

2L Student Distance Learning
Work for the Week of June 1 - 6

Check off each assignment as you complete it:

Day	Daily Work	Weekly Work
Day 1	<input type="checkbox"/> Math - Use the answer form on pages 5-6 to complete the assigned lesson for your class: <input type="checkbox"/> 7/6 Saxon – lesson 103 all problems <input type="checkbox"/> 8/7 Saxon – lesson 108 all problems <input type="checkbox"/> Mr. Hauge’s Algebra ½ - lesson 103 all problems <input type="checkbox"/> Ms. Medcalf’s Algebra ½ - lesson 113 all problems <input type="checkbox"/> English <input type="checkbox"/> Read chapters 24 - 25 of The Prince and Pauper <input type="checkbox"/> Complete Day 1: Chapter 24 - 25 [workbook pg 12]	<input type="checkbox"/> Science <input type="checkbox"/> Read “Energy Transformations and Conservaiton” (Pages 3 - 8 in your “Selected Readings” packet) and answer the questions on the Section 3 Assessment (workbook pg 18) <input type="checkbox"/> Read “Temperature, Thermal Energy and Heat” (Pages 9 - 14 in your “Selected Readings” packet) and answer the questions on the section 1 assessment (workbook pg 19) <input type="checkbox"/> Read “The Transfer of Heat” (Pages 15 - 19 in your “Selected Readings” packet) and answer the questions on the section 2 assessment (workbook pg 20) <input type="checkbox"/> History <input type="checkbox"/> Complete Reading 84 The Fall of the Aztecs (Pages 20 - 22 in your “Selected Readings” packet) and answer questions in workbook on page 22 of this packet <input type="checkbox"/> Complete Reading 85 The Incas (Pages 23 - 25 in your “Selected Readings” packet) and answer questions in workbook on Page 23 of this packet <input type="checkbox"/> Complete Reading 86 The fall of the Inca (Pages 27 - 29 in your “Selected Readings” packet) and answer questions in workbook on Page 24 of this packet <input type="checkbox"/> Latin Use the resources in the “Latin” section pages 30 - 40 of your “Selected Readings” packet to complete the following: <input type="checkbox"/> Part 1: Preliminary Grammar [Workbook Page 27] <input type="checkbox"/> Part 2: Imperfect Passive [Workbook Page 28] <input type="checkbox"/> Part 3: Noun Analysis [Workbook Page 29] <input type="checkbox"/> Part 4: Synopsis [Workbook Page 30] <input type="checkbox"/> Spanish All Spanish exercises are contained in this work packet: <input type="checkbox"/> Day 1: Vocab Practice [Workbook Pg 33] <input type="checkbox"/> Day 2: Stem Changing Verbs in the Present Tense [Workbook Page 34] <input type="checkbox"/> Day 3: Affirmative and Negative Words [Workbook Page 35] <input type="checkbox"/> Day 4: Finish any unfinished work [Workbook Page 37-38] <input type="checkbox"/> Day 5: Review vocabulary <input type="checkbox"/> Logic All Logic exercises are contained in this work packet: <input type="checkbox"/> Logic Week June 1 st answer the assigned questions in the workbook on page 40 - 42 of this packet. <input type="checkbox"/> Art– <i>Required for all 2L students</i> Use the resources on pages 41 - 44 in “Selected Readings” packet to complete the following: <input type="checkbox"/> Gripping Hand (workbook page 44 of this packet) <input type="checkbox"/> PE – <i>Required for all 2L students</i> <input type="checkbox"/> SOL PE Exercise Guide (Workbook page 46 of this packet) <input type="checkbox"/> Music– <i>Required for all 2L students</i> Use the resources on pages 45 - 49 “Selected Readings” packet to complete the following: <input type="checkbox"/> Music Visions answer the assigned questions in workbook page 49 of this packet.
Day 2	<input type="checkbox"/> Math Use the answer form on pages 7-8 to complete the assigned lesson for your class: <input type="checkbox"/> 7/6 Saxon – lesson 104 all problems <input type="checkbox"/> 8/7 Saxon – lesson 109 all problems <input type="checkbox"/> Mr. Hauge’s Algebra ½ - lesson 104 all problems <input type="checkbox"/> Ms. Medcalf’s Algebra ½ - lesson 114 all problems <input type="checkbox"/> English <input type="checkbox"/> Read chapters 26 - 27 of The Prince and Pauper <input type="checkbox"/> Complete Day 2: Chapters 26-27 [workbook pg 12-13]	
Day 3	<input type="checkbox"/> Math Use the answer form on pages 9-10 to complete the assigned lesson for your class: <input type="checkbox"/> 7/6 Saxon – Review and complete math assignments <input type="checkbox"/> 8/7 Saxon – lesson 110 all problems <input type="checkbox"/> Mr. Hauge’s Algebra ½ - lesson 105 all problems <input type="checkbox"/> Ms. Medcalf’s Algebra ½ - lesson 115 all problems <input type="checkbox"/> English <input type="checkbox"/> Read chapters 28 - 29 of The Prince and Pauper <input type="checkbox"/> Complete Day 3: Chapter 28-29 [workbook pg 13 - 14]	
Day 4	<input type="checkbox"/> Math complete the assigned lesson for your class: <input type="checkbox"/> 7/6 Saxon – Review and complete math assignments <input type="checkbox"/> 8/7 Saxon – Review and complete math assignments <input type="checkbox"/> Mr. Hauge’s Algebra ½ - Review math assignments <input type="checkbox"/> Ms. Medcalf’s Algebra ½ - Review math assignments <input type="checkbox"/> English <input type="checkbox"/> Read chapter 30 – 31 of The Prince and Pauper <input type="checkbox"/> Complete Day 4: Chapter 30-31 [workbook pg 14-16]	
Day 5	<input type="checkbox"/> Math complete the assigned lesson for your class: <input type="checkbox"/> 7/6 Saxon – Review math assignments <input type="checkbox"/> 8/7 Saxon – Review math assignments <input type="checkbox"/> Mr. Hauge’s Algebra ½ - Review math assignments <input type="checkbox"/> Ms. Medcalf’s Algebra ½ - Review math assignments <input type="checkbox"/> English <input type="checkbox"/> Finish Chapter 30-31	

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): _____

Parent Signature: _____

Date: _____

2L Math

Student name:

Teacher name:

Hour:

Ms. Medcalf's Math Scholars-

Here are things to keep in mind:

1. The checklist is a guideline to make sure you complete everything you are asked to complete within the week. We encourage you to **do as much as you can** on any assignment.
2. Please complete ALL PROBLEMS for each problem set. You are required to complete all 30 problems in each problem set for every lesson going forward.
3. **Please put your first and last name AND your math teacher's name (Ms. Medcalf) at the top of EVERY math page!** This will help the staff who sort the work to ensure that I get all the work from my scholars. 😊

For Week 9 of distance learning (May 29th – June 4th),

Ms. Medcalf's classes should complete all the problems in the sets for:

2L Saxon 7/6: Lessons 103, 104

2L Saxon 8/7: Lessons 108, 109, 110

2L Algebra ½: Lessons 113, 114, 115

3L Saxon 8/7: Lessons 73, 74

3L Algebra ½: Lessons 103, 104, 105

For additional resources to help you through the lessons, take a look at our website www.parnassusteachers.com; the password is: Pegasus. Click on "School of Logic" to find resources organized by subject.

Feel free to email me at medcalf@parnassusprep.com, or call/text me at 612-465-9631 with any questions you have about anything school related.

Nothing to it but to do it. You're almost there! 😊 Ms. Medcalf

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

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A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

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A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

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Westrich
2L English

Student name:

Hour: _____

Name: _____

Directions:

- 1) Read the chapter
- 2) Answer the questions
 - Write in complete sentences
 - 3 sentences *minimum* for each question
 - Use cursive. Write clearly.

Day 1: Chapters 24-25

1) Does the constable understand the Latin phrases that Hendon speaks? Can you translate them?

2) What type of welcome does Hendon expect at Hendon Hall, and what type of welcome does he get?

3) How is Hendon's situation now similar to Edward's?

Day 2: Chapters 26-27

1) What warning does Lady Edith give Hendon?

2) How does the author describe Miles Hendon's feelings while in jail? Use a **quote** from the text and explain it.

3) What lesson does Edward learn about the laws of England and what does he vow to do?

Day 3: Chapters 28-29

1) Why does the king stay silent instead of protesting Miles Hendon's offer to be beaten in his place?

2) What does the king do to show his appreciation to Miles Hendon?

3) What is Miles Hendon's last hope for restoring Hendon Hall and his true love?

Day 4: Chapters 30-31

1) **CHAPTER 30:** How does Tom feel about everything that has happened? (Hint: talk about his conversation with Mary, about his feelings for his mother and sisters, etc.)

2) **CHAPTER 31:** What suddenly changes Tom's attitude about his new life?

Day 4 Short Writing Assignment

Tom and Edward are both experiencing very different things. Choose one of the prompts below:

- 1) How has Tom's new life been good for him? How has it been bad for him?
- 2) How has Edward's new life been good for him? How has it been bad for him?
- 3) Miles Hendon and Edward have a lot in common. Write about their differences and similarities.

First, you need to collect your concrete details, and your thoughts, on this topic.

Brainstorm: Fill in the following chart. You will brainstorm for *all* writing prompts and then choose one to write about.

Brainstorm on the next page.

Prompt 1: How has Tom's new life been good for him? How has it been bad for him?

Good for Tom:	Bad for Tom:
1)	1)
2)	2)

Prompt 2: How has Edward's new life been good for him? How has it been bad for him?

Good for Edward:	Bad for Edward:
1)	1)
2)	2)

Prompt 3: Write about the similarities and differences of Edward and Miles Hendon.

Miles Hendon	Both	Edward
1)	1)	1)
2)	2)	2)

Outline: you are not going to write an actual outline, however you do need to choose the information you want to write about. Look at the above chart. Choose which prompt you want to write about. **Circle your chosen prompt.**

*Note: for the Miles Hendon/Edward paragraph, you only need to choose ONE thing about Hendon, ONE about both, and ONE about Edward.

Turn Page →

2L Science

Student name:

Teacher name:

Hour:

Name: _____ Teacher: _____ Hour: _____

2L Section 3 Assessment – Energy Transformation

1. What is the relationship between different forms of energy?
2. When you turn a toaster on, what happens to the electrical energy?
3. Describe the energy transformations that happen when you strike a match. List them in the order in which they occur.
4. What common energy transformation allows you to send a rubber band flying across the room?
5. Describe the energy transformations that occur when you bounce a ball.
6. Describe the energy transformations that occur in the pendulum in Figure12
7. State the law of conservation of energy in your own words.
8. Thermal energy is produced when a firefighter slides down a pole. Where does it come from?
9. Based on the theory of relativity, what must always be conserved?

2L Section 1 Assessment – Temperature, Thermal Energy and Heat

1. What is temperature?
2. How do thermometers measure temperature?
3. How are the three temperature scales alike? How are they different?
4. What is heat?
5. What is the relationship between thermal energy and temperature? Between thermal energy and heat?
6. What happens to the temperature of the object?
7. Why do some materials get hot more quickly than others?
8. You stir your hot cocoa with a silver spoon that has a mass of 0.032 kg. The spoon's temperature increases from 20 K to 60 K. What is the change in the spoon's thermal energy? (Hint – Use the table in figure 6 to find the specific heat of silver.)

2L Section 2 Assessment – The Transfer of Heat

1. What are conduction, convection and radiation?
2. Identify each example of heat transfer as conduction, convection or radiation:
Opening the windows in a hot room - _____
A lizard basking in the sun - _____
Putting ice on a sprained ankle - _____
3. How can heat be transferred across empty space?
4. In what direction will heat flow between two objects with different temperatures?
5. How does a glass of lemonade become cold when you put ice in it?
6. What kind of substance conducts thermal energy well?
7. Would a copper pipe work better as a conductor or an insulator?
8. Why are two panes of glass used in the window in Figure 9?

2L History

Student name:

Teacher name:

Hour:

Name: _____

2L History Reading 84 – The Fall of the Aztec

Vocabulary

Quetzalcoatl: _____

People

Hernan Cortes: _____

Montezuma II: _____

Reading Questions

1. Why did the fierce and mighty Aztec not attack the Spaniards as they approached and entered Tenochtitlan?

2. What impressed the Spaniards about the Aztecs? _____

3. Why did the Aztecs become suspicious of the Spaniards in their city? _____

4. What was the best weapon that the Europeans brought with them to defeat the Native Americans and why was it the "best"? _____

5. How does the article "The Fall of the Aztec" differ from the PBS timeline "Mexico"? Find at least three significant differences. Which version do you think is more accurate? _____

Name: _____

Hour: _____

2L History Reading 85 - The Incas

Terms

Incas: _____

Cuzco: _____

Quipu: _____

Machu Picchu: built as an estate for the Inca emperor Pachacuti (1438–1472); called "Lost City of the Incas"; most familiar icon of Inca civilization.

Bolas: _____

Sapa Inca: _____

People

Pachacutec: _____

Topa: _____

Huascar: _____

Atahualpa: _____

Reading Questions

1. What food did the Inca grow? _____

2. Did the Inca have a written language? _____

3. How did Inca keep records? _____

4. How did the Inca communicate over the distances in their empire? _____

5. In 1525 how large was the empire at its largest? _____

6. Who took advantage of the fighting between Topa's sons? _____

7. What differences are there between the Aztecs and the Incas? Explain at least three differences. _____

Name: _____

Hour: _____

2L History Reading 86 - The Fall of the Inca

Terms

Llamas: _____

People

Pachacutec Inca Yupanqui: _____

Francisco Pizarro: _____

Atahualpa: _____

Reading Questions

1. How large geographically was the Inca Empire before the Spanish conquered them? _____

2. How many people were subjects of the Inca then? _____

3. How did the Inca treat groups that they conquered? _____

4. How and why did Inca sacrifice children? _____

5. What group controlled the Andes region before the Inca? _____

6. Incan farming changed in what way when the temperatures began to rise? _____

7. How did the Inca establish civil control in areas they conquered? _____

8. What were the achievements of the Inca Empire? _____

9. How did luck help Pizarro conquer the Inca? _____

10. How did Pizarro die? _____

2L Latin

Student name:

Teacher name:

Hour:

2L Latin Distance Learning May 29 to June 4th

Part 1: Grammar Practice

Directions: *Fill in the blank with the appropriate PASSIVE form of the verb in parenthesis, then translate the sentence. Use Chart **Romeo**. Remember that verb will be 3rd Person (since there's a nominative) and it will have the same number (Sg or Pl) as the subject (puerī).*

duō puerī ā magistrō nōn crās _____ (movēre, fut.).

Part 1: Vocab Check

alere	_____	dīligere	_____
doctus	_____	fortūnātus	_____
iungere	_____	ōlim	_____
quisque	_____	stare	_____
suus	_____		

Part 2: Imperfect Passive

Directions: Conjugate then translate *moneō, monēre, monuī, monitum* (to remind) in the IMPERFECT PASSIVE. *Tip: Chop off the *-re* from the 2nd Principal Part for the stem **Tip: The Imperative Sg = *stem* ***Tip: The Imperative Pl = *stem + te* **** Translate every passive with (a form of *to be*) + (past participle) *****Tip: Use Chart *Juliet*

Person	Singular	Translation
1 st		
2 nd		
3 rd		
Person	Plural	Translation
1 st		
2 nd		
3 rd		
Imperative Singular		Imperative Plural
Active Infinitive		Translation
Passive Infinitive		Translation

Part 2: Vocab Check

ante	_____	dīvitiae	_____
factum	_____	ipse	_____
nam	_____	per	_____
signum	_____	sui	_____

Part 3: Noun Analysis

Directions: Analyze the following phrases by finding the case, number, and gender (both words in agreement) of each phrase THEN translate. For phrases with multiple options, write down every option but translate one of them.

Phrase	Case	Number	Gender	Translation
flūmen (C)				
libertātēs (C)				
illius donī (Q, B)				
labore magnō (D, B)				
ingentī marī (Charlie, Bravo)				
filiōrum (B)				
potentibus hostibus (Alpha, C)				

Part 3: Vocab Check

acerbus	_____	āmittere	_____
Asia	_____	Caesar	_____
diū	_____	medicus	_____
pater	_____	principium	_____

Part 4: Synopsis

Directions: *In the chart below, complete a synopsis for the 1st Conjugation verb mūtō, mūtāre, mūtāvī, mūtātum (to change) according to the following PERSON & NUMBER. *Note that this synopsis will now include the Present System Passive. (You will need Charts D, E, F, X, Y, Z, India, Juliet, & Romeo)*

*Tip: Find the Present Stem (Pres, Imp, Fut) by chopping off the **re** from the 2nd P.P.

Tip: Find the Perfect Stem (Perf, Plup, Fut Perf) by chopping off the **ī from the 3rd P.P.

Person: **1st** Number: **Singular**

Tense	Latin		Translation
Present			
Imperfect			
Future			
Perfect			
Pluperfect			
Future Perfect			
Present Passive			
Imperfect Passive			
Future Passive			
Imperative Singular		Imperative Plural	Translation (for both)
Active Infinitive	Translation	Passive Infinitive	Translation

Part 4: Vocab Check

adulēscēns	_____	annus	_____
cadere	_____	creāre	_____
māter	_____	nūper	_____
patientia	_____	pro	_____

2L Spanish

Student name:

Teacher name:

Hour:

SPANISH

JUNE 1 – JUNE 5

- **DAY 1 : Vocabulary Practice**
- **DAY 2: Stem Changing Verbs in the Present Tense**
- **DAY 3: Affirmative and Negative Words**
- **DAY 4: Finish any unfinished work**
- **DAY 5: Review new grammar from this week, quizlet and online videos**

NAME _____ CLASS _____

DAY 1 SEÑORA PEYERL

Escoge la palabra correcta (Choose the correct Word).

- | | | | |
|------------------------|-------------------|---------------------|--------------------|
| 1. aprender de memoria | a) to memorize | b) to ask | c) to discuss |
| 2. to ask for help | a) entregar | b) entender | c) pedir ayuda |
| 3. to give a speech | a) contestar | b) llegar tarde | c) dar un discurso |
| 4. entregar | a) to trigger | b) to turn in | c) to try |
| 5. the scissors | a) el pegamento | b) la grapadora | c) las tijeras |
| 6. la regla | a) the rule | b) the locker | c) the respect |
| 7. the seat | a) la silla | b) la mesa | c) el asiento |
| 8. a tiempo | a) on time | b) the time | c) the tempo |
| 9. the stapler | a) la regla | b) el estapamento | c) la grapadora |
| 10. to pay attention | a) poner atención | b) prestar atención | c) atender |

Escribe en la lengua opuesta (Write the Word in the opposite language)

- _____ the locker
- _____ respetar
- _____ los materiales
- _____ to arrive late
- _____ hacer una pregunta
- _____ to get a good grade
- _____ la palabra
- _____ to explain
- _____ el laboratorio.
- _____ pedir

Stem-changing verbs (p. 27)

- Stem-changing verbs have one spelling change in their stem in the present tense: **almorzar** → Yo **almuerzo** en la escuela.
- The stem change, as seen in the verb chart below, resembles a shoe because the **nosotros(as)** and **vosotros(as)** forms do not change.

yo	duermo	nosotros/ nosotras	dormimos
tú	duermes	vosotros/ vosotras	dormís
usted/él/ella	duerme	ustedes/ellos/ellas	duermen

- Look at the **yo** form of the verbs in the chart below.

e → ie	o → ue	e → i	u → ue
empezar → empiezo	poder → puedo	pedir → pido	jugar → juego
entender → entiendo	almorzar → almuerzo	repetir → repito	
		servir → sirvo	

A. Look at the verbs below and connect the letter in each stem with the letters it changes to in the conjugated form. Follow the model.

Modelo 

- | | | | |
|-----------|--------|-------------|-----------|
| 1. poder | puede | 4. almorzar | almuerzo |
| 2. pedir | pides | 5. jugar | juega |
| 3. servir | sirven | 6. entender | entienden |

B. Fill in the blanks with the correct stem-change letters for each verb in the sentences below. Follow the model.

Modelo Miguel almuerza en la cafetería.

- Los chicos j_____gan al fútbol americano.
- El camarero s_____rve la comida a tiempo.
- Yo p_____do café con leche en el bar.
- La clase emp_____za a las cuatro y media.

Stem-changing verbs (*continued*)

- Remember that the **nosotros** and **vosotros** forms do not change their stem.

C. Look at each pair of sentences below. In the space provided in the second sentence, write the **nosotros** form of the underlined verb from the first sentence to say that we don't do what the persons in the first sentence do. Follow the model.

Modelo Claudia empieza a hablar. Nosotros no empezamos a hablar.

- Tú juegas al fútbol. Nosotros no _____ al fútbol.
- Jorge entiende la clase. Nosotros no _____ la clase.
- Yo almuerzo con Juan y Rebeca. Nosotros no _____ con Juan y Rebeca.
- Rebeca pide una cinta adhesiva y una grapadora.

Nosotros no _____ una cinta adhesiva y una grapadora.

D. Answer the following questions choosing the stem-changing verb that makes the most sense in the sentence. Once you have chosen a verb, write the correct form in the space provided. Follow the model.

Modelo Es el mediodía y tú tienes hambre. ¿Qué haces tú?
Yo almuerzo (**almorzar / entender**) en la cafetería.

- Son las diez de la noche y nosotras estamos cansadas. ¿Qué hacemos?
Nosotras _____ (**querer / dormir**).
- Juan y Felipe son camareros en un restaurante. ¿Qué hacen todos los días?
Ellos _____ (**repetir / servir**) la comida.
- Tú sacas buenas notas en la clase de ciencias naturales. ¿Por qué?
Porque yo _____ (**entender / dormir**) la información.

AFFIRMATIVES

Algo. Something

Siempre Always

Algún (o,a,os,as) Some

Alguien Someone

También Also



Negatives

Nada. Nothing (Anything)

*Nunca. Never

Ningún (o,a,os,as) None, not any (Any)

*Nadie No one

Tampoco. Neither (either)

Affirmative and negative words (p. 31)

- Affirmative and negative words are opposites.
- Affirmative words are used to say that something does exist, or that it does happen. Negative words are used to say that something doesn't exist, or that it doesn't happen.
- **Yo siempre hago preguntas** is an affirmative sentence. It means "I always ask questions."
- **Yo nunca hago preguntas** is a negative sentence. It means "I never ask questions."

Affirmative	Negative
alguien <i>someone, anyone</i>	nadie <i>no one, nobody</i>
algo <i>something</i>	nada <i>nothing</i>
algún <i>some, any</i> [alguno(s)] [alguna(s)]	ningún <i>no, none, not any</i> [ninguno] [ninguna]
siempre <i>always</i>	nunca <i>never</i>
también <i>also, too</i>	tampoco <i>neither, either</i>

A. Rubén and Nora are talking about a class. Look at the underlined affirmative or negative words in each sentence. Then, write + next to the sentence if the word is affirmative and - if the word is negative. The first one is done for you.

- RUBÉN: ¿Por qué tú siempre haces preguntas en esa clase? _____
 NORA: Porque yo nunca entiendo y me gusta entender. _____
- RUBÉN: ¿Conoces a Marina? A ella también le gusta hacer preguntas. _____
 NORA: ¡Sí! Ella tampoco entiende la clase. _____
- RUBÉN: Yo siempre te quiero ayudar. _____
 NORA: Yo también quiero ayudar a Marina. _____

B. Each sentence below has an affirmative or negative word from the above chart. Find the word and circle it. Then, write its opposite in the blank. Follow the model.

Modelo Yo siempre respeto las reglas. _____ *nunca*

- Alguien contesta la pregunta. _____
- Lucía siempre llega tarde. _____

Affirmative and negative words (continued)

4. Tú también haces tu proyecto. _____
5. Marta y María tampoco piden ayuda. _____
6. Yo no tengo ninguna clase aburrida. _____

• When you want to say "some," change the ending of **alguno** so it matches what you're describing in gender (masculine or feminine) and number (singular or plural): **alguna** chica, **algunos** libros, **algunas** chicas. The same is true for **ninguno**: **ninguna** clase.

• Before a masculine singular noun, **alguno** and **ninguno** change to **algún** and **ningún**.

C. Look at the list of school supplies below. Is the word (or words) masculine or feminine, singular or plural? Circle the correct form of **alguno** or **ninguno** in parentheses.

1. (**algunas** / **algunos**) asientos
2. (**alguna** / **algunos**) cinta adhesiva
3. (**algunos** / **algún**) armario
4. (**ningún** / **ninguna**) libro
5. (**algunos** / **alguna**) materiales
6. (**ninguna** / **ningún**) grapadora

D. Circle the letter of the answer that best completes each sentence.

1. —¿Conoces a alguien en el laboratorio?
—No, yo no conozco a
a. alguien. b. nadie.
2. —¿Va a comer algo Anita?
—No, no va a comer
a. algo. b. nada.
3. —¿Conoce Sandra a alguien en el laboratorio?
—Sí, ella conoce a
a. alguien. b. nadie.
4. —¿Conoce el maestro a alguien en el laboratorio?
—No, el maestro no conoce a
a. alguien. b. nadie.
5. —¿Alfonso siempre llega a clase a tiempo?
—Sí, él _____ llega a tiempo.
a. siempre b. nunca

2L Logic

Student name:

Teacher name:

Hour:

2L Logic Week of June 1st

Name:

Teacher:

This week we will focus on fallacies that can be classified as Appeals to Emotion. Appeals to Emotion are arguments that attempt to sway the opinions of people by making them feel different emotions. Here are four different fallacies that fall under the category of Appeals to Emotion.

Appeal to Fear: Arguments that distract by making the audience afraid of the consequences of disagreeing with the speaker.

Appeal to Pity: Arguments that distract by making the audience feel sorry for the speaker or someone on behalf of whom the speaker is arguing.

Mob Appeal: Arguments that distract by making the audience want to feel like one of the crowd or one of the “common people”.

Snob Appeal: Arguments that distract by making the audience want to feel special.

Assignment Part One: For each example, identify which type of fallacy is being committed and your reasoning why.

1. Susie: “You should start making TikTok videos, everyone is doing it.”

Bob: “I have better things to do with my time.”

Susie: “Ok, but you will be left out of all the fun.”

Bob: “Meh.”

Fallacy Committed:

Reasoning:

2. Bob: “Teacher can you please not give us homework today? I am really busy tonight and have so much going on!”

Teacher: “Sorry Bob, I wouldn’t want you to miss out on an opportunity to learn by not giving you homework!”

Fallacy Committed:

Reasoning:

3. Teacher: "If you don't complete even one problem from one assignment the entire year, you will have to go back to Prima!"

Bob: "Wow I better do my homework every day."

Fallacy Committed:

Reasoning:

4. Bob: "I mean, you could wear regular headphones but why would you? AirPods just make you stand out, you know?"

Susie: "Bob you better put those away or the teacher is going to take them."

Fallacy Committed:

Reasoning:

Assignment Part Two: Write four of your own examples of these fallacies being committed, one for each type. Make sure to identify which type of fallacy each example represents. Be creative!

Example One:

Example Two:

Example Three:

Example Four:

2L Art

Student name:

Teacher name:

Hour:

First & Last Name: _____

Hour _____

Red or Blue day _____

2L Work page: please draw your picture on this sheet.

2L PE

Student name:

Teacher name:

Hour:

Name: _____

Teacher (Circle): MANGOLD or BECK

Circle: Red Or Blue Hour: _____

SOL Gym Class Guide – Week of June 1st – 5th

FITNESS TEST WEEK!

All 1L, 2L, 3L and 4L Students:

Monday	Tuesday	Wednesday	Thursday	Friday
SIT UP TEST! Time yourself for 1 minute! See how many sit-ups you can do. Lay flat on your back, with your legs bent and feet flat on the floor.		PUSH-UP TEST! Time yourself for 1 minute! Lay on your stomach, place your hands flat on the ground on both sides of your chest.		ENDURANCE TEST! Choose 1 or do both if you want: Run a mile in your neighborhood. You might have to figure out how far a mile is.
Tuck your feet under the couch or have someone hold your feet. Cross your arms over your chest.		Keep your feet on the ground, keep your back flat with your core muscle tight. Press yourself all the way up.		Or, if you can't safely run outside, please jog in place for a minimum 10 minutes.
Lift your shoulder blades off the ground and touch your elbows to your thighs, then lay back down.		Once your arms are straight, then lower your body down under your arms are bent at 90 degrees. Then press back up and repeat.		Challenge: Figure out how far a mile is in your neighborhood!

Have your parents/guardians initial when you have completed each test. Write the number or time from your 3 tests below. You can complete these three tests all in one day or spread it out over the week.

I did _____ sit-ups in one minute. Parent/Guardian Initial _____

I did _____ push-ups in one minute. Parent/Guardian Initial _____

I ran a mile in _____ (write your time) Parent/Guardian Initial _____

I jogged in place inside for a minimum of 10 minutes. Parent Initial _____

Email Magister Beck or Mangold with any questions! beck@parnassusprep.com mangold@parnassusprep.com

2L Music

Student name:

Teacher name:

Hour:

Scholar Name: _____

SOL Music Lesson
Music Visions
Week of June 1, 2020

Can a painting or a garden be “musical”?

This week’s music lesson shows how music can be interpreted through other art forms.

Please visit the music page at parnassteachers.com to see full-color images and additional resources for this lesson.

Important: Please put your full name on your completed answer sheet before returning. The remaining music lesson pages are for you to keep.

Your full name: _____ Level: 2L

Please complete the “Music Visions” reading, then answer these questions.

What similarities do you notice between Klee’s painting and traditional music notation?

What piece of music is the Music Garden modeled on? _____

How does music animation show us what is happening in the music as we listen to it?

Which of the three music animation videos (with organ, guitar, or piano) did you like the most, and why?

How would you interpret music visually? Describe what your visual interpretation would look like.
