



4L Student Distance Learning

Work for the Week of April 20th – April 24th, 2020

Dear 4L Students and Families –

*In these two packets, you will find your assignments (in the “workbook packet” **W**) and instructional material (**I**) for the third week’s work of distance learning. Please note that as of now your scholar is expected to have their math book. Please contact the school if he/she does not. As a reminder, your scholar is to complete everything in the packet, even if they do not take Music. The exception to this is the math work that is dependent upon the class they are enrolled in. At the end of the week please make sure that a parent or guardian signs this page before you return your work to school.*

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
Monday, April 20th	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Lesson 81, #1-30 • Algebra: Lesson 75, #1-30 • Geometry: See page 33 W <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> • Read “Annotating Poetry” (P.9-11 I) 	<input type="checkbox"/> History <ul style="list-style-type: none"> • Read/complete Parts A – H (P.7-16 W, P.12-63 I) <input type="checkbox"/> Science <ul style="list-style-type: none"> • Read “Geologic Time” (P.87-90 I) • Complete worksheet (P.43-44 W)
Tuesday, April 21st	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Lesson 82, #1-30 • Algebra: Lesson 76, #1-30 • Geometry: See page 33 W <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> • Annabel Lee Analysis (P.2 W) 	<input type="checkbox"/> Latin <ul style="list-style-type: none"> • Complete “Verb Synopsis” (P.64-65 I, P.17-19 W) <input type="checkbox"/> Spanish <ul style="list-style-type: none"> • Read P.91 I and complete Days 1-5 worksheets (P.45-49 W) <i>OR</i> • New students read P.92 I and complete P.50-51 W
Wednesday, April 22nd	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Lesson 83, #1-30 • Algebra: Lesson 77, #1-30 • Geometry: See page 33 W <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> • Beat Beat Drums Analysis (P.3 W) 	<input type="checkbox"/> Logic <ul style="list-style-type: none"> • Read “Guide to Critical Thinking” (P.66-83 I) • Complete “Guide to Thinking Part 2” worksheet (P.20-24 W) <input type="checkbox"/> Physical Education <ul style="list-style-type: none"> • Read “Fitness Grid” and then complete the grid - <i>twice in the week</i> (P.40-42 W)
Thursday, April 23rd	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Finish Lessons 81-83 • Algebra: Lesson 78, #1-30 • Geometry: See page 33 W <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> • I Remember Analysis (P.4 W) 	<input type="checkbox"/> Music <ul style="list-style-type: none"> • Read “Music Lesson No. 2” (P.84 I) • Complete worksheet (P.39 W) • Further exploration (P.85-86 I) <input type="checkbox"/> Art <ul style="list-style-type: none"> • Face Map Drawing (P.1-8 I, P.1 W)
Friday, April 24th	<input type="checkbox"/> Math <ul style="list-style-type: none"> • Pre-Algebra: Finish Lessons 81-83 • Algebra: Finish Lessons 75-78 • Geometry: See page 33 W -Enrichment problem (P.38 W) <input type="checkbox"/> English & Penmanship <ul style="list-style-type: none"> • Lake Morning Analysis (P.5 W) • The Power of the Dog Analysis (P.6 W) 	

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): _____

Parent Signature: _____

Date: _____

Name: _____
4L Art Face Map

Annabel Lee by Edgar Allen PoeName:

It was many and many a year ago,
 In a kingdom by the sea,
 That a maiden there lived whom you may know
 By the name of Annabel Lee;
 And this maiden she lived with no other thought
 Than to love and be loved by me.

I was a child and *she* was a child,
 In this kingdom by the sea,
 But we loved with a love that was more than love—
 I and my Annabel Lee—
 With a love that the wingèd seraphs of Heaven
 Coveted her and me.

And this was the reason that, long ago,
 In this kingdom by the sea,
 A wind blew out of a cloud, chilling
 My beautiful Annabel Lee;
 So that her highborn kinsmen came
 And bore her away from me,
 To shut her up in a sepulchre
 In this kingdom by the sea.

The angels, not half so happy in Heaven,
 Went envying her and me—
 Yes!—that was the reason (as all men know,
 In this kingdom by the sea)
 That the wind came out of the cloud by night,
 Chilling and killing my Annabel Lee.

But our love it was stronger by far than the love
 Of those who were older than we—
 Of many far wiser than we—
 And neither the angels in Heaven above
 Nor the demons down under the sea
 Can ever dissever my soul from the soul
 Of the beautiful Annabel Lee;

For the moon never beams, without bringing me dreams
 Of the beautiful Annabel Lee;
 And the stars never rise, but I feel the bright eyes
 Of the beautiful Annabel Lee;
 And so, all the night-tide, I lie down by the side
 Of my darling—my darling—my life and my bride,
 In her sepulchre there by the sea—
 In her tomb by the sounding sea.



Name: _____

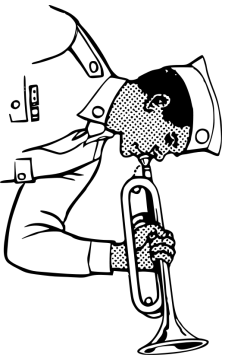
Beat! Beat! Drums!

By Walt Whitman

Beat! beat! drums!—blow! bugles! blow!
 Through the windows—through doors—burst like a ruthless force,
 Into the solemn church, and scatter the congregation,
 Into the school where the scholar is studying,
 Leave not the bridegroom quiet—no happiness must he have now with his bride,
 Nor the peaceful farmer any peace, ploughing his field or gathering his grain,
 So fierce you whirr and pound you drums—so shrill you bugles blow.

Beat! beat! drums!—blow! bugles! blow!
 Over the traffic of cities—over the rumble of wheels in the streets;
 Are beds prepared for sleepers at night in the houses? no sleepers must sleep in those beds,
 No bargainers' bargains by day—no brokers or speculators—would they continue?
 Would the talkers be talking? would the singer attempt to sing?
 Would the lawyer rise in the court to state his case before the judge?
 Then rattle quicker, heavier drums—you bugles wilder blow.

Beat! beat! drums!—blow! bugles! blow!
 Make no parley—stop for no expostulation,
 Mind not the timid—mind not the weeper or prayer,
 Mind not the old man beseeching the young man,
 Let not the child's voice be heard, nor the mother's entreaties,
 Make even the trestles to shake the dead where they lie awaiting the hearses,
 So strong you thump O terrible drums—so loud you bugles blow.



Name: _____

I Remember, I Remember*By Thomas Hood*

I remember, I remember,
 The house where I was born,
 The little window where the sun
 Came peeping in at morn;
 He never came a wink too soon,
 Nor brought too long a day,
 But now, I often wish the night
 Had borne my breath away!

I remember, I remember,
 The roses, red and white,
 The vi'lets, and the lily-cups,
 Those flowers made of light!
 The lilacs where the robin built,
 And where my brother set
 The laburnum on his birthday,—
 The tree is living yet!

I remember, I remember,
 Where I was used to swing,
 And thought the air must rush as fresh
 To swallows on the wing;
 My spirit flew in feathers then,
 That is so heavy now,
 And summer pools could hardly cool
 The fever on my brow!

I remember, I remember,
 The fir trees dark and high;
 I used to think their slender tops
 Were close against the sky:
 It was a childish ignorance,
 But now 'tis little joy
 To know I'm farther off from heav'n
 Than when I was a boy.



Name: _____

Lake Morning in Autumn

By Douglas Livingston

Before sunrise the stork was there
resting the pillow of his body
on stick legs growing from the water.

A flickering gust of pencil-slanted rain
swept over the chill autumn morning;
and he, too tired to arrange

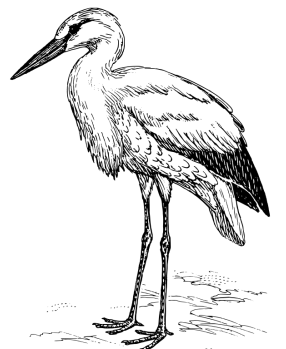
his wind-buffed plumage,
perches swaying a little,
neck flattened, ruminative,

beak on chest, contemplative eye
filmy with star vistas and hollow
black migratory leagues, strangely,

ponderously alone and some weeks
early. The dawn struck and everything,
sky, water, bird, reeds

was blood and gold. He sighed.
Stretching his wings he clubbed
the air; slowly, regally, so very tired,

aiming his beak he carefully climbed
inclining to his invisible tunnel of sky,
his feet trailing a long, long time.



© Stacey Lloyd 2014

Name: _____

The Power Of The Dog*By Rudyard Kipling*

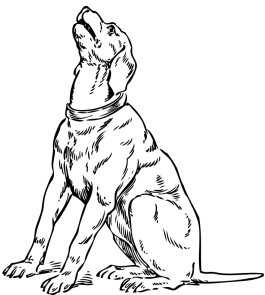
There is sorrow enough in the natural way
 From men and women to fill our day;
 And when we are certain of sorrow in store,
 Why do we always arrange for more?
 Brothers and Sisters, I bid you beware
 Of giving your heart to a dog to tear.

Buy a pup and your money will buy
 Love unflinching that cannot lie—
 Perfect passion and worship fed
 By a kick in the ribs or a pat on the head.
 Nevertheless it is hardly fair
 To risk your heart for a dog to tear.

When the fourteen years which Nature permits
 Are closing in asthma, or tumour, or fits,
 And the vet's unspoken prescription runs
 To lethal chambers or loaded guns,
 Then you will find—it's your own affair—
 But...you've given your heart for a dog to tear.

When the body that lived at your single will,
 With its whimper of welcome, is stilled (how still!);
 When the spirit that answered your every mood
 Is gone—wherever it goes—for good,
 You will discover how much you care,
 And will give your heart for the dog to tear.

We've sorrow enough in the natural way,
 When it comes to burying Christian clay.
 Our loves are not given, but only lent,
 At compound interest of cent per cent.
 Though it is not always the case, I believe,
 That the longer we've kept 'em, the more do we grieve:
 For, when debts are payable, right or wrong,
 A short-time loan is as bad as a long—
 So why in Heaven (before we are there)
 Should we give our hearts to a dog to tear?



This week's lesson is about McCarthyism. There is also a geography lesson and an OPTIONAL lesson about Holocaust survivors. The reading packet contains the following items:

- A. Encyclopedia Britannica. "Julius Rosenberg and Ethel Rosenberg"
- B. National Endowment for the Humanities EdSITEment "Soviet Espionage in America"
- C. National Endowment for the Humanities EdSITEment "The House Un-American Activities Committee"
- D. National Endowment for the Humanities EdSITEment "The Rise and Fall of Joseph McCarthy"
- E. CBS News 60 Minutes "Artificial Intelligence and Holocaust Survivors" (excerpt) (Optional)
- F. University of North Carolina - Carolina K-12 "Joe McCarthy and the Red Scare" PowerPoint
- G. National Endowment for the Humanities EdSITEment Testimony of Whittaker Chambers, Alger Hiss, and their face to face meeting
- H. Base Maps (of Asia) for Geography - Central Intelligence Agency World Factbook

Please read and annotate the readings. Then answer the following questions with complete, cursive, stand-alone sentences.

1. The Encyclopedia Britannica article on Julius and Ethel Rosenberg seems to have a different take on the proof of their guilt than the EdSITEment article does. Which article do you find more reliable? Why?

2. What was Venona, and how was it used to identify Soviet spies in America?

3. Why did the FBI choose to keep the Venona Transcripts classified? Do you think this was a wise decision?

Name: _____

4. Why were the Rosenbergs convicted of espionage? Do you believe that the verdict was just? Why or why not?

5. Assuming the Rosenbergs were guilty, do you think that they deserved the death penalty?

6. Why did HUAC investigate the motion picture industry?

7. Why did Alger Hiss and Whittaker Chambers appear before HUAC?

8. Do you believe the testimony of Whittaker Chambers?

Name: _____

9. Was justice done in the Alger Hiss case in your opinion?

10. What was the basis for McCarthy's accusations and investigations?

11. What were the reasons behind McCarthy's downfall in 1954?

12. Did McCarthy strengthen or weaken anticommunism efforts in postwar America? In the end, was Senator Joseph McCarthy correct in his anti-communist stance?

OPTIONAL ENRICHMENT ACTIVITY. Read and annotate the 60 Minutes article on artificial intelligence and Holocaust survivors. On a separate sheet of paper, write out 15 questions you would ask if given an opportunity to question one of these holograms. Remember that survivors could have been in camps like Elie Wiesel, they could have hidden like Anne Frank, or they could have escaped to another country. For each question, jot down briefly why you are asking the question or what answer you think you will get.



Name: _____

The House Un-American Activities Committee

Student Name _____ Date _____

Activity #3: The Case of Alger Hiss

Directions (Group #1): Read the excerpts below from Whittaker Chambers’s testimony before HUAC. As you read, answer the following questions:

Question	Answer
Who was Whittaker Chambers?	
Why did Chambers become a communist?	
Why did he break with the Communist Party?	
What did Chambers accuse Alger Hiss of doing?	
Why was Congressmen Mundt so interested in Hiss?	
What was the basis for Chambers’s claim that Hiss is a communist?	

Name: _____



The House Un-American Activities Committee

Student Name _____ Date _____

Activity #3: The Case of Alger Hiss

Directions (Group #2): Read the excerpts below from Alger Hiss’s testimony before HUAC. As you read, answer the following questions:

Question	Answer
Who was Alger Hiss?	
What was Hiss accused of?	
How did Hiss respond to the accusations?	
How did Hiss’s testimony change between August 5 and August 16?	
What did Hiss accuse HUAC of trying to do in these hearings?	
Do you find Hiss to be a credible witness? Why or why not?	



Name: _____

The House Un-American Activities Committee

Student Name _____ Date _____

Activity #3: The Case of Alger Hiss

Directions (Group #3): Read the excerpts below from the Hiss-Chambers hearings. As you read, answer the following questions:

Question	Answer
What was the purpose of having Whittaker Chambers and Alger Hiss meet face to face in this hearing?	
Under what circumstances did Chambers claim he knew Hiss?	
What was the outcome of the meeting between these two men?	
Based on this reading, which strikes you as the more believable witness—Hiss or Chambers? Why?	
Why was Congressman Mundt originally inclined to believe Hiss?	
What led Congressman Mundt to change his mind regarding Hiss?	



Country Name	Capital City
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Country Name	Capital City
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____



Country Name	Capital City
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	

Country Name	Capital City
7. _____	
8. _____	
9. _____	
10. _____	
11. _____	
12. _____	



Country Name	Capital City
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

Country Name	Capital City
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____
11. _____	_____
12. _____	_____



Country Name	Capital City	Country Name	Capital City
1. _____	_____	7. _____	_____
2. _____	_____	8. _____	_____
3. _____	_____	9. _____	_____
4. _____	_____	10. _____	_____
5. _____	_____	11. _____	_____
6. _____	_____	12. _____	_____

LATIN: Principal Parts: curō, curāre, curāvī, curatum | Person: 3rd | Number: Singular

Name: _____

INDICATIVE	Active	Passive
Present		
Imperfect		
Future		
Perfect		
Pluperfect		
Fut. Perf.		
INFINITIVE	Active	Passive
Present		
Perfect		
Future		

SUBJUNCTIVE	Active	Passive
Present		
Imperfect		
Perfect		
Pluperfect		
PARTICIPLE	Active	Passive
Present		
Perfect		
Future		
IMPERATIVE	Singular	Plural
Present		

English: Principal Parts: curō, curāre, curāvī, curatum | Person: 3rd | Number: Singular

Name: _____

INDICATIVE	Active	Passive
Present		
Imperfect		
Future		
Perfect		
Pluperfect		
Fut. Perf.		
INFINITIVE	Active	Passive
Present		
Perfect		
Future		

SUBJUNCTIVE	Active	Passive
Present		
Imperfect		
Perfect		
Pluperfect		
PARTICIPLE	Active	Passive
Present		
Perfect		
Future		
IMPERATIVE	Singular	Plural
Present		

VERGIL PRAISES THE RUSTIC LIFE

GRAMMAR ASSUMED:

Formation & Comparison of Adverbs;
Volō, Mālō, Nōlō; Proviso Clauses

WHEELLOCK: CHAPTER 32

In the Georgics, called by Dryden "the best Poem of the best Poet," Vergil urges a return to traditional Roman values, as exemplified by the virtuous, pristine way in which the Roman farmer and his family live.

- Ō nimum fortunātōs agricolās, quibus facilem victum
divitissima terra volēns fundit! Ōtium iucundum, agri
longē patentēs, speluncae vivīque lacūs, mūgītusque boum
dulcēsque sub arbore somnī ab eis nōn absunt. Inter eōs
iura et lēgēs diutius manent; scelera prohibentur. Vivit
felicit̄er qui ratiōne potuit causās rerum cognōscere atque
lūce scientiae metūs omnes et pessimās cūrās ex suā mente
expulit. Neque bella ācria illum terrent, neque saevī exer-
citūs, neque cētera perīcula quae saepissimē hominēs ti-
ment. Divitiās et honōrēs ille nōn tam fortiter amat, ut velit
beneficia vītāe rústicae amittere. Cum pauper sit, tamen ille
sibi vidētur pār rēgibus, cum filiī parvī illūs ad eum
celeriter accurrunt et cāra ōscula liberrimē offerunt. Huic
dī immortalēs, fidēlīter cultī, pācem perpetuam dant. Vī-
tam similiter beatam quondam egerunt Rōmulus et Remus.
- adapted from Vergil, *Georgics* 2.458ff.

VOCABULARY:

- fortunātōs agricolās: accusative of exclamation
victus, -ūs, m.: food, sustenance, means of living
fundō, -ere, fūdī, fūsus: to pour forth
spelunca, -ae, f.: cave, grotto
lacus, -ūs, m.: lake
mūgītus, -ūs, m.: lowing, bellowing, mooing
bōs, bovis (genitive pl. = boum), m. or f.: ox, cow, cattle
arbor, arboris, f.: tree
- saevus, -a, -um: fierce, violent, savage
- rústicus, -a, -um: rustic, rural, simple
- accurrō, -ere, -currī, -cursus: to run up to
- colō, -ere, coluī, cultus: to cultivate, worship
- Rōmulus, -ī, m.: Romulus, founder of Rome
- Remus, -ī, m.: Remus, twin brother of Romulus

Logic—Guide to Thinking Worksheet 2

Day 1: Pg. 11-13

- 1) What is the definition of logic?

- 2) When you make an argument with reasoning by proof, what are some examples of things you might use as proof?

- 3) List 3 signal words for an argument that uses reasoning with proof.

- 4) How are authority and proof/evidence different?

- 5) Give two examples of questions you would ask when evaluating the evidence or authority in this type of argument.

- 6) What are the 6 fallacies for an argument by proof/evidence?

Name: _____

Day 2: Pg. 13-15

- 1) Define reasoning by debate:

- 2) Give 3 cue words/phrases for reasoning by debate:

- 3) Give three questions you should ask about an argument when reasoning by debate:

- 4) List the three fallacies for reasoning by debate:

- 5) Define assumption:

- 6) There are two kinds of assumptions. List them.

Name: _____

- 7) There is something in this reading you should recognize from seeing it over. And over. And over in our study of logic. Copy it down, and label the major, minor, and middle terms. (new scholars: skip this question)

Day 3: Pg. 16-17

1) Define values:

2) Give 3 examples of cue words for an author's values.:

3) List the three steps for evaluating the values of an author:

4) Give two examples of questions you can ask to evaluate value:

Name: _____

Day 4: Pg. 18

- 1) What does ARMEAR stand for?

- 2) What are 2 questions you can ask about the author?

- 3) What are 2 questions you can ask about the relevant information?

- 4) What are 2 questions you can ask about the evidence/proof?

- 5) What does PROP stand for?

Day 5: Application

You have learned about many different fallacies over the past two weeks. Please choose one fallacy from "Guide to Thinking" (pages 1-18).

- 1) Explain it in your own words (1-3 sentences)

Turn page -->

Name: _____

2) Think of a situation in history, in a book you read, in a movie/TV show, or even in our world today where this fallacy is committed (note: commercials are a great source for this since they are short and often commit *many* fallacies). Explain the situation and how it commits the fallacy you chose. 5-7 sentences.

Please keep the "cheat sheet" with the lists of arguments and fallacies. You can use this in the coming weeks.

SAXON MATH (Algebra, Algebra 1/2)

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

Name: _____

Geometry

Section 9-5 (P.354-355: #1-15, 19-23; P.356: #1-6)

Section 9-6 (P.359: #1-21, 22-30 evens)

Name: _____

Geometry

Section 9-5 (P.354-355: #1-15, 19-23; P.356: #1-6)

Section 9-6 (P.359: #1-21, 22-30 evens)

Name: _____

Geometry

Section 9-5 (P.354-355: #1-15, 19-23; P.356: #1-6)

Section 9-6 (P.359: #1-21, 22-30 evens)

Name: _____

Geometry

Section 9-5 (P.354-355: #1-15, 19-23; P.356: #1-6)

Section 9-6 (P.359: #1-21, 22-30 evens)

Name: _____

Geometry

Section 9-5 (P.354-355: #1-15, 19-23; P.356: #1-6)

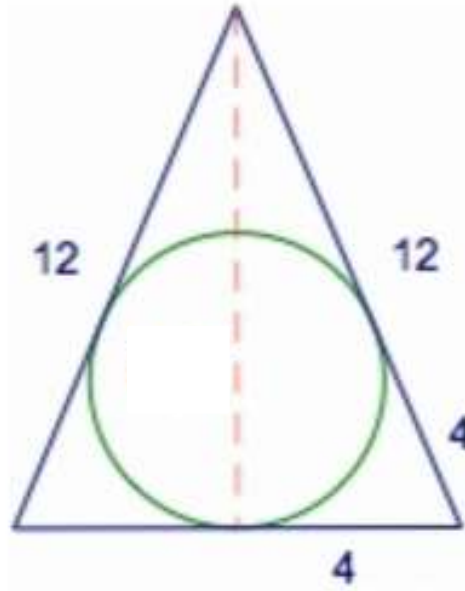
Section 9-6 (P.359: #1-21, 22-30 evens)

Name: _____

Geometry Enrichment

Find the radius of a circle inscribed in an isosceles triangle with sides 12, 12, and 8.

Below is a picture to start the problem. Each side of the triangle is touching the circle.
Hint: the first step is to find the height of the triangle, the red dashed line.



Music

Scholar Name _____

After reading the first page on “Shakespeare and Music,” please answer the following questions. As a reminder, answers such as “I don’t know” and “nothing” will not be accepted.

- If you attended a play during Shakespeare’s life, how would music be a part of your experience in the theatre?

- How many different songs are mentioned in Shakespeare’s writings? _____
- What type of song has one voice starting alone before the others join in with the same melody? _____
- Name a musician from Greek mythology that Shakespeare mentions in his plays.

- In two or more complete sentences, explain what you think Shakespeare means by, “If music be the food of love, play on.”

Name: _____

Phy Ed Instructions

Choose 2 squares from each column to perform, **except** you will only choose just 1 square for **EITHER Aerobic or Anaerobic/HITT** column. Perform this task 2 times a week, preferably an every other day schedule. The 3rd day of the week, is completely optional, you can choose an activity of your choice. For example activities like shooting hoops, playing catch with a sibling, kicking a ball around, etc.

After each workout write a short reflection, with complete sentences, on the exercises you chose, how you think you did with the workout, and how it made you feel. At the end of each week I would like you to send this paper with your reflections with the rest of your 4L packet on the bus so you can receive credit for the week.

Key words that you may not know (if you have anymore questions feel free to email me)

Aerobic- “with oxygen” exercise that improves the efficiency of the body’s cardiovascular system. Usually performed for a longer duration and you are able to talk while you are performing it.

Anaerobic- “without oxygen” exercise performed in the absence of oxygen. Quick bursts of energy and are performed at maximum effort for a short period of time

HIIT- “High Intensity Interval Training” Just like Anaerobic exercises where you perform at a high intensity for a short period of time and then back off or rest.

“T” Drill- 4 cones form a “T”, you start at the bottom of the “T” and sprint up 10 yards to the middle top of the “T”, the you shuffle to the left 5 yards, the shuffle all the way over to the right side of the “T” which is now 10 yards, then shuffle back to the left 5 yards to get back to the middle, then finally back pedal to the bottom of the “T”.

Fartlek- “Speed Play” Continuous running at a slow pace intermixed with periods of fast running

Scoops- step forward, bend/lean forward from the waist and with both of your arms outreached straight out, you scoop down by your front foot and lift your arms up. Then step forward with your other leg and repeat.

V-ups- lay flat on your back, then raise your legs straight up off the ground and your arms outreached over your head raise your upper body off of the ground. Your body should look like the letter “V” now. Lower your legs and upper body down to where it almost touches the ground and then repeat.

Plyo push ups- explosive push ups where when you push up you propel your upper body into the air

BW- Body Weight

BW Rows- for these rows you want to find something stable to hold onto, so you can lean all of your body weight back. Then pull your body back up with your arms. (you could hold onto a door frame, a stable chair or table, or use another person to hold onto their hands as you row yourself up towards them.

Name: _____

Hip Thrusts/Glute Bridge- Either put your shoulder blades on a bench/chair/couch or just lay down on the ground. Legs are bent and feet are flat on the floor. Raise your hips off of the ground by pushing through your heels.

Rev Planks- Lay down on your back and either raise your body up off of the ground by supporting your weight on your forearms (like in a regular forward plank) or you can have straight arms (like you are in the top position for a push up, but your back is towards the ground).

Plank with opposite arm and leg raise- in a regular plank position, raise your right arm and left leg off of the ground for a couple of seconds, then go back to starting position. Then proceed and do the other arm and leg.

Plank with alternating knee tuck- in a regular plank position, alternate back and forth one leg at a time tucking it to your chest.

Russian Twists- sit on your butt, legs bent and feet flat on the floor, lean your body back about 45 degrees and then twist from side to side as if you are holding onto a ball tapping it on the ground on either side of you. To make this more of a challenge, hold onto a weight in your hands and raise your feet off of the ground.

Reverse Crunch- lay on your back, legs straight up in the air (so your body is in a shape of an 'L', then lift your butt off of the ground and then back down. (In a normal sit up you raise your shoulder blades off of the ground, but in a Reverse Crunch, you lift your butt off of the ground).

Bicycle Crunches- lay on your back, hands behind your head, legs straight out in front of you with your feet slightly off of the ground, then you bring your left knee and your right elbow together, then back to the start position. Then you will proceed to bring you right knee and your left elbow together. You continue this for a certain amount of repetitions or time.

1. _____

2. _____

Name: _____

Dynamic Warm up	Core	ABS	Strength	Power Speed Agility	Aerobic	Anaerobic HIIT
High Knees with Arm swing (30 seconds)	Plank (1 minute)	Sit ups (1 minute)	Push ups (1 minute)	Plyo Push ups (30 seconds)	Jump Rope or Jumping Jacks (10 minutes)	Jump Rope or Jumping Jacks (10 minutes-30 seconds hard, 30 seconds rest)
Butt Kicks with Arm swing (30 seconds)	Side Plank (1 minute/side)	Reverse Crunches (1 minute)	Pull ups or BW Rows (1 minute)	"T" Drill (2 times)	Jog outside or in place (10 minutes)	Interval Sprints (10-50 yard sprints)
Scoops (30 seconds)	Reverse Plank (1 minute)	Russian Twists (1 minute)	Lunges (1 minute)	Jump Lunges (30 seconds)	Hiking or Walking (15 minutes)	Fartlek Run (10 minutes)
Crab Walk (30 seconds)	Plank with opposite arm and leg raise (1 minute)	Bicycle Crunches (1 minute)	BW Squats (1 minute)	Jump Squats (30 seconds)	Biking or Rollerblading (15 minutes)	Stairs or Hill Workout (10 minutes- run up, walk down)
Bear Crawl (30 seconds)	Plank with alternating knee tuck (1 minute)	V-Ups (1 minute)	Hip Thrusts or Glute Bridges (1 minute)	Standing Long Jump (30 seconds)	Aerobics Video Online (your choice)	HIIT Video Online (your choice)

Name _____

1. What is geologic time? Complete sentence please.

2. Scientists use a linear timeline based on the

a. _____

b. _____

3. T or F

The timeline does not change with new discoveries.

4. What two periods are marked by mass extinctions?

a. _____

b. _____

5. On the geologic timeline chart, what are the major biologic events during the Cenozoic Era, Pleistocene Epoch?

6. What is absolute dating?

Questions for Geologic Timeline

Name _____

1. What do the terms Paleozoic, Mesozoic and Cenozoic mean?

A _____

B _____

C _____

2. Scientists who study fossils are called _____ and study _____.

3. The _____ time interval is at the bottom and the youngest is at the _____ of the time scale.

4. During the _____ Eon rocks contain simple organisms such as bacteria, algae and wormlike animals.

5. Fossils of complex animals and plants such as dinosaurs, mammals and trees are found in rocks from the _____ Eon.

6. What Era would you place a rock containing the fossil of a Trilobate, an ancient Arthropod?

7. What Era would you place a rock containing the fossil of a Homotherium, a big Ice Age lion (mammal)?

_____.



The present perfect (p. 331)

DAY 1

Use the present perfect tense to tell what a person has done.

- To form this tense, use present-tense forms of **haber** + the past participle:

Hemos alquilado dos películas.

We have rented two movies.

- To form the past participle of a verb, drop the ending of the infinitive and add **-ado** for **-ar** verbs and **-ido** for **-er** and **-ir** verbs.

	alquilar	vivir		alquilar	vivir
he	alquilado	vivido	hemos	alquilado	vivido
has	alquilado	vivido	habéis	alquilado	vivido
ha	alquilado	vivido	han	alquilado	vivido

A. Complete the sentences below with the correct form of the verb **haber**.

Modelo Tú has vivido en Atlanta, ¿verdad?

- Mis amigos _____ ido al cine todos los viernes por dos años.
- Yo nunca _____ alquilado una película de horror.
- Los directores _____ trabajado mucho en esta película.
- El actor _____ practicado mucho para este papel.
- Nosotros _____ oído que es una película muy buena.

- Most verbs that have two vowels together in the infinitive have a written accent on the **í** of the past participle:

caer → caído oír → oído leer → leído

B. Write the past participle form of the following verbs. Follow the model.

Modelo robar robado

- | | |
|-----------------|-------------------|
| 1. matar _____ | 5. leer _____ |
| 2. hablar _____ | 6. aprender _____ |
| 3. perder _____ | 7. caer _____ |
| 4. traer _____ | 8. oír _____ |

DAY 2

The present perfect (continued)

C. Write the present perfect form of the verb in parentheses in each sentence to tell what things have happened in a recent action movie. Note that in the forms of the present perfect, the past participle does not change; the ending will always be **-o**. Follow the model.

Modelo (filmar) El director Mario Fernández ha filmado una nueva película.

1. (matar) En la película, unos criminales _____ a algunas personas.
2. (robar) Ellos _____ su dinero también.
3. (esconder) Un criminal _____ el dinero en el campo.
4. (capturar) Los detectives _____ a todos los criminales.
5. (ir) Mis amigos y yo _____ al cine a ver la película tres veces.
6. (leer) Yo _____ los artículos de los críticos en el periódico.
7. (crear) Según los críticos, Fernández _____ efectos especiales fantásticos.
8. (tener) Las películas del director Fernández siempre _____ éxito.
9. (oír) Y tú, ¿ _____ decir algo bueno sobre esta película?

• These verbs have irregular past participles:

- | | |
|---------------------------|------------------------|
| decir → <i>dicho</i> | poner → <i>puesto</i> |
| escribir → <i>escrito</i> | romper → <i>roto</i> |
| hacer → <i>hecho</i> | ver → <i>visto</i> |
| morir → <i>muerto</i> | volver → <i>vuelto</i> |

D. Look at the following verbs. Write **I** (for Irregular) if the verb has an irregular past participle form. If not, write **R** (for Regular). Then, in the second blank, write in the past participle form for each verb, paying close attention to spelling. Follow the model.

Modelo alquilar R alquilado

- | | |
|-------------------|----------------|
| 1. volver _____ | 5. decir _____ |
| 2. hacer _____ | 6. vivir _____ |
| 3. escribir _____ | 7. ver _____ |
| 4. comer _____ | 8. morir _____ |

Day
3**The present perfect (continued)**

E. The following sentences describe a movie. Use the correct form of **haber** plus the past participle of the verb in parentheses to complete the sentences. Follow the model.

Modelo Yo he visto (ver) una película policíaca.

1. El director _____ (decir) que el argumento es malo.
2. Nadie _____ (morir) en esta escena.
3. Luis y Damián _____ (hacer) los papeles de las víctimas.
4. Nosotras _____ (escribir) el argumento para la película.
5. ¿Tú _____ (poner) el coche en la última escena?
6. La estrella _____ (romper) el vaso otra vez.

F. Marta is talking about movies. Rewrite her statements by replacing the underlined words with the pronoun in parentheses and placing it before the form of **haber** for each sentence. Follow the model.

Modelo Yo he alquilado la película. (la)

Yo la he alquilado.

1. Los detectives han arrestado a las ladronas. (las)
Los detectives _____
2. Los actores han leído la escena al director. (le)
Los actores _____ la escena.
3. El galán ha capturado a los extraterrestres. (los)
El galán _____
4. El director ha pedido ayuda a nosotros. (nos)
El director _____ ayuda.
5. La directora ha escrito el argumento. (lo)
La directora _____
6. El crítico ha dicho su opinión a mí. (me)
El crítico _____ su opinión.

Day 4

The present perfect (continued)

- When you use object or reflexive pronouns with the present perfect, the pronoun goes right before the form of **haber**:

¿Has visto la película? Sí, la he visto. *Have you seen the movie? Yes, I have seen it.*

G. Complete the following sentences by writing the correct reflexive pronoun and the present perfect form of the verbs in parentheses. Use the pictures to help you with meaning. Follow the model. *Note: Some verbs have regular past participles, some require accent marks, and some have irregular past participles.*



Modelo

(caerse) La actriz se ha caído.



1. (volverse) ¡El director _____ loco!



2. (enojarse) Yo _____ muchas veces cuando veo películas de horror.



3. (casarse) ¡Qué romántico! Los dos actores famosos _____



4. (dormirse) ¿Tú _____ viendo una película de acción?



5. (divertirse) Nosotros _____ viendo las comedias mexicanas.



6. (vestirse) Los críticos _____ con elegancia para estos premios.

DAY 5

Empieza la fiesta -The present perfect.

Carolina is in charge of tonight's surprise party. She is checking to make sure that everything has been done. Answer each of her questions in a complete sentence. Follow the model.

Modelo ¿Quién va a alquilar la película? (José)

José ya la ha alquilado

1. ¿Quién va a pedir la pizza? (Margarita y yo)

2. ¿Quién va a hacer las galletas? (Isabel)

3. ¿Quién va a traer los refrescos? (Luis y Paco)

4. ¿Quién va a poner la mesa? (yo)

5. ¿Quién va a llamar a Luisa? (Francisco)

6. ¿Quién va a escoger la música? (nosotros)

7. ¿Quién va a romper la piñata? (Carlos)

8. ¿Quién va a arreglar la sala? (Marta)



¿Cómo están?

Sra. Serrano

Nombre _____

4L New Students

April 17-23

Horizontales

1. I am
2. she has
4. they are
6. I am
8. they have
10. you are (familiar)
11. you are (familiar)
12. we are

Verticales

1. we are
2. I have
3. you all are
4. he is
5. we have
7. you have (familiar)
9. she is

Complete each sentence by filling in the blank with the proper form of the given irregular verb.

1. Yo _____ diez años. (tener)
2. Las tijeras _____ verdes. (ser)
3. Yo _____ profesora. (ser)
4. Enero _____ treinta y un días. (tener)
5. Tú _____ en la casa. (estar)
6. Los chicos _____ seis chaquetas. (tener)
7. Mi madre _____ ochenta años. (tener)
8. Los libros _____ debajo de la mesa. (estar)
9. Nosotros _____ amigos. (ser)
10. ¿Cómo _____ Ud.? (estar)

Making comparisons (p. 53)

New Students

- To say that people or things are equal to each other, use **tan + adjective + como**.
El hockey es tan popular como la natación.
Hockey is as popular as swimming.
- To say that people or things are not equal, use the negative verb form.
El hockey no es tan popular como la natación.
Hockey is not as popular as swimming.

A. Fill in the blank with **tan**, **como**, or **es** to correctly complete the sentences. Follow the model.

Modelo El hockey es tan popular como la fotografía.

- La banda es _____ popular como la orquesta.
- Jugar a los bolos no es tan popular _____ el ajedrez.
- Hacer gimnasia _____ tan popular como las artes marciales.
- Las animadoras no son _____ populares como los miembros del equipo.
- El bailarín no es tan popular _____ el cantante.

B. Each person thinks the activities below are equal. Complete their thoughts by filling in the correct form of **ser**, the comparative expression **tan...como**, and the adjective in parentheses. Follow the model.

Modelo Yo creo que cantar es tan divertido como (divertido) bailar.

- Creo que el ajedrez _____ (interesante) jugar a los bolos.
- Yo creo que las dos actividades _____ (aburridas) la fotografía.
- Para mí el hockey _____ (emocionante) bailar.
- ¡Ay! Para mí, las actividades _____ (difíciles) las clases de la escuela.

Use this page for your art drawing assignment.

