **Gonzales Cannon**, and **Vince’s Bridge** on the reverse of the Texas State Seal remind us of three important events in the war for _____.

Wednesday, May 20, 2020

21.3 and 21.4: Diversity of Land and Resources Worksheet

Instructions: Match each place with the correct description.

1. _____ Washington-on-the Brazos State Historical Park	A. A high flat plain in northwest Texas
2. _____ Guadalupe Peak	B. Available to the public and located in Southwest Texas, it boasts 1,250 square miles in total area
3. _____ Llano Estacado	C. The longest river in Texas and the second longest in the US. It was named by Juan de Oñate in 1598.
4. _____ Big Bend National Park	D. An underground water source which stretches across the US Great Plains region and accounts for almost 45% of Texas' water supply
5. _____ Rio Grande	E. Contains a replica of the building in which the Texas Declaration of Independence was signed.
6. _____ Ogallala Aquifer	F. At 8,749 ft, the highest point in Texas.

Instructions: Answer the following in complete sentences.

7. What are some sites that attract tourists to the Gulf Coast region?
8. What region of Texas has the highest elevation?
9. What attractions can be found in the Panhandle region?

Instructions: Please define the vocabulary terms below.

10. Reservoir:
11. Aquifer:
12. Helium:

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Latin 1B

Teacher(s): Magistra Baptiste: deborah.baptiste@greatheartsirving.org

Magister Bascom: john.bascom@greatheartsirving.org

Weekly Plan:

Monday, May 18

- Read **remedium deae I**,
- Complete **remedium deae I** worksheet

Tuesday, May 19

- Read **remedium deae II**
- Complete **remedium deae II** worksheet A

Wednesday, May 20

- Read **remedium deae III**
- Complete **remedium deae III** worksheet B

Thursday, May 21

- Review Stage 20 Vocabulary
- Stage 20 Vocabulary Review Worksheet

Friday, May 22

- attend office hours
- catch-up or review the week's work

Statement of Academic Honesty

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Monday, May 18

This week we'll be reading a story not found in your blue Cambridge book. It is a follow-up story which chronologically takes place shortly after the death of Babillus. You should be able to look up forgotten words in the dictionary at the back of the book. I have glossed new/unfamiliar words at the bottom of each section of the story.

Read **remedium deae I** ("the remedy of the goddess") below and answer the questions which follow. The worksheet has two parts: questions about the reading and questions which review an aspect of grammar.

Grammar Review:

Today's worksheet reviews **relative pronouns** introduced in St. 15 and 16. You can review their forms on page 167 of your textbook.

Remember that relative pronouns are placed at the start of a relative clause and mean "who," "which," etc.

E.g. Barbillus est vir[**quī** Quintō puerum Aegyptum dedit].

Barbillus is the man who gave Quintus the Egyptian boy.

Tuesday, May 19

Today we continue by reading **remedium deae II**. We learn about Barbillus' will and what it contained concerning the astrologer. Read and answer the comprehension questions in the worksheet.

Grammar Review--Declensions I-III and case Endings. You can review Declension endings on pages 154-155.

Wednesday, May 20

We will complete our reading of **remedium deae** today. What do you think? Did the astrologer get what was coming to him? Do you remember the cat from the temple of Isis and friend of Clemens? She makes a reappearance in our reading.

Grammar Review : Verb Forms

(Review of Verbs can be found on pages 168-169.)

Let's take another look at verbs:

liberō,	liberāre,	liberāvī
↓	↓	↓
<i>I set free</i>	<i>to free</i>	<i>I freed</i>
present tense	infinitive	perfect tense

Verb Tense and Personal Endings

Present-- <i>I, you, he frees</i>	Imperfect-- <i>was/were freeing</i>	Perfect-- <i>freed/has freed</i>	Pluperfect-- <i>had freed</i>
-o/m -mus	-bam -bamus	-i -imus	-eram -eramus
-s -tis	-bas -batis	-isti -istis	-eras -earatis
-t -nt	-bat -bant	-it -erunt	-erat -erant

Thursday, May 21

After review nouns and verbs and Vocabulary checklist 20 (pages 150), complete the Vocabulary review.

remedium deae I

Dies Lunae



Read the following story and answer the questions which follow:

post mortem Barbillī, ad portum Alexandriāe festināvī.

Clēmētī dē morte amīcī nostrī nārrāre voluī. nam Barbillus Clēmētī
tabernam, in quā ōrnāmenta vitrea vēndēbat, dederat. Clēmēns, postquam eī dē
vulnere Barbillī et dē ‘remedio’

astrologī narravī,

5

“mī Quīnte,” inquit, “hunc astrologum quem vituperās bene
novī. ad templum Isidis cofīdiē veniēbat, deam adorans. sed, crēde
mihi, mendācissimus est! nolī eī confidere! ille sine dubiō amīcum nostrum cecīdit.”

ornamenta: ornamentum *ornament*

adorans: adorare *worship*

vitrea: vitreus *glass*

confidere *trust*

astrologī: astrologus *astrologer*

sine dubiō *without a doubt*

caedo, caedere, cecīdī *kill*

1. After Barbillus’ death, where did Quintus hurry? _____

2. Why did he hurry there? [line 2]

3. Who had given Clemens his store? [line 4]

4. What two aspects of recent events (in the narrative) did Quintus tell Clemens? [lines 3-5]

a. _____

b. _____

5. What is the case of **mī Quintē**? *Circle the correct answer.*

a) nominative

b) dative

c) ablative

d) vocative

6. How does Clemens know the astrologer? [line 6-7]

7. What two contradicting things does Clement tell Quintus about *astrologus*?

a. Every day he _____ to the _____, _____ the goddess.

b. Believe _____, he is a _____!

(Mendax: mendacem means "liar." What do you think medacissimus means?)

Grammar Review: Relative Pronouns

*Circle the relative pronoun in the following sentences and draw an arrow to the noun it represents. **Then translate the sentence.***

1. nam Barbillus Clēmentī tabernam, in quā ōrnāmenta vitrea vēndēbat, dederat. [line 2-3]

2. (Clemens) inquit, "hunc astrologum quem vituperās bene novī."

Bonus:

What is the case, number, and gender of **quem**? _____

remedium deae II

Dies Martis

Read the second part of the story and answer the questions which follow:

“hoc sciō,” respondi, “et Barbillus, sērius, hoc quoque sēnsit. in testamentō suō, Barbillus mē astrologum pūnīre iussit.”

Clēmēns, ubi hoc audivit, mē intentē spectābat. vultus, quī iratissimus erat, tamen tranquillus manēbat. tum lentē dīcere coepit:

“nōlī astrologum pūnīre. ego deam Isidem adōrō et eī crēdō.
astrologus deam Isidem quoque adorat, sed precēs eius mendācissimae sunt. dea, quae omnia scit, hās precēs audit; dea ipsa astrologum pūnīre potest.”

5

sciō: scīre *know*

sērius *too late*

testamentum *a will*

iussit: iubere *order*

vultus *face*

tranquillus *calm*

precēs *prayer*

1. What did Barbillus order Quintus to do in his will?

2. How did Clemens look at him after Quintus told him this? [line 3]

3. Who/What was very angry? _____

4. Who/What remained calm? _____

5. Why do you think Clemens “**mē [Quintum] intentē spectābat**”?

6. Translate **nōlī astrologum pūnīre**. _____

7. What kind of verb form does sentence in question five include?

8. Although both men (the astrologer and Clemens) adore and pray to the goddess, why does Clemens think that the goddess will not answer the astrologer's prayer?

9. According to Clemens, what is the goddess able to do?

Grammar Review: Declensions 1-3 (Forms on pp. 154-155 in blue book)

Determine the declension of the following nouns, then decline them in the tables below:

vīlla, villae _____

prex, precis? ____

astrologus, astrologi ____

<i>nom. sing.</i>	vīlla
<i>gen. sing.</i>	
<i>dat. sing.</i>	
<i>acc. sing.</i>	
<i>abl. sing.</i>	
<i>nom. pl.</i>	
<i>gen. pl.</i>	vīllārum
<i>dat. pl.</i>	
<i>acc. pl.</i>	
<i>abl. pl.</i>	

<i>nom. sing.</i>	prex
<i>gen. sing.</i>	
<i>dat. sing.</i>	
<i>acc. sing.</i>	precem
<i>abl. sing.</i>	
<i>nom. pl.</i>	
<i>gen. pl.</i>	
<i>dat. pl.</i>	
<i>acc. pl.</i>	precēs
<i>abl. pl.</i>	

<i>nom. sing.</i>	astrologus
<i>gen. sing.</i>	
<i>dat. sing.</i>	
<i>acc. sing.</i>	
<i>abl. sing.</i>	
<i>nom. pl.</i>	astrologi
<i>gen. pl.</i>	
<i>dat. pl.</i>	
<i>acc. pl.</i>	
<i>abl. pl.</i>	astrologīs

remedium deae III

dies Mercuri

Read the following story and answer the questions which follow:

subitō Clēmēns ē tabernā exiit et ad templum contendit. ego ad villam Barbilli revēnī, dē hīs verbīs Clēmentis cogitāns. ubi illī villae appropinquābam, rem mīrabilem vīdī. nam fēlēs nigra ē villā cucurrit. deinde clāmōrem audīvī. servī Barbillī e villa ruēbant et in viā stābant. hī servī postquam mē conspexērunt, clamāre coepērunt, “astrologus . . . astrologus . . . ,” sed nihil aliud dīcere poterant. servī quoque villam intrāre obstinatē recusaverunt.

5

tandem ego ipse per iānuam ambulāvī et intrāvī. ibi astrologus in pavīmento iacēbat. dea Isis remedium quoque invēnerat. astrologus mortuus erat!

10

verbum: **verbum** *word*

aliud: *anything (else)*

mirabilis: **mirabilem** *marvelous, strange*

ostinatē: *stubbornly*

fēlēs: **fēlem:** *cat*

pavīmentō: **pavīmentum** *floor*

nigra: *black*

1. Line 1 is translated: *Suddenly, Clemens* _____ the _____ and _____ *to the temple.*

2. What was Quintus doing on his way back to Barbillus' house? [line 2]

3. **Ubi** [line 2] can mean two things. What does it mean here? _____

4. What **rem mīrabilem** did Quintus see as he approached the house of Babillus?

5. What were Barbillus' slaves saying? [line 4]

6. What did they refuse to do? [lines 6-7]

7. When Quintus entered the house, what did he see?

8. **Astrologus mortuus erat!** What was Quintus' conclusion about the situation? [line 18]

9. What previous incident (in Stage 18) does this story remind you of?

Grammar Review: Verb Tense review--*Circle the correct answer:*

1. What is the tense of the verbs, *ambulāvī*, *intravī* and *revēnī*?

a) present b) imperfect c) perfect d) pluperfect

2. What is the tense of the verbs, *ruēbant*, *stābant* and *appropinquābam*?

a) present b) imperfect c) perfect d) pluperfect

3. What is the tense of *poterant* and *erat*?

a) present b) imperfect c) perfect d) pluperfect

3. Give two examples of infinitives in the passage:

5. Find the present participle in the passage: _____

[Hint: Look in the first five lines of the passage.]

Stage 20 Vocabulary Review

Dies Iovis

After reviewing noun declensions and verb forms (Tuesday's and Wednesday's notes), complete the following worksheet.

A. Translate the following verbs according to their endings:

E.g. desperāvērunt: they despaired (-**erunt** indicates the perfect tense)

1. intulērunt: _____ (this verb is form of **fero**)

2. temptāre: _____ (hint: this verb has neither **tense** nor **person**)

3. liberābāmus: _____ (What does **-ba-** indicate?)

4. relinquentem: _____ (A verb form that declines)

5. persuadeō: _____ (What does the **-o** mean?)

6. temptaverant: _____ (don't confuse **-erant** with **-erunt**)

7. adībātis: _____ (this verb comes from **adeō**)

8. arcessite! _____ (the exclamation mark is a clue)

B. Translate the following **underlined** nouns and adjectives according to their endings. If the noun is functioning as a subject, write “subj.” or “nom;” If the noun is accusative, then write “d.o” or “acc.” Sentences are provided for context.

E.g. Lux lunae est clarus. _____ “of the moon” (genitive) _____.

1. Barbillus mortem non timuit. _____

2. Barbillus **vulnus** in umero habet. _____

(Be careful with this one. This sentence only has one subject.)

3. Barbillus fortunam pessimam habet. _____

4. Barbillus oculos suos clausit. _____

5. Barbillus astrologō crudelī nihil
in testamentō reliquit. _____

C. Match the following words with their meanings:

_____ 1. denique _____ a. *thirty*

_____ 2. sicut _____ b. *nine*

_____ 3. quinquaginta _____ c. *ten*

_____ 4. tam _____ d. *at last, finally*

_____ 5. novem _____ e. *fifty*

_____ 6. vigintī _____ f. *like*

_____ 7. trigintā _____ g. *so*

_____ 8. decem _____ h. *twenty*

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Literature/Composition

Teacher(s): Mr. Binder

Weekly Plan:

Monday, May 18

- Write the 2nd quatrain (lines 5-8) of your sonnet
- double check that your quatrain is written in Iambic Pentameter
- double check that the 2nd quatrain uses the correct rhyme pattern - cdd

Tuesday, May 19

- Write the 3rd quatrain (lines 9-12) of your sonnet
- double check that your quatrain is written in Iambic Pentameter
- double check that the 3rd quatrain uses the correct rhyme pattern - efef

Wednesday, May 20

- Write the couplet (lines 13-14) of your sonnet
- double check that your couplet is written in Iambic Pentameter
- double check that the couplet uses the correct rhyme pattern - gg

Thursday, May 21

- Revise and edit your sonnet - check for mistakes in grammar, sentence structure, spelling, punctuation and capitalization
- Check that every quatrain and the couplet express a single idea or focuses on an aspect of one single idea

Friday, May 22

- attend office hours
- catch-up or review the week's work

Statement of Academic Honesty

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

Student Signature

Parent Signature

Monday, May 18

This week you will continue writing the sonnet you began last week. Let's briefly refresh our memory on writing a sonnet. Writing a sonnet is not easy. There are several important things to keep in mind. One thing to keep in mind is the form of the sonnet which you have learned about last week.

A sonnet has a very definite form. It must be fourteen lines long. It must be written in Iambic Pentameter. It must follow a strict rhyme pattern. We will be writing a Shakespearean Sonnet so our rhyme pattern is ababcdcddefeggg. You will need to carefully check your sonnet's quatrains and couplet to make sure they follow the rules.

Another important thing to keep in mind is that a sonnet expresses a single idea. It is talking about one thing. The poet may focus on different aspects of that one thing in the different sections of the sonnet but they may not talk about a different thing/idea in each section.

Here's an example. Let's say I'm writing a sonnet about a tiger. In one quatrain I might focus on the beauty of the tiger i.e. his stripes, the color of his coat, his eyes and form etc. In another quatrain I might focus on the fierceness of the tiger i.e. his growl, his claws and teeth etc. Other sections of the sonnet might focus on the power, grace, or agility of the tiger. The focus in each section may be different may be different but each one is still expressing the single idea - the tiger.

If you did not come up with a strong single idea for your sonnet last week, now is the time to do it! If you changed your mind and want to write about something else, now is the time to change things. You may need to go back and make sure that you correct quatrain one so that it expresses the same idea as the rest of your sonnet.

If you are struggling to come up with an idea for your poem here are some ideas to get you thinking: Write about your favorite animal. Write about a person such as a president, general, composer, family member or friend. Write about a virtue or vice i.e. fortitude or greed. Write about an event. You could write about something like a battle the way Tennyson did in Charge of the Light Brigade.

Today you will focus on writing quatrain 2 of your sonnet. As you do please remember all of the things we've been discussing above and last week. Be sure that you have ten syllables in each line, discuss a single idea (this must be the same idea expressed in the first quatrain), and keep to the proper rhyme pattern. The rhyme pattern for quatrain 2 is **cdcd**. Again this means that the last word in line 5 rhymes with the last word in line 7 and the last word in line 6 will rhyme with the last word in line 8.

Example: Quatrain 2 from Sonnet 5 by William Shakespeare.

For never-resting time leads summer **on**
To hideous winter and confounds him **there**;
Sap chek't with frost, and lust leaves quite **gone**,
Beauty o'ersnow'd, and bareness every **where**:

The word **on** rhymes with **gone** and the word **there** rhymes with the word **where**.

Tuesday, May 19

Today you will focus on writing quatrain 3 of your sonnet. Be sure that you have ten syllables in each line, discuss a single idea (which must be the same idea expressed in quatrain one and two), and keep to the proper rhyme pattern. The rhyme pattern for quatrain 3 is **efef**. Again this means that the last word in line 9 rhymes with the last word in line 11 and the last word in line 10 will rhyme with the last word in line 12.

Example: Quatrain 3 from Sonnet 5 by William Shakespeare.

Then, were not summer's distillation **left**,
A liquid prisoner pent in walls of **glass**,
Beauty's effect with beauty were **bereft**,
Nor it, nor no remembrance what it **was**:

The word **left** rhymes with **bereft** and the word **glass** rhymes with the word **was**. Well, in Shakespeare's head glass rhymes with was! Personally, I don't hear it. You can do better.

Wednesday, May 20

Today you will focus on writing the couplet, the last two lines of your sonnet. Be sure that you have ten syllables in each line, discuss a single idea, and keep to the proper rhyme pattern. The rhyme pattern for the couplet is **gg**. This means that the last word in line 13 will rhyme with the last word in line 14.

Example: The couplet from Sonnet 5 by William Shakespeare.

But flowers distill'd, though they with winter **meet**,
Leese but their show; their substance still lives **sweet**.

The word **meet** rhymes with **sweet**. But you knew that already.

Thursday, May 21

Today is clean up day! Hopefully you have been carefully working all week to make sure you are writing your sonnet in the correct form i.e. 14 lines, correct rhyme pattern, Iambic Pentameter etc. Also, you should have been attempting to express a single idea in your sonnet. Today is the best day to check that over. Now you can see your sonnet as a whole. Perhaps you got off topic in one of your quatrains. Now is the time to fix it. You also want to use today for nuts and bolts editing. Fix grammar, poor sentence structure, punctuation, capitalization and spelling mistakes.

Friday, May 22

No homework. If you need to catch up on any homework or if you need to get learning packets sent to me, today is a good day to work on that.

If you have any questions come talk to me today during my office hours from 12:00 - 12:30pm.

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: 7th Grade Pre-Algebra

Teacher(s): Mrs. Frank leslie.frank@greatheartsirving.org

Mrs. Voltin mary.voltin@greatheartsirving.org

Weekly Plan:

Monday, May 18

- Subtraction Speed Test
- Lesson 11-7, Independent Events

Tuesday, May 19

- Multiplication Speed Test
- Lesson 11-7, Independent Events

Wednesday, May 20

- Division Speed Test
- Lesson 11-8, Dependent Events

Thursday, May 21

- Roots Speed Test
- Lesson 11-8, Dependent Events

Friday, May 22

- attend office hours
- catch-up or review the week's work

Statement of Academic Honesty

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Monday, May 18

1. Your speed test for the day will be the subtraction speed test. Time yourself, and write the time it took you to complete the entire test at the top of the page. After you have finished the test, use the answer key to check for accuracy. **Write your score at the top of the page.**
2. Read lesson 11-7, Independent Events, on pages 420-421. Read it once. *Go back and read it again and work the example problem.* For extra help, please look at the following links:

<https://www.khanacademy.org/math/ap-statistics/probability-ap/probability-multiplication-rule/v/compound-probability-of-independent-events>

<https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:compound-probability-of-ind-events-using-mult-rule/v/independent-events-3>

<https://www.khanacademy.org/math/ap-statistics/probability-ap/probability-multiplication-rule/v/independent-events-2>

3. Mrs. Frank has made a video to go along with this lesson. Go to Google Classroom to look for the video titled: Pre-Algebra, 11-7, Independent Events, May 18th.
4. Do the **Class Exercises** at the bottom of **page 421, 1-6, all.**
5. Please do not look at your answer key each day until you have worked every problem. After you complete your homework, compare it to the answer key. Put away your pencil, and USE YOUR RED PEN. Correct any mistakes that you made in red pen.

Tuesday, May 19

1. Your speed test for the day will be multiplication.
2. Review lesson 11-7, Independent Events, on pages 420-421. Review the videos from yesterday's assignment.
3. Your homework assignment for today is:

HW: 11-7, Independent Events, pp. 422-423, Written Exercises, #2-6, even, 10-14, even

4. Please do not look at your answer key each day until you have worked every problem. After you complete your homework, compare it to the answer key. Put away your pencil, and USE YOUR RED PEN. Correct any mistakes that you made in red pen

Wednesday, May 20

1. Your speed test for the day will be division.

2. Read lesson 11-8, Dependent Events, on pages 424-425. Read it once. Go back and read it again and work the example problems. For extra help, please look at the following links:

<https://www.khanacademy.org/math/ap-statistics/probability-ap/probability-multiplication-rule/v/introduction-to-dependent-probability>

<https://www.khanacademy.org/math/precalculus/x9e81a4f98389efdf:prob-comb/x9e81a4f98389efdf:dependent-events-precalc/v/independent-events-1>

3. Mrs. Frank has made a video to go along with this lesson. Go to Google Classroom to look for the video titled: Pre-Algebra, 11-8, Dependent Events, May 20th.
4. Do the **Class Exercises** at the top of page **426, 1-8, all**.
5. Please do not look at your answer key each day until you have worked every problem. After you complete your homework, compare it to the answer key. Put away your pencil, and USE YOUR RED PEN. Correct any mistakes that you made in red pen.

Thursday, May 21

1. Your speed test for the day will be roots. Challenge: This week, do the whole test! **Remember, you will not be graded on your speed or even your accuracy for speed tests. Do it as quickly as you can and write your time at the top of the page.** The idea is to get faster each week and to remember more roots each week!
2. Review lesson 11-8, Dependent Events, on pages 424-25. Review the videos from yesterday's assignment.
3. Your homework assignment for today is:
HW: 11-8, Dependent Events, pp. 426-427, Written Exercises, #2-8, even, 14-18, even
4. You may look at the answer key BEFORE you work #2 and 4, just to see what they want you to do. (The problem description is not clear!) Please do not look at your answer key for the rest of the problems until you have worked every problem. After you complete your homework, compare it to the answer key. Put away your pencil, and USE YOUR RED PEN. Correct any mistakes that you made in red pen.

Friday, May 22

1. Come to office hours so that I can see your bright, smiling face!
2. Use this day to catch up on any assignments that you have not finished.
3. Submit your work with the following instructions: Make sure that you use a dark pencil so that we can read your homework. Write the **lesson number** and **day of the week** at the top of every **page**, including back pages or extra pages for each lesson. **Write your times on your speed tests!** And, most importantly, **scan and submit your lessons in order.** (Monday, Tuesday, Wednesday, Thursday) Thank you!

5	12	11	9	16
<u>- 2</u>	<u>- 4</u>	<u>- 9</u>	<u>- 7</u>	<u>- 8</u>

10	14	14	14	8
<u>- 6</u>	<u>- 5</u>	<u>- 7</u>	<u>- 6</u>	<u>- 3</u>

15	11	12	7	15
<u>- 7</u>	<u>- 4</u>	<u>- 7</u>	<u>- 2</u>	<u>- 6</u>

12	6	10	7	10
<u>- 9</u>	<u>- 3</u>	<u>- 3</u>	<u>- 4</u>	<u>- 8</u>

9	13	6	13	9
<u>- 4</u>	<u>- 7</u>	<u>- 2</u>	<u>- 9</u>	<u>- 3</u>

12	17	10	8	18
<u>- 6</u>	<u>- 9</u>	<u>- 5</u>	<u>- 6</u>	<u>- 9</u>

16	8	11	11	13
<u>- 9</u>	<u>- 4</u>	<u>- 3</u>	<u>- 6</u>	<u>- 5</u>

$\begin{array}{r} 5 \\ - 2 \\ \hline 3 \end{array}$	$\begin{array}{r} 12 \\ - 4 \\ \hline 8 \end{array}$	$\begin{array}{r} 11 \\ - 9 \\ \hline 2 \end{array}$	$\begin{array}{r} 9 \\ - 7 \\ \hline 2 \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline 8 \end{array}$
$\begin{array}{r} 10 \\ - 6 \\ \hline 4 \end{array}$	$\begin{array}{r} 14 \\ - 5 \\ \hline 9 \end{array}$	$\begin{array}{r} 14 \\ - 7 \\ \hline 7 \end{array}$	$\begin{array}{r} 14 \\ - 6 \\ \hline 8 \end{array}$	$\begin{array}{r} 8 \\ - 3 \\ \hline 5 \end{array}$
$\begin{array}{r} 15 \\ - 7 \\ \hline 8 \end{array}$	$\begin{array}{r} 11 \\ - 4 \\ \hline 7 \end{array}$	$\begin{array}{r} 12 \\ - 7 \\ \hline 5 \end{array}$	$\begin{array}{r} 7 \\ - 2 \\ \hline 5 \end{array}$	$\begin{array}{r} 15 \\ - 6 \\ \hline 9 \end{array}$
$\begin{array}{r} 12 \\ - 9 \\ \hline 3 \end{array}$	$\begin{array}{r} 6 \\ - 3 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$	$\begin{array}{r} 7 \\ - 4 \\ \hline 3 \end{array}$	$\begin{array}{r} 10 \\ - 8 \\ \hline 2 \end{array}$
$\begin{array}{r} 9 \\ - 4 \\ \hline 5 \end{array}$	$\begin{array}{r} 13 \\ - 7 \\ \hline 6 \end{array}$	$\begin{array}{r} 6 \\ - 2 \\ \hline 4 \end{array}$	$\begin{array}{r} 13 \\ - 9 \\ \hline 4 \end{array}$	$\begin{array}{r} 9 \\ - 3 \\ \hline 6 \end{array}$
$\begin{array}{r} 12 \\ - 6 \\ \hline 6 \end{array}$	$\begin{array}{r} 17 \\ - 9 \\ \hline 8 \end{array}$	$\begin{array}{r} 10 \\ - 5 \\ \hline 5 \end{array}$	$\begin{array}{r} 8 \\ - 6 \\ \hline 2 \end{array}$	$\begin{array}{r} 18 \\ - 9 \\ \hline 9 \end{array}$
$\begin{array}{r} 16 \\ - 9 \\ \hline 7 \end{array}$	$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$	$\begin{array}{r} 11 \\ - 3 \\ \hline 8 \end{array}$	$\begin{array}{r} 11 \\ - 6 \\ \hline 5 \end{array}$	$\begin{array}{r} 13 \\ - 5 \\ \hline 8 \end{array}$

Week 8 - Monday, 5/18

Pre-Algebra, 11-7, pg. 421, 1-6 all Class Exercises

1. Yes

$$P(H) = \frac{1}{2}$$

$$\frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$$

2. Yes

$$P(\text{red}) = \frac{1}{3}$$

$$\frac{1}{3} \cdot \frac{1}{3} = \frac{1}{9}$$

3. No The marble must be replaced to make these events independent.

4. Yes

$$P(3) = \frac{1}{6} \quad P(5) = \frac{1}{6}$$

$$\frac{1}{6} \cdot \frac{1}{6} = \frac{1}{36}$$

5. Yes

$$P(6, \text{red}) = \frac{1}{6} \quad P(6, \text{green}) = \frac{1}{6}$$

$$\frac{1}{6} \cdot \frac{1}{6} = \frac{1}{36}$$

6. No One roll is just one event, which cannot be independent or dependent.

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline 32 \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline 14 \end{array}$$

$$\begin{array}{r} 8 \\ \times 8 \\ \hline 64 \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 9 \\ \times 5 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 7 \\ \times 7 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 6 \\ \times 8 \\ \hline 48 \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline 15 \end{array}$$

$$\begin{array}{r} 7 \\ \times 8 \\ \hline 56 \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline 28 \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline 35 \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 9 \\ \times 6 \\ \hline 54 \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline 27 \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 7 \\ \times 3 \\ \hline 21 \end{array}$$

$$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 6 \\ \times 7 \\ \hline 42 \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 9 \\ \times 4 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

$$\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$$

$$\begin{array}{r} 8 \\ \times 9 \\ \hline 72 \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline 12 \end{array}$$

$$\begin{array}{r} 9 \\ \times 9 \\ \hline 81 \end{array}$$

$$\begin{array}{r} 7 \\ \times 9 \\ \hline 63 \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline 16 \end{array}$$

$$\begin{array}{r} 8 \\ \times 3 \\ \hline 24 \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline 30 \end{array}$$

$$\begin{array}{r} 8 \\ \times 5 \\ \hline 40 \end{array}$$

Week B, Tuesday, May 19th, Pre-Algebra

HW 11-7, pp. 422-423, Written Exercises, # 2-6, even, #10-14, even

$$2. a. \frac{1}{6} \cdot \frac{1}{6} = \frac{1}{36} \quad P(6) = \frac{1}{6} \quad P(\text{not } 6) = \frac{5}{6}$$

$$b. \frac{5}{6} \cdot \frac{5}{6} = \frac{25}{36}$$

$$c. P(\text{one } 6 \text{ in } 2 \text{ rolls}) = P(6 \text{ 1st, "not } 6 \text{ 2nd}) + P(\text{"not } 6 \text{ 1st, } 6 \text{ 2nd}):$$

$$\frac{1}{6} \cdot \frac{5}{6} + \frac{5}{6} \cdot \frac{1}{6} = \frac{5}{36} + \frac{5}{36} = \frac{10}{36} = \frac{5}{18}$$

4. 4 red, 2 blue, 6 total

$$a. P(\text{both red}) = \frac{4}{6} \cdot \frac{4}{6} = \frac{2}{3} \cdot \frac{2}{3} = \frac{4}{9}$$

$$b. P(\text{both blue}) = \frac{2}{6} \cdot \frac{2}{6} = \frac{1}{3} \cdot \frac{1}{3} = \frac{1}{9}$$

$$c. P(\text{both the same color}) = \frac{4}{9} + \frac{1}{9} = \frac{5}{9}$$

$$d. P(\text{diff. colors}) = P(\text{red, then blue}) + P(\text{blue, then red}):$$

$$P(\text{red, then blue}) = \frac{4}{6} \cdot \frac{2}{6} = \frac{2}{3} \cdot \frac{1}{3} = \frac{2}{9}$$

$$P(\text{blue, then, red}) = \frac{2}{6} \cdot \frac{4}{6} = \frac{1}{3} \cdot \frac{2}{3} = \frac{2}{9}$$

$$a. P(\text{Lee/5}) \cdot P(\text{Chris/6}) = \frac{2}{9} + \frac{2}{9} = \frac{4}{9}$$

6. 0, 1, 2, 3, 4, 5, 6, 7, 8, 9

$$a. P(\text{Lee/5}) \cdot P(\text{Chris/6})$$

$$c. P(\text{Lee/odd}) \cdot P(\text{Chris/even}) = \frac{1}{10} \cdot \frac{1}{10} = \frac{1}{100}$$

$$b. P(\text{Lee/odd}) \cdot P(\text{Chris/even})$$

$$\frac{5}{10} \cdot \frac{5}{10} = \frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4}$$

$$c. P(\text{odd}) \cdot P(\text{even}) = P(\text{Lee/odd}) \cdot P(\text{Chris/even}) + P(\text{Chris/odd}) \cdot P(\text{Lee/even})$$

$$\frac{1}{2} \cdot \frac{1}{2} + \frac{1}{2} \cdot \frac{1}{2} = \frac{1}{4} + \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$$

Week 8, Tuesday, May 14th, Pre-Algebra

HW 11-7, second page

10. Game cube rolled 3 times.

$$P(6) = \frac{1}{6} \quad P(\text{not } 6) = \frac{5}{6}$$

a. $P(\text{all } 6\text{'s}) = \frac{1}{6} \cdot \frac{1}{6} \cdot \frac{1}{6} = \frac{1}{216}$

b. $P(\text{no } 6\text{'s}) = \frac{5}{6} \cdot \frac{5}{6} \cdot \frac{5}{6} = \frac{125}{216}$

12. Amy taking 4 courses.

$$P(A) = .8 \quad P(\text{not } A) = .2$$

a. $(.2)(.2)(.2)(.2) = .0016$

b. $(.8)(.8)(.8)(.8) = .4096$

14. These are independent events!

$$P(6 \text{ on the } 6\text{th roll}) = \frac{1}{6}$$

$$\begin{array}{r} 6 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 64 \\ \div 8 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 49 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \div 8 \\ \hline \end{array}$$

$$\begin{array}{r} 15 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \div 8 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 35 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 54 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 27 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 20 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \div 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 25 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \div 2 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \div 9 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ \div 4 \\ \hline \end{array}$$

$$\begin{array}{r} 24 \\ \div 3 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ \div 6 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \div 5 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \div 3 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 32 \\ \div 4 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 18 \\ \div 9 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 14 \\ \div 2 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 64 \\ \div 8 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 24 \\ \div 6 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 45 \\ \div 5 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 49 \\ \div 7 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 48 \\ \div 8 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 15 \\ \div 5 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 56 \\ \div 8 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 28 \\ \div 7 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 35 \\ \div 7 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 10 \\ \div 5 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 54 \\ \div 6 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 27 \\ \div 9 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 9 \\ \div 3 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 21 \\ \div 3 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 12 \\ \div 4 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 16 \\ \div 2 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 20 \\ \div 4 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 42 \\ \div 7 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 8 \\ \div 2 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 36 \\ \div 4 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 18 \\ \div 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 36 \\ \div 6 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 72 \\ \div 9 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 25 \\ \div 5 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 12 \\ \div 2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 81 \\ \div 9 \\ \hline 9 \end{array}$$

$$\begin{array}{r} 63 \\ \div 9 \\ \hline 7 \end{array}$$

$$\begin{array}{r} 16 \\ \div 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 24 \\ \div 3 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 30 \\ \div 6 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 40 \\ \div 5 \\ \hline 8 \end{array}$$

Week 3, Wednesday, May 20th, Pre-Algebra

11.8, Class Exercises, pg. 426, #1-8, all

5 yellow, 4 green, 9 total

1. $P(A) = P(\text{yellow}) = \frac{5}{9}$

$P(B|A) = P(\text{green after yellow}) = \frac{4}{8} = \frac{1}{2}$

2. $P(A) = P(\text{yellow}) = \frac{5}{9}$

$P(B|A) = P(\text{yellow after yellow}) = \frac{4}{8} = \frac{1}{2}$

3. $P(A) = P(\text{green}) = \frac{4}{9}$

$P(B|A) = P(\text{green after green}) = \frac{3}{8}$

4. $P(A) = P(\text{green}) = \frac{4}{9}$

$P(B|A) = P(\text{yellow after green}) = \frac{5}{8}$

5. $P(\text{1st yellow / 2nd green}) = P(\text{green | yellow}) = \frac{5}{9} \cdot \frac{4}{8} = \frac{5}{9} \cdot \frac{1}{2} = \frac{5}{18}$

6. $P(\text{1st green / 2nd yellow}) = P(\text{yellow | green}) = \frac{4}{9} \cdot \frac{5}{8} = \frac{4}{9} \cdot \frac{5}{8} = \frac{5}{18}$

7. $P(\text{green / green}) = \frac{4}{9} \cdot \frac{3}{8} = \frac{1}{6}$

8. $P(\text{diff. colors}) = P(\text{1st yellow / 2nd green}) + P(\text{1st green / 2nd yellow}) = \frac{5}{18} + \frac{5}{18} = \frac{10}{18} = \frac{5}{9}$

Name _____

Section _____

$$\sqrt[2]{36} =$$

$$\sqrt[3]{27} =$$

$$\sqrt[4]{81} =$$

$$\sqrt[5]{3125} =$$

$$\sqrt[2]{361} =$$

$$\sqrt[3]{1000} =$$

$$\sqrt[4]{625} =$$

$$\sqrt[5]{243} =$$

$$\sqrt[2]{64} =$$

$$\sqrt[3]{216} =$$

$$\sqrt[4]{256} =$$

$$\sqrt[5]{1024} =$$

$$\sqrt[2]{25} =$$

$$\sqrt[3]{8} =$$

$$\sqrt[4]{16} =$$

$$\sqrt[5]{32} =$$

$$\sqrt[2]{100} =$$

$$\sqrt[3]{729} =$$

$$\sqrt[2]{4} =$$

$$\sqrt[3]{64} =$$

$$\sqrt[2]{121} =$$

$$\sqrt[3]{512} =$$

$$\sqrt[2]{16} =$$

$$\sqrt[3]{343} =$$

$$\sqrt[2]{169} =$$

$$\sqrt[3]{125} =$$

$$\sqrt[2]{49} =$$

$$\sqrt[2]{289} =$$

$$\sqrt[2]{400} =$$

$$\sqrt[2]{9} =$$

$$\sqrt[2]{196} =$$

$$\sqrt[2]{324} =$$

$$\sqrt[2]{256} =$$

$$\sqrt[2]{225} =$$

$$\sqrt[2]{144} =$$

Name _____

Section _____

$$\sqrt[2]{36} = 6$$

$$\sqrt[3]{27} = 3$$

$$\sqrt[4]{81} = 3$$

$$\sqrt[5]{3125} = 5$$

$$\sqrt{361} = 19$$

$$\sqrt[3]{1000} = 10$$

$$\sqrt[4]{625} = 5$$

$$\sqrt[5]{243} = 3$$

$$\sqrt{64} = 8$$

$$\sqrt[3]{216} = 6$$

$$\sqrt[4]{256} = 4$$

$$\sqrt[5]{1024} = 4$$

$$\sqrt{25} = 5$$

$$\sqrt[3]{8} = 2$$

$$\sqrt[4]{16} = 2$$

$$\sqrt[5]{32} = 2$$

$$\sqrt{100} = 10$$

$$\sqrt[3]{729} = 9$$

$$\sqrt{4} = 2$$

$$\sqrt[3]{64} = 4$$

$$\sqrt{121} = 11$$

$$\sqrt[3]{512} = 8$$

$$\sqrt{16} = 4$$

$$\sqrt[3]{343} = 7$$

$$\sqrt{169} = 13$$

$$\sqrt[3]{125} = 5$$

$$\sqrt{49} = 7$$

$$\sqrt{289} = 17$$

$$\sqrt{400} = 20$$

$$\sqrt{9} = 3$$

$$\sqrt{196} = 14$$

$$\sqrt{324} = 18$$

$$\sqrt{256} = 16$$

$$\sqrt{225} = 15$$

$$\sqrt{144} = 12$$

Week 8, Thursday, May 21st, Pre-Algebra

HW 11.B, pp. 426-427, Written Exercises, #2-8, even, #14-18, even

[4 red marbles, 6 blue, 10 total
NO replacement]

2. a. First event: A blue marble is drawn
Second event: A blue marble is drawn.

$$b. P(\text{blue} | \text{blue}) = \frac{5}{9} \begin{array}{l} \text{blue left} \\ \text{total left} \end{array}$$

4. a. First event: a red marble is drawn
Second event: a blue marble is drawn

$$b. P(\text{blue} | \text{red}) = \frac{6}{9} \begin{array}{l} \text{blue left} \\ \text{total left} \end{array} = \frac{2}{3}$$

[3 orange marbles, 7 green marbles, 10 total
NO replacement]

$$6. P(\text{both green}) = \frac{7}{10} \cdot \frac{6}{9} = \frac{7}{15}$$

$$8. P(\text{green 1st, orange 2nd}) = \frac{7}{10} \cdot \frac{3}{9} = \frac{7}{30}$$

$$14. P(\text{even 1st, even 2nd}) = \frac{2}{5} \cdot \frac{1}{4} = \frac{1}{10}$$

[TRIANGLE 3 vowels 5 consonants 8 total]

$$16. P(\text{vowel 1st, vowel 2nd}) = \frac{3}{8} \cdot \frac{2}{7} = \frac{3}{28}$$

$$18. P(\text{vowel, consonant}) = P(\text{V 1st, C 2nd}) + P(\text{C 1st, V 2nd}) \\ = \frac{3}{8} \cdot \frac{5}{7} = \frac{15}{56} + \frac{5}{8} \cdot \frac{3}{7} = \frac{15}{56} = \frac{30}{56} = \frac{15}{28}$$

Remote Learning Packet - Week 8

May 18-May 22, 2020

Course: Music

Teacher(s): Mr. Zuno leonardo.zunofernandez@greatheartsirving.org

Weekly Plan:

For the past seven weeks, you have been reading about musical concepts and styles, and this week you will demonstrate what you have learned by writing five paragraphs following the [guidelines](#), found on pp. 2-3 of this packet. Attention, **students who have turned in a Concert Review earlier this semester**. Since you already did a substantial amount of work with that assignment, you may [complete this assignment \(click here\)](#) instead of the final assessment. (Everyone, else, please proceed.)

Monday, May 18

- If you haven't already done so, please select one composer for each of the following style periods (Baroque, Classical, and Romantic).
- Listen to the music about which you are about to write. (Your options will be on Google Classroom; remember, choose one major work for each composer you select. You will select one composer from the Baroque, one from the Classical, and one from the Romantic periods.)
- Write or type your introduction paragraph #1 for the final assessment (see instructions below).

Tuesday, May 19

- Listen to the music about which you are about to write. (Your options will be on Google Classroom.)
- Please review the biographical information about the composer you selected.
- Write or type your paragraph #2 and begin paragraph #3 for the final assessment (see instructions below).

Wednesday, May 20

- Listen to the music about which you are about to write. (Your options will be on Google Classroom.)
- Please review the biographical information about the composer you selected.
- Finish paragraph #3 and write all of paragraph #4 for the final assessment (see instructions below).

Thursday, May 21

- Listen to the music about which you are about to write. (Your options will be on Google Classroom.)
- Please review the biographical information about the composer you selected.
- Write or type your paragraph #5 for the final assessment (see instructions below).

Friday, May 22

- Please read your essay out loud and look for ways to polish it. Make sure you are using the terminology used in the handouts for weeks 1-7 and make sure to use good examples and accurate use of terminology.

Music Final Assessment Directions

Attention, **students who have turned in a Concert Review earlier this semester:**

Since you already did a substantial amount of work with that assignment, you may [complete this assignment \(click here\)](#) instead of the final assessment. (Everyone, else, please proceed.)

For the majority of students who did not get an opportunity to turn in their concert reviews, this final assessment will replace the concert review. You will write the following:

-This may be neatly hand-written (and then scanned and uploaded) or typed and submitted (on a Google Doc I will provide) using Arial or Times New Roman font, (size 12 pt), double-spaced, and with 1 inch margins.

-You will write this by following prompts for each day between Monday, May 18 through Thursday, May 21.)

-Please use terminology from the Week 1-7 packets to demonstrate what you have learned, in addition to your observations about the music. Use the same type of reasoning you have used in your listening logs, but focus on specific things that happen in the music, as opposed to how it makes you feel. In other words, point to objective descriptions about the music by using accurate technical language.

Format:

Each paragraph will be a minimum of 5 sentences, and you must address the questions for each paragraph and use the vocabulary in the list:

- 1) **Introductory Paragraph #1** - The purposes of different music you listened to (i.e. dance, display of virtuosity, entertainment of an audience, enjoyment, etc.). Please also provide some background on the performer(s). Focus on the variety of styles you listened to. This paragraph should be more general, while paragraphs 2-4 will point to more specific qualities of the music.
- 2) **Paragraph #2** - Baroque period
- 3) **Paragraph #3** - Classical period
- 4) **Paragraph #4** - Romantic period

For each of these paragraphs listed above, **you will focus on one composer of your choice from each period and one major work from this composer.** I will provide repertoire selections, and **you will choose one piece from these options for each composer you select.** In each of these paragraphs (#2-4), you will provide information about the piece(s) you listened to. Please use the following guiding questions to provide detailed information:

-Tempo of the piece; key of the piece (major or minor?) How does the tempo and the key affect the overall character of the piece?

-Types of instrument(s) used: The various families of instruments present in the orchestra. If this recital/concert involved a single family of instruments, what are the various types of expression and sounds you heard from the instrument(s)?

-How would you describe the texture of each piece? Were there many instruments playing together? What kinds of sounds from the instrument families did you hear?

-Single movement or multi-movement work; if it was a single movement, was there contrast throughout the piece? If so, what kind of contrasts did you listen to? If it was a multi-movement work, what were those movements, and how did they provide variety?

-Was this absolute or program music? Absolute music generally has a non-descriptive title, like *Sonata No. 1 in C major*, whereas program music is associated to a non-musical concept, such as '*The Tempest*' *Sonata*.

-Was the melody memorable and singable or difficult to trace? Did the instruments interact with one another?

- 5) **Conclusion Paragraph #5** - Describe your favorite piece from these selections, and why. Also, please mention the favorite piece and your favorite composer that you encountered this semester (not necessarily for this project). Finally, please write about something new you learned from keeping a listening log.

Length:

The total length should include 250-300 words. Try to average about 50-60 words per paragraph.

Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: Physical Education

Teacher(s): John.Bascom@GreatHeartsIrving.org
Joseph.Turner@GreatHeartsIrving.org
James.Bascom@GreatHeartsIrving.org

Weekly Plan:

Monday, May 18

General Mobility Routine

Tuesday, May 19

Workout

Wednesday, May 20

General Mobility Routine

Thursday, May 21

Workout

Friday, May 22

Attend Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

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, May 18

General Mobility Routine (15-20 minutes)

Complete Part I and record how long it took you. Also, record whether or not you were able to complete all of the exercises. If you had trouble with any specific exercises make note of these. Part II of the workout is not mandatory but is encouraged.

Note: no equipment is required for this workout and only a minimum of space. If space is a challenge make modifications as necessary.

We will have a video uploaded under the Week 6 Topic demonstrating all the exercises for the General Mobility Routine.

PART I:

1. Warmup by running for 2 minutes.
2. Then begin in a resting squat for 30s
3. Bear crawl forwards about 5 feet then straight back.
4. Step back into a pushup position
5. Perform 5 pushups
6. Downdog for 30s
7. Updog for 30s
8. Return to a pushup position
9. Perform 5 pushups

10. Stand up & perform 20 jumping jacks, 10 squats, 10 lunges, and 5 burpees
11. Return to a resting squat for 30 seconds
12. While in resting squat, perform 2 shoulder screws forwards, then 2 backwards, both sides
13. Bear Crawl sideways about 5 feet then return straight back
14. Step back into a pushup position
15. Step your right foot up directly outside your right hand
16. Then reach straight up toward the sky with your right hand & hold for 30s
17. Return to pushup position
18. Step your left foot up directly outside your left hand
19. Then reach straight up toward the sky with your left hand & hold for 30s

20. Return to pushup position
21. 5 pushups
22. Step your feet up to your hands and return to a resting squat
23. Remaining in the squat, grab your left ankle with your right hand and reach straight up toward the sky with your left hand & hold for 30s

24. Remaining in the squat, grab your right ankle with your left hand and reach straight up toward the sky with your right hand & hold for 30s
25. Hands down behind you Crab Walk forwards about 5 feet then straight back
26. Stand up & perform 20 jumping jacks, 10 squats, 10 lunges, and 5 burpees
27. Perform 3 slow Jefferson Curls
28. Rolling Bear Crawl x1 revolution one direction
29. Back Bridge for about 10-15 seconds
30. Rolling Bear Crawl x1 revolution in the opposite direction
31. Find a low hanging branch, pullup bar, ledge, rings, etc. to hang from for as long as you can hold

PART II:

1. Get into a plank
2. Alternate touching opposite elbow and knee for a total of 10 touches
3. Gorilla Hop x2 to the right
4. Gorilla Hop x 2 back to the left
5. Stand and perform 10 steam engine squats (fingers locked behind your head, every time you stand up from a squat touch opposite knee/elbow)
6. Hurdler's walk x6 steps forward
7. Hurdler's walk x6 steps backward
8. Frog Hop x2 forwards
9. Frog Hop x2 backwards

10. Get into a long lunge position
11. Keeping front foot flat on the ground, without touching the back knee to the ground, and trying to keep torso straight up and down slowly lower hips toward the ground. Hold for 15 seconds
12. Switch legs and repeat (hold for 15 seconds)
13. 3 slow Jefferson Curls
14. Rolling Bear Crawl x1 revolution one direction
15. Back Bridge for about 10-15 seconds
16. Rolling Bear Crawl x1 revolution in the opposite direction
17. Find a low hanging branch, pullup bar, ledge, rings, etc. to hang from for as long as you can hold

Tuesday, May 19

Context: Today we will work on hip mobility.

Setup: If you are able to try to watch and follow along with the video we posted last week. If not you can follow the directions listed below to the best of your ability. For this mobility session we are going to use the resting squat as our baseline. Before you do any exercises today spend some time in the resting squat.

Pay attention to how deep you can get into it. Try to push your knees out to the side. Try to touch your forehead to the ground. Try to turn right and left to look behind you without moving your feet. How did these feel? You will repeat these quick tests at the end of the session so try to remember how comfortable/uncomfortable/easy/difficult this was.

Warmup: 1 minute light jog, 20 jumping jacks, 10 lunges, 4 jump squats, 1 minute light jog

Workout: 4 exercises

- Exercise one: One leg forward, one leg back: The front leg is the focus: try to get this leg into the resting squat position and put your weight on this leg. Ideally we want the back leg straight back but if this is too hard you can do whatever you want so long as the back leg is out of the way. In this position do some of the same things listed above: look left, look right, put your head down, look up, etc. Spend 90-120 seconds on each leg.
- Exercise two: Standing hamstring stretch: Keeping your legs basically straight reach down to the ground as far as you can. Spend some time here and try to relax. After you get relaxed you can work through some variations: keeping legs straight shift your weight forward and stand up on the balls of your feet, shift your weight back to your heels and try to lift your toes off the ground as high as you can, tighten your core so that your spine straightens and your back flattens (alternate a few times between this and a relaxed rounded back). 90-120 seconds total.
- Exercise three: Get into a pushup position. Then, keeping one leg back, bring the other leg up so that your lower leg (shin/calf) are on the ground in front of you with your knee where one hand was and your ankle where the other hand was. Now try to relax and let your weight create a stretch. Use some of the same movements from earlier to explore this stretch: look left, look right, put your head down, look up, etc. Spend 90-120 seconds on each leg.
- Exercise 4: The dreaded Couch Stretch: Start kneeling on the ground in a lunge position with your back to a solid surface and, ideally, something soft underneath your knee. You are going to lift the back foot up so that your toes are pointing towards the ceiling and push yourself back to the wall so that your shin and the top of your foot are flat against it. Then engage your glutes and try to lift your torso up as straight up and down as possible. Try to hold this for about 90 seconds on each leg.

After you've worked through these 4 exercises perform the same tests you performed at the beginning. Did you notice any improvement?

Wednesday, May 20

General Mobility Routine

Thursday, May 21

Workout: Since it was so much fun the first time around we've decided to revisit the Choose Your Own Adventure Run from Week 4. You are going to develop your own workout by choosing from the sets of options below. In each case "Tier 1" will be the easiest option and "Tier 4" will be the hardest option. I quadruple dog dare you to pick all Tier 4.

Option 1: This will be how long you will run.

Tier 1: 8 minutes

Tier 2: 10 minutes

Tier 3: 12 minutes

Tier 4: 14 minutes

Option 2: This will determine the pace(s) at which you will run

Tier 1: Steady rate - Don't worry about how fast you're running just don't walk.

Tier 2: 30 Seconds elevated intensity / 1 minute recovery pace - For this tier you will simply increase your effort for a short time then try to recover while still jogging.

Tier 3: 20 second sprint / 1 minute recovery pace - Similar to Tier 2, but the high intensity interval is max effort.

Tier 4: Max effort - Whatever duration you choose, try to run as far as possible during that period of time. Consider recording your performance. We will probably repeat this workout and you may want to be able to compare your results. NO WALKING!

Option 3: This will be a wildcard challenge.

Tier 1: No added challenge

Tier 2: If you chose Tier 1 or 2 from Option 2, try to only breathe through your nose during your recovery phase.

Tier 3: Add weight - You could do this a lot of ways. Hold something in your hands, wear a backpack or a weighted vest if you have one.

Tier 4: Hold a mouthful of water for the duration of your run. Don't swallow it and don't spit it out until the end of the run.

Cooldown:

2 minute brisk walk

4 minutes static stretching major lower body muscles (quads, hamstrings, glutes, calves). Hold each stretch for roughly 30 seconds

Friday, May 22

Office Hours (Not mandatory)

General Mobility Routine (Not mandatory)

Optional workout #1:

The workout below is **not** required. You could try to perform it on any day in addition to your daily routine. This workout will most likely take around 30 minutes.

Feel free to modify according to your ability by decreasing or increasing reps or sets. Rests between sets should be between 30s to 1 minute according to fatigue.

Workout:

- 3 sets of 20 squats
- 3 sets of 20 lunges
- 4 sets of 15 pushups
- 4 sets of 5 burpees
- 3 sets of 15 crunches
- 3 sets of 15 leg raises
- 3 sets of 1 minute high plank (pushup position)
- 4 sets of 10 jump lunges
- 4 sets of 10 jump squats

Optional Workout #2:

The workout below is **not** required. You could try to perform it on any day in addition to your daily routine. This workout will most likely take around 45 minutes. Feel free to modify according to your ability by decreasing or increasing the number of sprints and the times for the rest intervals and runs.

1. 5 minute light warmup run
2. 5 minute light warmup stretch
3. Final warmup: perform 3 near sprints, 70% max speed, 80% max speed, 90% max speed.
4. Perform eight 50 meter sprints with a 30s-60s rest in between. (you want to put a bit of stress on your cardio but make sure that you have recovered enough in order to truly sprint each time)
5. Then perform 10 near sprints, between 70-90% with a 10s-20s rest, not long enough to catch your breath fully.
6. Then a 10 minute run at a moderately high speed to complete the cardio workout
7. 5 minutes cool down walk / light jog
8. 5 minutes light stretching.

Optional Workout #3: Squat mobility NEW and IMPROVED: (10-15 minutes)

Looking over the week 1 packets I have noticed that a lot of you have made a goal out of improving your resting squat. I have made a short video that will instruct you on a mobility routine similar to the one described last week but expanded and developed. That video is on google classroom under the Packet Week 7 topic.

Before doing this mobility routine it is not necessary, but would be beneficial to warm up and loosen up your body a bit. Nothing specific is necessary, but a good warmup routine might look something:

1. 1 minute of light running
2. 10-20 jumping jacks
3. A few down-dogs and up-dogs
4. 5 pushups
5. 5 burpees
6. 10 squats

7 Science Remote Learning Packet

Please submit scans of written work in Google Classroom at the end of the week.

Week 8: May 18-22, 2020

Course: 7 Science

Teacher(s): Miss Weisse natalie.weisse@greatheartsirving.org
Mrs. Voltin mary.voltin@greatheartsirving.org

Weekly Plan:

Monday, May 18

- Review Anatomies of Animal, Plant, & Bacteria Cells and *Teacher Notes – Organelle (Cell Machinery) Details*
- Read *Teacher Notes – Organelle (Cell Machinery) Details Continued*
- Complete Organelle Assignment*

Tuesday, May 19

- Metamorphosis of Plants Poem!
- Practice Filling Animal and Plant Cell Anatomies
- Work On Cell Model Project

Wednesday, May 20

- Metamorphosis of Plants Poem!
- Practice Filling Animal and Plant Cell Anatomies
- Work On Cell Model Project

Thursday, May 21

- Metamorphosis of Plants Poem!
- Practice Filling Animal and Plant Cell Anatomies*
- Adding Finishing Touches to Cell Model Project*

Friday, May 22

- Attend Office Hours at 9:00 AM to *Present Your Cell Model!*
- Turn in your assignments on Google Classroom by the end of the day Sunday May 17.

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, May 18

- Review Anatomies of Animal, Plant, & Bacteria Cells and *Teacher Notes – Organelle (Cell Machinery) Details*
- Read *Teacher Notes – Organelle (Cell Machinery) Details Continued*
- *Complete Organelle Assignment*
 - ◆ Fill out the chart found after the *Teacher Notes* by listing at least three important details about each organelle's structure, function, and purpose.

TEACHER NOTES

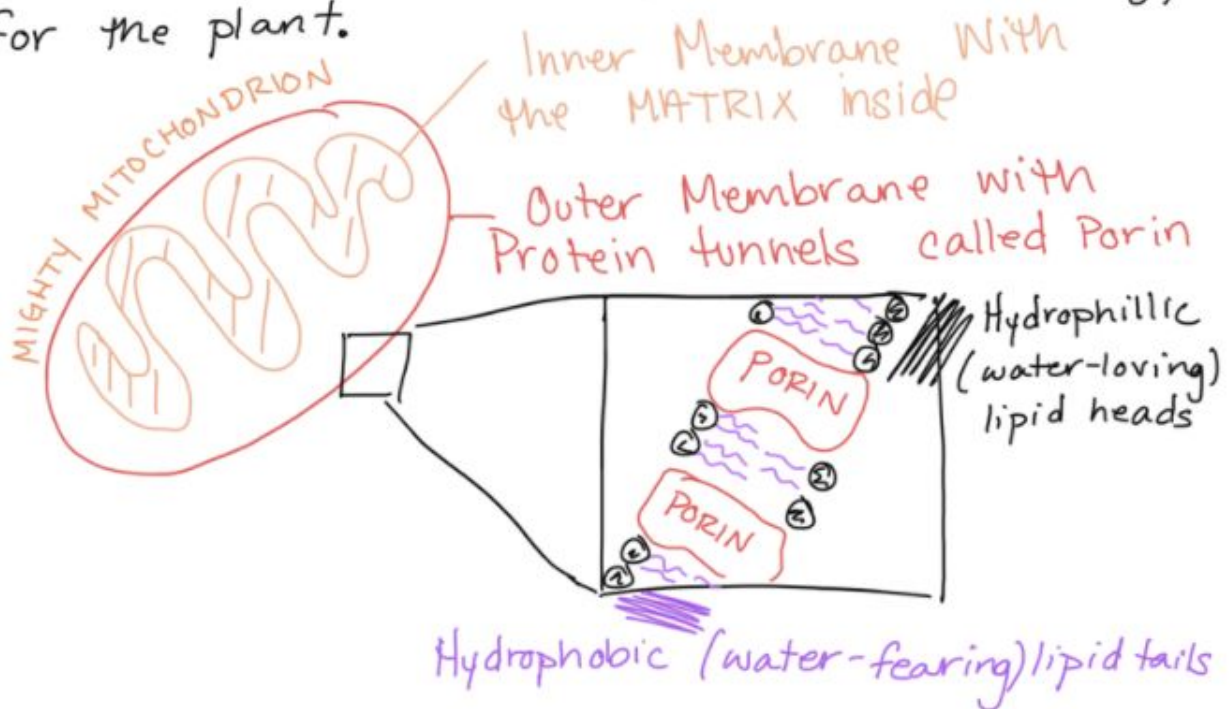
Organelle (Cell Machinery) Details Continued

Last week we discussed the **membrane** (made up of a lipid bilayer) and the **cytoplasm** (the viscous fluid inside the cell). Today is our last day of notes, and we'll finish up with **mitochondria** and the **nucleus**. Let's get started!

Mitochondria (singular **mitochondrion**) are organelles that create energy for the cell. The energy of many cells together provides energy for **ALL** the work our body does – that is a mighty task for such small organelle! This is why **Mitochondria** are sometimes referred to as "**Mighty Mitochondria**" or "**The Powerhouse of the cell!**"

CONTINUE TO NEXT PAGE

Each **mitochondrion** has two membranes - an inner membrane and an outer membrane - both of which are made up of a lipid bilayer like the membranes surrounding the whole cell. The **OUTER MEMBRANE** has protein tunnels, called **porin**. These tunnels allow small molecules like glucose and ions to enter the cell. The **INNER MEMBRANE** has many folds to increase its surface area to allow more diffusion to occur (like the alveoli in the lungs and villi in the small intestine). We call the inside of the inner membrane the **MATRIX**, and this is where the nutrients we eat are transformed into energy in a chemical reaction called **CELLULAR RESPIRATION**. This chemical reaction is similar to photosynthesis in plants which transforms CO_2 and H_2O into energy for the plant.



The NUCLEUS is the control center of the cell, just like the brain is the control center of the body. The nucleus has two main organelles inside this organelle

- 1) Nucleolus
- 2) Chromosome

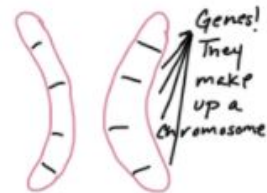
1) The Nucleolus produces ribosomes, which produce proteins. While the mitochondria produces energy for the body, proteins do a lot of the work. And, different are made with different shapes to be able to do different kinds of work. For these reasons, the nucleolus needs to be near the genetic material in the nucleus.

2) The Chromosomes are made up of multiple genes, which are made up of DNA.

→ GENES determine what physical characteristics an organism has, like hair color, eye color, and height.

→ DNA (DeoxyriboNucleic Acid) are instructions to make proteins, which do the work of making the cell what it is (skin cell, nerve cell, or muscle cell for example).

* Chromosomes are responsible for cellular reproduction as described by the 3rd tenet of Cell Theory (cells can only reproduce from other like cells to make cells of the same kind).



* Chromosomes come in pairs. There are 23 chromosome pairs in the human cell.

M I T O C H O N D R I A

N U C L E U S

ORGANELLES OF THE CELL
(CELL MACHINERY)

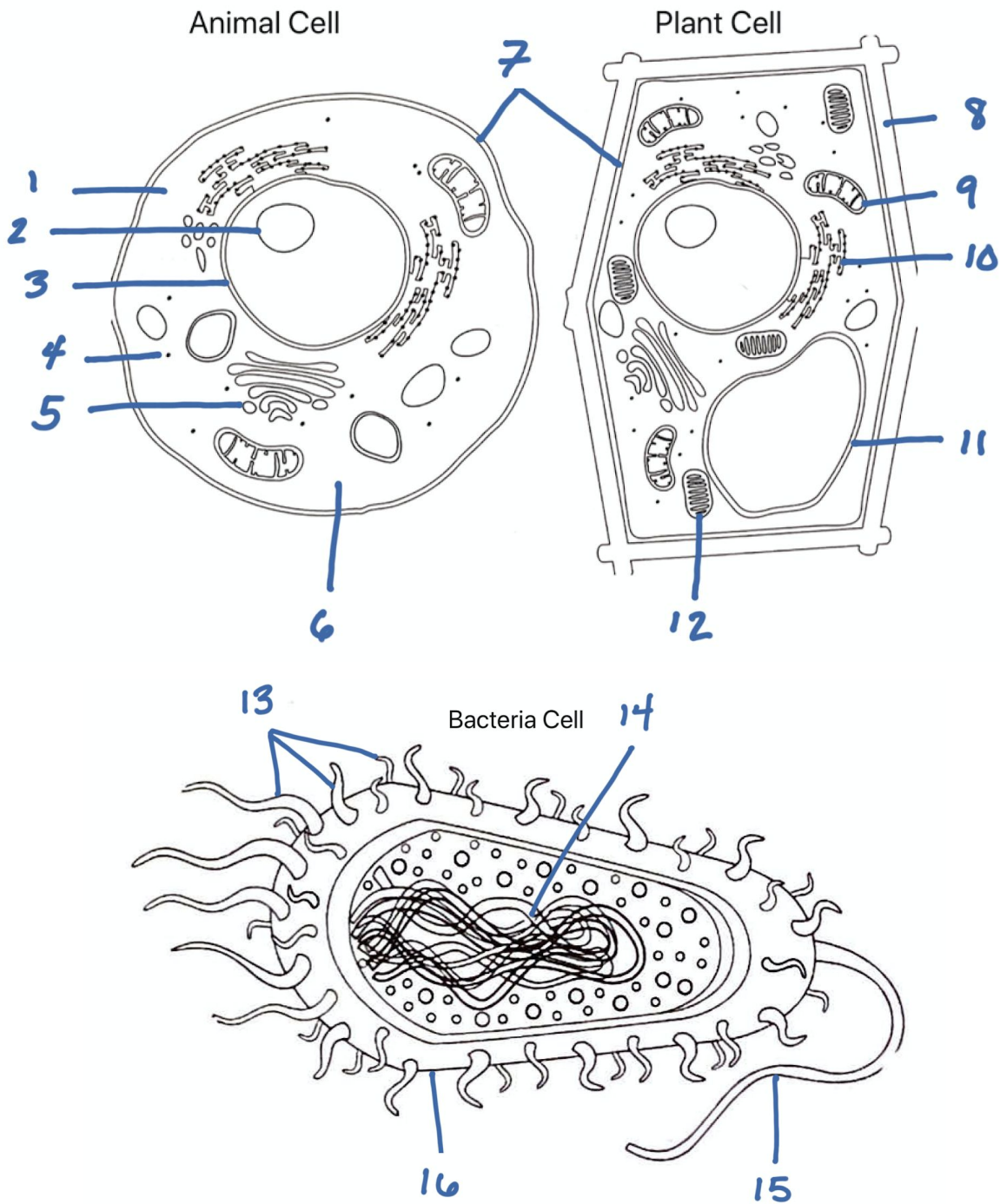
M E M B R A N E

C Y T O P L A S M

Tuesday, May 19

- Metamorphosis of Plants Poem!
 - Practice filling out the Animal, Plant, and Bacteria Cell Anatomies *without using your notes!*
 - Work On Your Cell Model Project.
- ◆ Refer to last week's packet for instructions and ideas!

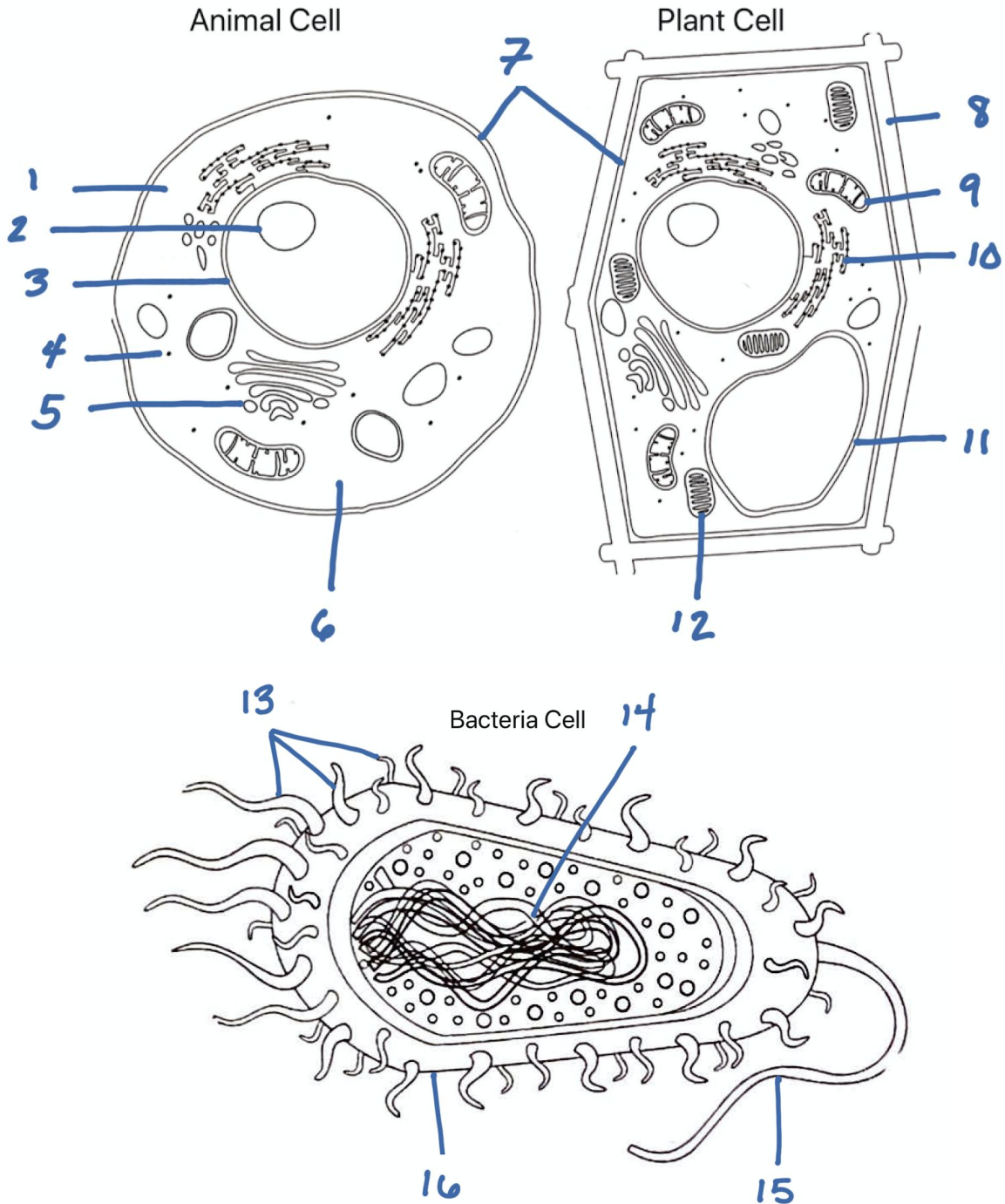
Cell Anatomies



Wednesday, May 20

- Metamorphosis of Plants Poem!
- Practice filling out the Animal, Plant, and Bacteria Cell Anatomies *without using your notes!*
- Continue Working On Your Cell Model Project

Cell Anatomies



Thursday, May 21

→ Metamorphosis of Plants Poem!

→ Fill out the Animal, Plant, and Bacteria Cell Anatomies *without using your notes!*

→ Add Finishing Touches to Cell Model Project. Be prepared to present at office hours!

Cell Anatomies

