

**8th 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.*

**May 18-22, 2020**

**Course:** 8 Art (Art 3)

**Teacher(s):** Ms. Clare Frank

### **Weekly Plan:**

Monday, May 18

- Watch the instructional video “Texture and Contrast”
- Write a short paragraph about a strength and an area for growth in your drawing, and conclude by listing two specific aspects you plan to work on as you finish it.
- Drawing “View through a Window”: focusing on craftsmanship and compositional unity.

Tuesday, May 19

- Watch the instructional video “Movement and Balance”
- Last day of drawing “View through a Window”: finishing touches.
- Write a paragraph about your drawing project, in which you describe the subject and mood.

Wednesday, May 20

- Watch the instructional video “Shadow Drawings”
- Make two shadow drawings using plants.

Thursday, May 21

- Choose one of your shadow drawings to develop using patterns and value.

Friday, May 22

- attend office hours
- catch-up or review the 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

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Student Signature

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Parent Signature

## Monday, May 18

1. Watch the instructional video “Texture and Contrast” for Monday, May 18.
2. Write a short paragraph about a strength and an area for growth in your drawing, and conclude by listing two specific aspects you plan to work on as you finish the drawing today and tomorrow.
3. Continue working on your drawing project “View through a Window”, with an eye to finishing tomorrow. As you work, keep the following in mind:
  - a. The objectives you laid out for yourself in your paragraph.
  - b. The craftsmanship and media manipulation; the surface quality, attention to edges of shapes or areas, and transitions in value or color.
  - c. Compositional unity: that the parts of the drawing seem unified and balanced.

## Tuesday, May 19

1. Watch the instructional video “Movement and Balance” for Tuesday, May 19.
2. Continue working on your drawing project “View through a Window, putting the finishing touches on your drawing. In judging how best to use your time, consider the following:
  - a. How does the viewer’s eye move through the piece?
    - i. What are the visual entrances into and exits out from the picture plane?
    - ii. What effects those entrances / exits? Leading lines? Areas of contrast? Narrative components, like figures or stands-in for figures? (ex: a bird, a shovel...)
    - iii. What draws your eye from one part to another within the image?
  - b. How is visual weight balanced in this piece?
    - i. Is gravity used, with visually heavy components lower in the picture plane?
    - ii. Are emphasis points arranged in the picture plane to create a stabilizing or energizing structure?
  - c. Are there some areas of value or color that need more variety or transitions?
  - d. Are there any areas that need to be enhanced, to give greater emphasis, contrast, definition, balance, or resolution?
3. Write a paragraph about your drawing project, in which you describe the subject and mood. What do you want your viewer to take away from your drawing, whether in narrative, mood, or atmosphere?

## Wednesday, May 20

1. Watch the instructional video “Shadow Drawings” for Wednesday, May 20.
2. Make two shadow drawings using plants.
  - a. You will need your sketchbook and a pencil. Plan to fill two sketchbook pages. If you don’t have your sketchbook use 2 sheets of plain typing paper. Only draw on one side of the sheet.

- b. Select your scene: In optimal conditions this drawing will be made outside when the sun is out and casting shadows. Choose the time of the day well - it'll be helpful to scout out locations ahead of time. If you cannot draw outside, set up a scenario inside with overhead lighting and a house plant or gathered organic materials (foliage, etc.) giving you plenty of positive and negative shape opportunities.
- c. Position your sketchbook to get an interesting configuration of shadows across the page.\*
- d. Using a full, clean sketchbook page, trace the shadows. Use a varied weight of line to add emphasis or enhance shape and movement.
- e. Turn to a fresh page, find a different shadow arrangement, and draw a second shadow drawing.

\* You can layer different shadow scenes in if you wish, to enhance the sense of space (see examples).

## **Thursday, May 21**

1. Choose one of your shadow drawings to develop using linework and mark-making patterns and varying levels of optical value.
  - Use your pencil well to obtain beautiful qualities of mark and line.
  - Vary the distances between marks and lines to obtain varied levels of value.
  - Use contrast in value to create the effects of layered space, emphasis, movement, and even, if you wish, curvature.

**Friday, May 22:** Use Friday to attend office hours or to catch up on the week's work.

Have a great weekend!

## **“View through a Window”**

### **Project Overview**

#### **Imagery:**

For this project you are drawing a view of the world outside as seen from a window of your home. You may extend the concept of the window to a door, balcony or porch, but the core concept is a window. You will include some part of the indoors, if only part of the window frame and window sill or side wall.

#### **Composition:**

You have completed visual research and selected a view and composition. Continue to make decisions that create a strong composition through effective use of the principles and elements of design.

#### **Draftsmanship and Style:**

Develop strong draftsmanship, showing the specific line and shape qualities of your subjects, overlapping of shapes, and strong positive/negative shape relationships. Apply principles from linear perspective, such as converging parallel lines, and eye-level. Employ keen observation, but you do not need to have a photographic realism style. Your work can be slightly stylized or simplified, though this should not be in a comic strip or manga style or aesthetic. (With more freedom animation styles can be a temptation or a default, so I bring your attention to it now.) Instead, your style should be based on observation of form and specific shape relationships in the subjects before you. A wide variety of styles are possible within these bounds. For acceptable approaches to simplified form, please see pages 6-7 from the Week 7 packet.

#### **Picture Plane:**

The picture plane for your drawing should take up a full sketchbook page, though if for compositional reasons you need a border along the lower edge you should establish one, making sure it is straight and perpendicular to the side edges. Your drawing should be at least 8x8, but is more likely to be rectangular. Orient your page appropriately - horizontal for the landscape format, vertical for the portrait format.

#### **Media:**

You will have the opportunity to use dry media of your choice in this project - so colored pencil or pen is also an option (and there are other possibilities depending on what you have at home). Of course, every media requires a certain investment of time and craft, and the pacing of this project is based on pencil. Other media may take longer. As you consider what you would like to use, look back at the examples by the New York artists.

#### **Concept and Expression:**

In an excellent artwork, composition, imagery and style should come together to create an individual expression. You might create a particular type of atmosphere or create metaphor. Perhaps you'll include symbolism. Often meaning and expression develop naturally as part of the decision-making process.

## 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:** U.S. History to 1877

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

#### **Weekly Plan:**

Monday, May 18

- Read Chapter 19 Lessons 2 & 3 (pgs. 548-557)
- Answer reading questions (worksheet)
- Review Confederate/Union map (quiz Wednesday)

Tuesday, May 19

- Read Chapter 19 Lesson 4 (pgs. 558-563)
- Answer reading questions (worksheet)
- Complete Confederate/Union practice map (quiz tomorrow)

Wednesday, May 20

- Take Confederate/Union map quiz (Google Classroom)
- Review and prepare for assessment on Civil War & Reconstruction tomorrow
- Answer Reflection Questions

Thursday, May 21

- Take assessment on the Civil War & Reconstruction (on Google Classroom)
- Watch Mrs. J's Farewell Address

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

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Student Signature

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Parent Signature

## **Monday, May 18**

1. Read the assigned pages (548-557)
2. Answer the questions on these readings in this week's worksheet for Monday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter, lesson, and question numbers.
3. Review Confederate/Union map for quiz on Wednesday

## **Tuesday, May 19**

1. Read the assigned pages (558-563)
2. Answer the questions on these readings in this week's worksheet for Tuesday. Restate the question and respond in complete sentences. If you are not able to print the sheet, you may write your answers on a piece of lined paper. Be sure to include your heading and clearly mark the chapter, lesson, and question numbers.
3. Complete the Confederate/Union practice map. Check and correct your work (quiz tomorrow)

## **Wednesday, May 20**

1. Take the Confederate/Union map quiz on Google Classroom. You get 10 minutes to complete it.
2. Tomorrow you will be taking an open-note/open-book assessment on the Civil War and Reconstruction (Ch.17-19). Review these chapters and your reading questions. Make sure you have everything together and ordered so you're not scrambling tomorrow. Even though you may look at your book and notes during the assessment, it is always best to review in preparation.

## **Thursday, May 21**

1. Take the assessment on the Civil War and Reconstruction (ch. 17-19) on Google Classroom. You may use your textbook, notes, and reading questions. You may NOT use the internet/Google or any other sources (including people) besides your textbook and your own written work.

## **Friday, May 22**

1. Finish any work from the week
2. Attend final office hours! Our last chance to connect before summer! ...I'm gonna miss y'all...

Name/Section:  
US History to 1877  
Mrs. Jimenez  
May 18-22, 2020

**Reconstruction**

*Be sure to restate the questions and respond in complete sentences.*

**Monday: Chapter 19 Lesson 2 & 3 (548-557)**

1. What threats did African American face in the South, and what measures did Congress take to deal with these threats?

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2. What measures did the Radical Republicans take to make Reconstruction a period of major social change in the South?

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3. How did Frederick Douglass contribute to the passage of the Fifteenth Amendment?

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4. Why was President Andrew Johnson impeached?

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5. In what ways was life during Reconstruction difficult for African Americans? How were they discouraged from participating in civic life in the South?

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6. How did education improve under the reconstructed state governments?

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7. Why did the sharecropping system arise after the Civil War?

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**Tuesday: Chapter 19 Lesson 4 (558-563)**

1. Explain the meaning of these terms by using them in a sentence: a) literacy test b) poll tax

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2. What was the purpose of the grandfather clauses?

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3. In what ways was the economy of the New South different from--and similar to--the economy of the South before the Civil War?

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4. How did Democrats regain control of Southern governments from the Republican Party?

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5. Why did freedom for African Americans become a distant dream after Reconstruction ended?

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**Tuesday's Assignment: Confederate/Union Map Practice**

- 1) *Label each state with its name/abbreviation. 2) Shade the Union and Confederate states with different colors or different styles (e.g. stripes and checked). 3) Check and correct your work with the map from last week or pg. 477 in your textbook. (Notes: Include border states with Union. Don't need to worry about the territories!)*

State names: California, Oregon, Texas, Kansas, Minnesota, Wisconsin, Michigan, Maine, Connecticut, New Hampshire, Florida, Georgia, Louisiana, Tennessee, Indiana, Illinois, Ohio, Rhode Island, Vermont, Virginia, North Carolina, South Carolina, Delaware, Maryland, Missouri, West Virginia, Kentucky, Alabama, Mississippi, Arkansas, Iowa, Pennsylvania, Massachusetts, New Jersey, New York.



### Wednesday: Reflection Questions

1. In a few sentences, tell me what is one (or more) of your favorite or most interesting things you learned in US History this year. Why do you like it/find it interesting?

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2. Share a favorite memory from history class this year (back when we were together...).

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## 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 II

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

Ms. Mueller mariel.mueller@greatheartsirving.org

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

#### **Weekly Plan:**

Monday, May 18

- Check answers to “Stage 30: The Perfect Passive Indicative” against key and make corrections
- Complete the “Stage 30: Perfect Passive Practice Sentences” worksheet

Tuesday, May 19

- Read “About the language 2: pluperfect passive tense” on p. 175
- Complete the “Stage 30: The Pluperfect Passive Indicative” grammar sheet

Wednesday, May 20

- Complete the “Stage 30: Pluperfect Passive Practice Sentences” worksheet

Thursday, May 21

- Watch instructional video on Google Classroom
- Complete the “Indicative Verb Synopses” worksheet
- Complete the “Verb Variables” worksheet

Friday, May 22

- No new assignments, attend office hours and/or get caught up on previous work
- MAKE SURE YOU ARE UP-TO-DATE ON GOOGLE CLASSROOM ASSESSMENTS

### **Statement of Academic Honesty**

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Student Signature

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Parent Signature

## **Monday, May 18**

1. Check the last two conjugation charts of last week's "Stage 30: The Perfect Passive Indicative" against the answer key provided and make any necessary corrections.
2. Complete the "Stage 30: Perfect Passive Practice Sentences" worksheet\*.

\*Note that students who were new to Latin this year may choose just 3 of the 5 sentences.

## **Tuesday, May 19**

1. Read "About the language 2: pluperfect passive tense" on p. 175 of the textbook.
2. Based on the reading on p. 175, fill in the missing information on the "Stage 30: The Pluperfect Passive Indicative" grammar sheet and complete the conjugation practice for perfect passive verbs. After completing the "Practice" section and the first chart of the "More Practice" section, check your work against the answer key, and make corrections if necessary.

## **Wednesday, May 20**

Complete the "Stage 30: Pluperfect Passive Practice Sentences" worksheet\*.

\*Note that students who were new to Latin this year may choose just 3 of the 5 sentences.

## **Thursday, May 21**

1. Watch instructional video on Indicative Verb Synopses.
2. Complete the "Indicative Verb Synopses" worksheet.
3. Complete the "Verb Variables" worksheet.

## **Friday, May 22**

No new assignments! Use this day to attend office hours and/or get caught up on previous work. Note that this will be our final office hours for the year.

If you are behind in taking and submitting any assessments given in Google Classroom, it is imperative that you complete them no later than next Tuesday (5/26) to avoid significant grade reduction. These assessments must be completed and submitted through Google Classroom. Missing assessments will receive zeros. Here is a list of the required assessments from last week so you can ensure nothing is missing:

- Stage 29 Assessment: Part I\*
- Stage 29 Assessment: Part II

\*Students who were new to Latin this year were not assigned Part I.

\_\_\_\_\_ **KEY** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Stage 30: The Perfect Passive Indicative

### 2. trahō, trahere, traxī, **tractus**

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	<b>tractus</b> sum	<i>I was dragged; I have been dragged</i>
<i>2nd Person Sing.</i>	<b>tractus</b> es	<i>you were dragged; you have been dragged</i>
<i>3rd Person Sing.</i>	<b>tractus</b> est	<i>he was dragged; he has been dragged</i>
<i>1st Person Pl.</i>	<b>tractī</b> sumus	<i>we were dragged; we have been dragged</i>
<i>2nd Person Pl.</i>	<b>tractī</b> estis	<i>y'all were dragged; y'all have been dragged</i>
<i>3rd Person Pl.</i>	<b>tractī</b> sunt	<i>they were dragged; they have been dragged</i>

### 3. audiō, audīre, audīvī, **audītus**

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	<b>audītus</b> sum	<i>I was heard; I have been heard</i>
<i>2nd Person Sing.</i>	<b>audītus</b> es	<i>you were heard; you have been heard</i>
<i>3rd Person Sing.</i>	<b>audītus</b> est	<i>he was heard; he have been heard</i>
<i>1st Person Pl.</i>	<b>audītī</b> sumus	<i>we were heard; we have been heard</i>
<i>2nd Person Pl.</i>	<b>audītī</b> estis	<i>y'all were heard; y'all have been heard</i>
<i>3rd Person Pl.</i>	<b>audītī</b> sunt	<i>they were heard; they have been heard</i>

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### Stage 30: Perfect Passive Practice Sentences

*Circle the perfect passive verb in each sentence (be sure to circle both words). Underline the subject and identify the gender and number. Then translate the sentence. The first one is done for you:*

1. hostēs ā Rōmānīs superātī sunt.      Gender: masculine    Number: plural

*The enemy have been overcome by the Romans.*

2. arcus ab Imperātōre dēdicātus est.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

3. multī nūntiī ad urbem missī sunt.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

4. dux hostium ā mīlitibus captus est.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

5. cūr ad vīllam nōn invītātī estis?      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

6. ā Salviō dēceptus sum.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_
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## Stage 30: The Pluperfect Passive Indicative

Compare the following sentences containing **pluperfect passives** with the pluperfect active:

*pluperfect active*

servus dominum **vulnerāverat**.

*A slave **had wounded** the master.*

*pluperfect passive*

dominus ā servō **vulnerātus erat**.

*The master **had been wounded** by a slave.*

As with all passive verbs, the subject receives the action of the pluperfect passive. The pluperfect passive indicative translates “**had been verbed.**”

### Practice:

Translate the passive forms of the following verbs:

1. circumvenerat *he had surrounded*    circumventus erat    \_\_\_\_\_
2. dēfenderant *they had defended*    dēfēnsae erant    \_\_\_\_\_
3. sprēverat *she had despised*    sprēta erat    \_\_\_\_\_
4. mandāverant *they had ordered*    mandātī erant    \_\_\_\_\_

The full conjugation of the verb **portō, portāre, portāvī, portātus** in the pluperfect passive is as follows:

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	portātus eram	<i>I had been carried</i>
<i>2nd Person Sing.</i>	portātus erās	<i>you had been carried</i>
<i>3rd Person Sing.</i>	portātus erat	<i>he had been carried</i>
<i>1st Person Pl.</i>	portātī erāmus	<i>we had been carried</i>
<i>2nd Person Pl.</i>	portātī erātis	<i>y'all had been carried</i>
<i>3rd Person Pl.</i>	portātī erant	<i>they had been carried</i>

Note that the pluperfect passive is made up of two words:

1. the **perfect passive participle** (i.e. the **4th principal part**) in the nominative case
2. The **imperfect** tense of *sum*

N.B. The gender and number of the perfect passive participle is determined by the gender and number of the subject (e.g. *cēnae portatae erant*; *vinum portatum erat*; *gladii portati erant*).

**More Practice:**

Referring to the chart above, complete the following **pluperfect passive** indicative verb conjugations using the **feminine** gender for the participle and translate the forms.

1. doceō, docēre, docuī, doctus

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>		
<i>2nd Person Sing.</i>		
<i>3rd Person Sing.</i>		
<i>1st Person Pl.</i>		
<i>2nd Person Pl.</i>		
<i>3rd Person Pl.</i>		

Before moving on to number 2, check your work for number 1 against the answer key.

2. trahō, trahere, traxī, tractus

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>		
<i>2nd Person Sing.</i>		
<i>3rd Person Sing.</i>		
<i>1st Person Pl.</i>		
<i>2nd Person Pl.</i>		
<i>3rd Person Pl.</i>		

3. audiō, audīre, audīvī, audītus

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>		
<i>2nd Person Sing.</i>		
<i>3rd Person Sing.</i>		
<i>1st Person Pl.</i>		
<i>2nd Person Pl.</i>		
<i>3rd Person Pl.</i>		

## Stage 30: The Pluperfect Passive Indicative

Compare the following sentences containing **pluperfect passives** with the pluperfect active:

*pluperfect active*

servus dominum **vulnerāverat**.

*A slave **had wounded** the master.*

*pluperfect passive*

dominus ā servō **vulnerātus erat**.

*The master **had been wounded** by a slave.*

As with all passive verbs, the subject receives the action of the pluperfect passive. The pluperfect passive indicative translates “**had been verbed.**”

### Practice:

Translate the passive forms of the following verbs:

- |                  |                   |                   |                               |
|------------------|-------------------|-------------------|-------------------------------|
| 1. circumvenerat | he had surrounded | circumventus erat | <i>he had been surrounded</i> |
| 2. dēfenderant   | they had defended | dēfēnsae erant    | <i>they had been defended</i> |
| 3. sprēverat     | she had despised  | sprēta erat       | <i>she had been despised</i>  |
| 4. mandāverant   | they had ordered  | mandātī erant     | <i>they had been ordered</i>  |

The full conjugation of the verb **portō, portāre, portāvī, portātus** in the pluperfect passive is as follows:

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	portātus eram	<i>I had been carried</i>
<i>2nd Person Sing.</i>	portātus erās	<i>you had been carried</i>
<i>3rd Person Sing.</i>	portātus erat	<i>he had been carried</i>
<i>1st Person Pl.</i>	portātī erāmus	<i>we had been carried</i>
<i>2nd Person Pl.</i>	portātī erātis	<i>y'all had been carried</i>
<i>3rd Person Pl.</i>	portātī erant	<i>they had been carried</i>

Note that the pluperfect passive is made up of two words:

1. the **perfect passive participle** (i.e. the **4th principal part**) in the nominative case
2. The **imperfect** tense of *sum*

N.B. The gender and number of the perfect passive participle is determined by the gender and number of the subject (e.g. *cēnae portatae erant*; *vinum portatum erat*; *gladii portati erant*).

**More Practice:**

Referring to the chart above, complete the following **pluperfect passive** indicative verb conjugations using the **feminine** gender for the participle and translate the forms.

1. doceō, docēre, docuī, **doctus**

	<i>Form</i>	<i>Translation</i>
<i>1st Person Sing.</i>	<b>docta</b> eram	<i>I had been taught</i>
<i>2nd Person Sing.</i>	<b>docta</b> erās	<i>you had been taught</i>
<i>3rd Person Sing.</i>	<b>docta</b> erat	<i>she had been taught</i>
<i>1st Person Pl.</i>	<b>doctae</b> erāmus	<i>we had been taught</i>
<i>2nd Person Pl.</i>	<b>doctae</b> erātis	<i>y'all had been taught</i>
<i>3rd Person Pl.</i>	<b>doctae</b> erant	<i>they had been taught</i>

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## Stage 30: Pluperfect Passive Practice Sentences

*Circle the perfect passive verb in each sentence (be sure to circle both words). Underline the subject and identify the gender and number. Then translate the sentence. The first one is done for you:*

1. dominus ā servō vulnerātus erat      Gender: masculine    Number: singular

*The master had been wounded by a slave.*

2. Simōn ā mātre servātus erat.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

3. custōdēs circum carcerem positī erant.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

4. dīligerter labōrāre iussī erātis.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

5. ā mīlitibus Rōmānīs superātī erāmus.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_

6. fēmina ā filiō vituperāta erat.      Gender: \_\_\_\_\_    Number: \_\_\_\_\_
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## Indicative Verb Synopses

Below are synopses of the verbs *amō* and *dūcō* in the 3rd person singular of the indicative mood. Verb synopses are a great way to consolidate and review the many forms you have learned over the last 3 years. Note which stems are used for each form.

**Complete the synopses by providing an English translation for each form. The gender of the participle should be reflected in your translation.**

1. *amō*, *amāre*, *amāvī*, *amātus*; love

<i>Active Voice</i>	<i>Latin Form</i>	<i>English Translation</i>
<i>Present Active</i>	<i>amat</i>	
<i>Imperfect Active</i>	<i>amābat</i>	
<i>Perfect Active</i>	<i>amāvit</i>	
<i>Pluperfect Active</i>	<i>amāverat</i>	

<i>Passive Voice</i>	<i>Latin Form</i>	<i>English Translation</i>
<i>Present Passive</i>	<i>amātur</i>	
<i>Imperfect Passive</i>	<i>amābātur</i>	
<i>Perfect Passive</i>	<i>amātus est</i>	
<i>Pluperfect Passive</i>	<i>amātus erat</i>	

2. *dūcō, dūcere, dūxī, ductus; lead*

<i>Active Voice</i>	<i>Latin Form</i>	<i>English Translation</i>
<i>Present Active</i>	<i>dūcit</i>	
<i>Imperfect Active</i>	<i>dūcēbat</i>	
<i>Perfect Active</i>	<i>dūxit</i>	
<i>Pluperfect Active</i>	<i>dūxerat</i>	

<i>Passive Voice</i>	<i>Latin Form</i>	<i>English Translation</i>
<i>Present Passive</i>	<i>dūcitur</i>	
<i>Imperfect Passive</i>	<i>dūcēbātur</i>	
<i>Perfect Passive</i>	<i>ducta est</i>	
<i>Pluperfect Passive</i>	<i>ducta erat</i>	

Match each verb in column one with its translation and identification.

1	_____affectus est	A	he was affecting	a	present active
2	_____afficitur	B	he affected	b	imperfect active
3	_____affectus erat	C	he was being affected	c	perfect active
4	_____afficit	D	he had affected	d	pluperfect active
5	_____afficiēbat	E	he has been affected	e	present passive
6	_____affēcit	F	he affects	f	imperfect passive
7	_____afficiēbātur	G	he had been affected	g	perfect passive
8	_____affēcerat	H	he is being affected	h	pluperfect passive



## 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:** 8 Literature and Composition

**Teacher(s):** Mr. Garner [ben.garner@greatheartsirving.org](mailto:ben.garner@greatheartsirving.org)

Mr. McKowen [robert.mckowen@greatheartsirving.org](mailto:robert.mckowen@greatheartsirving.org)

#### **Weekly Plan:**

Monday, May 18

- Review all scene summaries from the play
- Answer the reading questions

Tuesday, May 19

- Answer the reading questions

Wednesday, May 20

- Answer the reading questions

Thursday, May 21

- Write a 2-3 paragraph reflection

Friday, May 22

- Attend office hours
- Catch-up or review the 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

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Student Signature

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Parent Signature

## **Monday, May 18**

Review all the scene summaries of the play.

Act 3 - Paragraph responses with textual evidence:

1. How does Shylock react to Jessica's departure? What does he seem to value more?
2. We can see why Bassanio is attracted to Portia, but why is Portia attracted to Bassanio? Does the play give us reasonable incite into this?
3. Re-read Act 3.3 allowed and note the angry tone in Shylock's voice. What is the significance of Shylock's words about his bond?

## **Tuesday, May 19**

Act 4 - Paragraph responses with textual evidence:

1. Re-read Act 4.1.179-274 allowed. What is the significance of Portia's "Quality of Mercy" speech? What effect, if any, does it have on Shylock?
2. Why does Bassanio give Balthazar (the disguised Portia) the ring? Why are Portia and Nerissa playing this trick on the men?

## **Wednesday, May 20**

Act 5 - Paragraph responses with textual evidence:

1. What is the significance of Jessica and Lorenzo coming to Belmont?
2. Why does this play end at Belmont and not Venice? How is it different? Think about the references to music and the quality of the soul...

## **Thursday, May 21**

Write a 2-3 paragraph reflection sharing your thoughts about the play. Perhaps choose a specific moment that stood out to you or a character that has made a lasting impression.

## **Friday, May 22**

Attend office hours.

Catch-up or review the week's work.

## Remote Learning Packet

*NB: Please keep all work produced this week. Anything marked with PDF should be scanned and uploaded to your Google Classrooms account.*

**May 18<sup>th</sup> - May 22<sup>nd</sup>, 2020**

**Course:** Algebra I

**Teacher(s):** Mr. Mapes [steven.mapes@greatheartsirving.org](mailto:steven.mapes@greatheartsirving.org)  
Ms. Frank [leslie.frank@greatheartsirving.org](mailto:leslie.frank@greatheartsirving.org)

### **Weekly Plan:**

#### **Monday, May 18**

- Read 12-1, Quadratic Equations with Perfect Squares, pp. 561-562. Look through the Oral Exercises on p. 562. Do them mentally. No need to write them down, but if you cannot do them, look at lesson 5-6.
- HW 12-1, p. 563, **Written Exercises #1-23** odd (Please submit these in PDF form.)

#### **Tuesday, May 19**

- Read 12-2, Completing the Square, pp. 564-565. Look through the Oral Exercises on p. 566. Do them mentally. No need to write them down.
- HW 12-2, p. 566, **Written Exercises #5-17** odd (Please submit these in PDF form.)

#### **Wednesday, May 20**

- HW 12-2, p. 566, **Written Exercises #4-18** even (Please submit these in PDF form.)

#### **Thursday, May 21**

- Read 12-3, The Quadratic Formula, pp. 567-568. Read the examples carefully. Re-read the lesson and do the examples on your own. Complete the **Oral Exercises** on p. 569 #1-11 odd (Please submit these in PDF form.)
- HW 12-3, p. 569, **Written Exercises #3-17** odd (Please submit these in PDF form.)

#### **Friday, May 22**

- Catch up on Concepts / Homework
- Come to Office Hours so that I can see your bright smiling faces!

### **Statement of Academic Honesty**

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Student Signature

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Parent Signature

There are no “real” videos made by Mr. Mapes and Mrs. Frank this week, BUT there is one short audio clip that will teach you to sing the quadratic formula. *This just might be important in your future.* As always, please email me with questions, and I will get back with you as soon as possible.

You will find a set of links to Khan Academy below for each day that might be of use as well.

**IMPORTANT:** you will be submitting all work **together** at the end of the week. You may work on this a bit every day, but you will not submit the work until you are finished with the entire week’s assignments. It is critical that you use a dark pencil, so that we can read your work. Please put the lesson number and day of the week at the top of each page, including back/extra pages for each assignment. **Please submit the assignments in order.** (12-1, then 12-2, etc.)

Day 1:

Quadratic Equations with Perfect Squares

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:quadratics-multiplying-factoring/x2f8bb11595b61c86:factor-perfect-squares/a/factoring-quadratics-perfect-squares>

Days 2 & 3:

Completing the Square

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:quadratic-functions-equations/x2f8bb11595b61c86:completing-square-quadratics/v/solving-quadratic-equations-by-completing-the-square>

Day 4:

The Quadratic Formula

<https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:quadratic-functions-equations/x2f8bb11595b61c86:quadratic-formula-a1/v/using-the-quadratic-formula>

“See” Mrs. Frank’s audio clip in Google Classroom, titled: Algebra 1 12-3, The Quadratic Formula, May 21

## 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](mailto:John.Bascom@GreatHeartsIrving.org)  
[Joseph.Turner@GreatHeartsIrving.org](mailto:Joseph.Turner@GreatHeartsIrving.org)  
[James.Bascom@GreatHeartsIrving.org](mailto: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**

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

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Student Signature

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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

## 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:** Science

**Teacher(s):** Mr. Weyrens     jack.veyrens@greatheartsirving.org

#### **Weekly Plan:**

Monday, May 18

- Using the answer key, review the Week 6 exercises
- Watch the “Minerals Review” video.

Tuesday, May 19

- Using the answer key, review the Week 7 exercises
- Watch the “Rocks Review” video

Wednesday, May 20

- Answer the study questions below in complete sentences.
- Check your answers against the answer key.

Thursday, May 21

- Take the assessment

Friday, May 22

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

### **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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Parent Signature

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Student Signature

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

## **Monday, May 18**

- Use the answer key below to check your answers for the week 6 packet. Make any corrections that you need to.
- Watch the “Minerals Review” video.

## **Tuesday, May 19**

- Use the answer key below to check your answers for the week 7 packet. Make any corrections that you need to.
- Watch the “Rocks Review” video.

## **Wednesday, May 20**

- Answer the study questions below in complete sentences.
- Use the answer key to check your work. Make any corrections as needed.

## **Thursday, May 21**

- Using your book and whatever notes you would like to use, take the rocks and minerals assessment.

## Week 6 Answer Key

Monday:

Gold is a mineral.

Gasoline is not a mineral because it is not inorganic and it is a liquid not a solid.

Quartz is a mineral.

Ice is a mineral.

Water is not a mineral because it is not solid.

Table salt is a mineral.

Sugar is not a mineral because it is not inorganic.

Cedar bark is not a mineral because it is not inorganic and does not have a crystal structure.

Plastic is not a mineral because it is not naturally occurring and is not inorganic.

Pyrite is a mineral.

Tuesday

1. Graphite
2. Sulfur
3. Garnet
4. Feldspar
5. Silver
6. Corundum

## Week 7 Answer Key

Monday:

1. Diorite cooled the slowest. It has the largest grain size indicating that the formation process was slower, allowing bigger crystals to form.
2. Gabbro contains the least silica. It is the darkest, indicating it has the lowest silica content.
3. Dacite has the smallest grain size, making it the most likely candidate for being extrusive. Since I told you one of these is extrusive and two are intrusive, it must be dacite that is extrusive.

Tuesday:

1. Organic sedimentary rock. Minerals are inorganic, so organic sedimentary rocks are not made from minerals.

2. Sedimentary rock forms when sediments are deposited, compacted, and cemented together either through pressure or through crystallization. Igneous rocks are formed when magma cools.

Wednesday:

1. The rock on the right is nonfoliated. Foliations appear as parallel striations on the rock, and the rock on the right does not have any but instead has a more uniform grain pattern.

Thursday:

1. The left rock is igneous based on the way its grain looks; due to the grain size it is probably an intrusive igneous rock. The rock in the middle is metamorphic based on the foliations that are present; the rock appears too glossy to be a sedimentary rock. The rock on the right is sedimentary based on the way the various grains of different sizes and colors look as if they have been put together from various sources; the grains appear to be rocks making this a clastic sedimentary rock.
2. The colors of the rock are too varied for them to have been part of the same rock cycle. The rock cycle does not drastically change the color of rocks, so these rocks appear to be part of different rock cycles.

## Study Questions

1. Can the rock cycle begin with a metamorphic rock? Why or why not?
2. Why is one property not enough to properly identify a mineral?
3. Explain the difference between the three types of rocks in your own words.
4. What is a mineral?