

3L Student Distance Learning Work for May 8, 11-14th, 2020

Dear 3L Students and Families –

In this packet, you will find your next assignments for our distance learning. Please complete as much work as you are able to during this week. All scholars should attempt the Music and Art assignments, even if you do not usually take a Music or Art class. This is a great time to try

something new!

We will be reaching out to you throughout the week to touch base and see how you are doing and if we can provide any help or guidance. Please complete as much work as you are able to do.

At the end of the week, you will return this completed packet in your labelled bag. 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
1 (Friday)	<input type="checkbox"/> Math <input type="checkbox"/> Saxon 87 – Read Ms. Medcalf’s instructions (page 4 of READING packet), then do ALL 30 problems on Problem Sets 64, 65, 66 <input type="checkbox"/> Algebra ½ - Read Ms. Medcalf’s instructions, (page 4 of READING packet) then do ALL 30 problems on Problem Sets 94, 95, 96 <input type="checkbox"/> Algebra – Do Lessons 93-96 (Entire Problem Set) over the course of the week <input type="checkbox"/> English & Penmanship <input type="checkbox"/> Read Clarifications and Notes (Page 6 of READING packet) <input type="checkbox"/> Read Chapter 9, (Frederick Douglass p. 91-97), Do “Closer Look” questions on p. 98 of your book. <input type="checkbox"/> Spanish <input type="checkbox"/> Day 1 Worksheet – Imperfect Tense, regular verbs (Page 24 of this packet, Instructions page 19-20 of READING packet)	<input type="checkbox"/> History <input type="checkbox"/> Texas and Mexico (Worksheet pages 18-19 of this packet, reading on pages 8-11 of your READING packet) <input type="checkbox"/> Texas and Mexico Open Outline Quiz (Worksheet page 20 of this packet) <input type="checkbox"/> Science <input type="checkbox"/> The DNA Connection, Human Inheritance. Read and complete worksheets (Worksheet pages 32-38 of this packet, reading on pages 23-36 of your READING packet) <input type="checkbox"/> Latin <input type="checkbox"/> Read Chapter 28 Grammar Notes Part II (READING packet pages 13-16) <input type="checkbox"/> Exercises Worksheet, Part A and B 1-3 (Page 22) <input type="checkbox"/> Optional Enrichment: Part B 4-6 <input type="checkbox"/> Spanish <i>New students only:</i> <input type="checkbox"/> Capitulo 1B-3, Definite and Indefinite Articles (Page 28) <input type="checkbox"/> 1B-4, Placement of Adjectives (Page 29) <input type="checkbox"/> 3A-3 Me gustan, me encantan (Page 30)
2 (Monday)	<input type="checkbox"/> Math <input type="checkbox"/> Saxon 87 - Continue work on Problem Sets 64-66, 1-30 <input type="checkbox"/> Algebra ½: Continue work on Problem Sets 94-96, 1-30 <input type="checkbox"/> Algebra: Continue work on Lessons 93-96 <input type="checkbox"/> English & Penmanship <input type="checkbox"/> Letter to the Editor (Frederick Douglass p. 99) <input type="checkbox"/> Spanish <input type="checkbox"/> Day 2 Worksheet – Imperfect Tense, irregular verbs (Page 25)	<input type="checkbox"/> Logic <input type="checkbox"/> Lesson 14 Reading and Worksheet (Worksheet pages 41-44 of this packet, reading on pages 38-40 of your READING packet)
3 (Tuesday)	<input type="checkbox"/> Math <input type="checkbox"/> Saxon 87 - Continue work on Problem Sets 64-66, 1-30 <input type="checkbox"/> Algebra ½: Continue work on Problem Sets 94-96, 1-30 <input type="checkbox"/> Algebra: Continue lessons 93-96 <input type="checkbox"/> English <input type="checkbox"/> Read Chapter 10A. <input type="checkbox"/> Spanish <input type="checkbox"/> Day 3 Worksheet - Capitulo 4A-6 (Page 26)	<input type="checkbox"/> P.E. (Page 46) <input type="checkbox"/> Column 1 <input type="checkbox"/> Column 2 <input type="checkbox"/> Column 3 <input type="checkbox"/> Art (Required for all 3L students) <input type="checkbox"/> Human Proportions (Worksheet pages 48-49 of this packet, reading/instructions on pages 42-46 of your READING packet)
4 (Wed.)	<input type="checkbox"/> Math <input type="checkbox"/> Saxon 87 - Continue work on Problem Sets 64-66, 1-30 <input type="checkbox"/> Algebra ½: Continue work on Problem Sets 94-96, 1-30 <input type="checkbox"/> Algebra: Continue lessons 93-96 <input type="checkbox"/> English <input type="checkbox"/> Answer Closer Look questions on page 117 of your book. <input type="checkbox"/> Spanish <input type="checkbox"/> Day 4 Worksheet – Start Capitulo 4A-4 (Page 27)	<input type="checkbox"/> Music (Required for all 3L students) <input type="checkbox"/> Music Assignment #5, Music as Conversation (Pages 50-54)
5 (Thurs.)	<input type="checkbox"/> Math <input type="checkbox"/> Saxon 87 - Continue work on Problem Sets 64-66, 1-30 <input type="checkbox"/> Algebra ½: Continue work on Problem Sets 94-96, 1-30 <input type="checkbox"/> Algebra: Continue lessons 93-96 <input type="checkbox"/> English <input type="checkbox"/> Apostrophe, Frederick Douglass p. 118 <input type="checkbox"/> Spanish <input type="checkbox"/> Day 5 Worksheet - Finish Capitulo 4A-4 (Page 27)	

PLEASE SIGN AND DATE BELOW BEFORE RETURNING:

Student Full Name (First & Last): _____

Parent Signature: _____ Date: _____

3L Math

First and Last Name: _____

Saxon Level: _____

Teacher: _____

Class Period: _____

A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

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A N S W E R F O R M

Mixed Practice Solutions

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A N S W E R F O R M

Mixed Practice Solutions

Show all necessary work. Please be neat.

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3L English Work

First and Last Name: _____

English Teacher: _____

Class Period: _____

3L History Work

First and Last Name: _____

Ms. Byrne

Class Period: _____

Name: _____

Hour: _____

3L History - Outline for Texas and Mexico 1835-1848

This is a two day assignment. Start by completing the structured outline as you have been doing.

P1: Preview _____

P2: Mexico belonged to _____

Sam Houston _____

Information from caption at left _____

General Santa Anna _____

Alamo _____

Davy Crockett _____

P3: battle of San Jacinto _____

Lone Star Republic _____

28th state _____

P4: Pres. Polk _____

Mexican-American War _____

Treaty of Guadalupe-Hidalgo _____

With this basic understanding of the historical events, create your own paragraph by paragraph outline of the same content from a more detailed source. Using the lines below, create an outline for the final three pages. Remember that you only need to include the information you think is important. Keep focused on the historical flow of events. Include the most important names, dates, terms and events. On the first day complete your outline to the end of the P10 section. Finish the outline on the second day. On the third day you should try use only your outline for the Texas and Mexico Open Outline Quiz. The purpose of the quiz is for you to check whether you included the most important information in the outline. The goal is for you to practice the skill of outlining while you learn the content.

The Texas Question

P1 _____

P2 _____

P3 _____

P4 _____

P5 _____

3L History Texas and Mexico 1835-1848

P6 _____

P7 _____

P8 _____

P9 _____

P10 _____

P11 _____

P12 _____

P13 _____

P14 _____

P15 _____

P16 _____

P17 _____

P18 _____

P 19 _____

P20 _____

Name: _____

Hour: _____

3L History – Texas and Mexico Open Outline Quiz

You may use your outline only (not the copied text) to help you answer these questions. This is a way to check if your outline contains the right information.

1. Texas land is good for what crop? _____

2. Who led the Mexican military forces when Texas declared Independence in 1835? _____

3. What is the Alamo and what is its historical significance? _____

4. Who led the military forces of the Lone Star Republic and was its president? _____

5. What U.S. region wanted Texas to join the U.S.? _____

6. What U.S. region did NOT want Texas to join the U.S. and why? _____

7. What are the three causes of the War with Mexico? _____

8. What was President Polk's three part plan to defeat Mexico? _____

9. How did America gain control of California? _____

10. What were the terms of the Treaty of Hidalgo? _____

11. What event in California seemed the "ultimate justification of manifest destiny" and earned Americans \$200 million in four years? _____

3L Latin Work

First and Last Name: _____

Magister Feicht

Class Period: _____

Latin Exercises:

Name: _____

Hour (2nd, 3rd, etc.): _____

Part A: Change the following *indicative* verbs into their *subjunctive* forms, keeping the same person, number, and voice. (**Remember, you *have* to know what conjugation each verb is; look at the stem vowel!**))

	Indicative	<u>Subjunctive</u>
1.	amant	
2.	vidēmus	
3.	audis	
4.	monēminī	
5.	venis	

Part B: Identify the use of the subjunctive in each sentence (*jussive* or *purpose*), then **translate!** #1-3 are required; 4-6 are **optional enrichment!**

1. Tacemus nē leōnēs nōs audiant.

Translation: _____

2. Caesar nē ad Galliam veniat.

Translation: _____

3. id facimus ut nōs laudent.

Translation: _____

*4. nepōtēs cursūs currant.

Translation: _____

*5. parēns filiam amet.

Translation: _____

*6. cum cūrā labōrat ut Latīnam bene discat.

Translation: _____

3L Spanish Work

First and Last Name: _____

Senora Serrano

Class Period: _____

Nombre _____

Grado 3L

Day 1

The imperfect tense: regular verbs

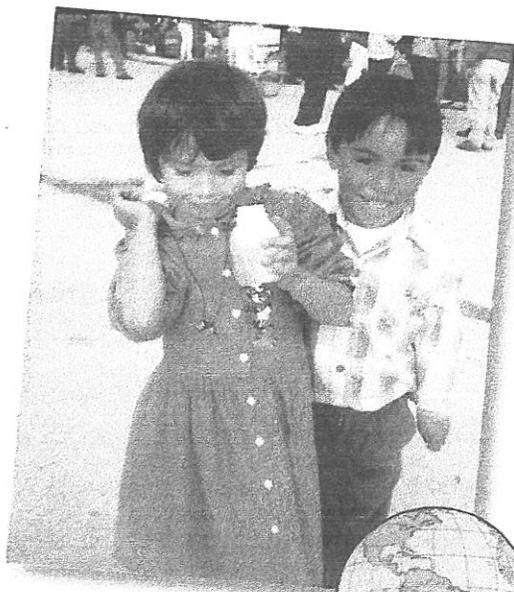
For activity 14, use your grammar instruction sheet labeled 'The imperfect tense: regular verbs'.

14 En la casa de nuestros abuelos 

Leer • Escribir

Margarita recuerda cómo, de niña, pasaba tiempo en la casa de sus abuelos. Escribe la forma apropiada del imperfecto de los verbos.

Cuando era niña mis hermanos y yo 1. (*pasar/pensar*) tiempo en la casa de nuestros abuelos de vez en cuando. Mi abuela 2. (*preparar/participar*) galletas muy ricas y nosotros las 3. (*correr/comer*) en el patio. Ella siempre nos 4. (*ofrecer/obedecer*) más galletas. Mi abuelo nos 5. (*estudiar/leer*) cuentos y a veces él nos 6. (*hacer/escribir*) pequeños juguetes de madera (*wood*). Mis abuelos no 7. (*trabajar/limpiar*) y 8. (*decir/tener*) mucho tiempo para pasar con nosotros. Mis hermanos y yo siempre 9. (*regresar/bailar*) a casa muy contentos después de estar con nuestros abuelos.



Dos niños ecuatorianos



Write your answers here:

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

5. _____



The imperfect tense: irregular verbs (p. 196)

There are only three irregular verbs in the imperfect tense: **ir**, **ser**, and **ver**. Here are their forms:

	ir = To go	ser = To be	ver = To see
yo	iba = I used to go	era = I used to be	veía = I used to see
tú	ibas	eras	veías
usted/él/ella	iba	era	veía
nosotros/nosotras	íbamos	éramos	veíamos
vosotros/vosotras	ibais	erais	veíais
ustedes/ellos/ellas	iban	eran	veían

Day 2

- Note that only the **nosotros** forms of **ir** and **ser** carry accents.
- Ver** uses the exact same endings as regular **-er** verbs, and is only irregular because of the added "e".

A. Choose the correct verb in parentheses to complete each sentence. Circle your choice. Use the chart above to help you. Follow the model.

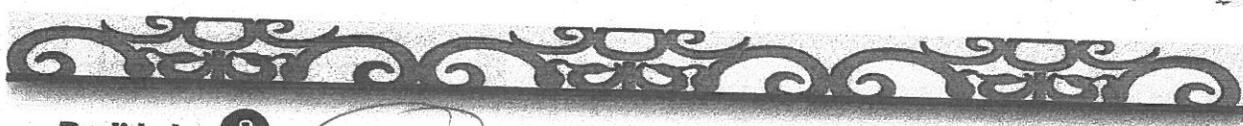
Modelo Clara y Nubia (eran / iban) mis amigas.

- Por lo general, yo (era / veía) a mis primas.
- Mis primos nunca (veían / iban) conmigo al mercado.
- Mis hermanos y yo (éramos / íbamos) muy traviosos.
- ¿Tú (ibas / veías) muchas películas?

B. Complete the following sentences using the imperfect form of the verb in parentheses. Follow the model.

Modelo Nosotros (ir) íbamos a la escuela todos los días.

- ¡Mi mamá (ser) _____ muy traviesa de niña!
- Nosotros generalmente (ver) _____ la tele en casa.
- De niña, yo (ir) _____ a la casa de mis tíos de vez en cuando.
- La familia de mi mamá (ver) _____ a la abuela durante las vacaciones.
- Juana y yo (ser) _____ muy buenas amigas.



Realidades 2

Nombre _____

Hora 3L

Capítulo 4A

Fecha May 8-14th

Core Practice 4A-6

Sra. Serrano

Así vivíamos

Martín and Susana are talking about what life was like when they were children and they lived in the country. To complete their thoughts, use the imperfect of the verbs ir, ser, and ver.

Mi familia y yo vivíamos en el campo. La casa _____ muy grande.

Mis abuelos vivían con nosotros. Ellos _____ pelirrojos cuando nosotros _____ jóvenes.

Day 3

Cada día nosotros _____ a pie a la escuela. Tú _____ todo lo que pasaba en el camino a la escuela. Nuestro perro, Rey, _____ con nosotros a la escuela. Él _____ un perro muy obediente. En la escuela tú _____ obediente, y entonces _____ la estudiante favorita del profesor.

Después de la escuela yo _____ a la casa de mis amigos Héctor y Elías. Por la mañana ellos _____ de pesca con su padre, pero por la tarde nosotros _____ al lago a nadar. Por la noche ellos _____ la tele y yo me quedaba con mi familia. No teníamos mucho, pero _____ felices.

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¿Qué hacen?

Day 4
Day 5

Sra. Serrano

Based on the illustrations, write complete sentences to answer the questions about what the children are doing. Follow the model.



Modelo

¿En dónde se queda Jorgito durante el día?

Jorgito se queda en la guardería infantil durante el día

Write in complete sentences.
Use study guide 4A

Present

Verbs must be conjugated in the Present.

Day 4



1. ¿Qué tiene Margarita?



2. ¿Con qué juega Marcos?



3. ¿Con qué duerme siempre Pablo?



4. ¿Qué les gusta hacer a las niñas?



5. ¿Cómo se portan Raúl y Julia?

Day 5



6. ¿Qué sabe hacer Claudia a los tres años?



7. ¿Qué le gusta hacer a Felipe?



8. ¿Qué hacen siempre Diego y Pepe?

New Students Only! Sra. Serrano

Definite and indefinite articles (p. 70)

- El and la are the Spanish *definite articles*. They mean the same as "the" in English.
- You use **el** with masculine nouns: **el libro**. You use **la** with feminine nouns: **la carpeta**. → The folder The book
- **Un** and **una** are the Spanish *indefinite articles*. They mean the same as "a" and "an" in English.
- You use **un** with masculine nouns: **un libro**. You use **una** with feminine nouns: **una carpeta**. → a folder

A. Look at the ending of each noun in this group. Decide if the noun is masculine or feminine. Write **M** next to the masculine words and **F** next to the feminine words. Follow the model.

Modelo F computadora

- | | | |
|-----------------|----------------|-------------------|
| 1. _____ año | 3. _____ libro | 5. _____ carpeta |
| 2. _____ semana | 4. _____ hoja | 6. _____ profesor |

B. Now, look at the words from **part A** again and circle the definite article **el** for the masculine words and the definite article **la** for the feminine words.

- | | | |
|-----------------------|----------------------|-------------------------|
| 1. (el / la) año | 3. (el / la) libro | 5. (el / la) carpeta |
| 2. (el / la) semana | 4. (el / la) hoja | 6. (el / la) profesor |

C. Look at the ending of each noun below. Decide if the word is masculine or feminine. Write **M** next to the masculine words and **F** next to the feminine words.

- | | | |
|-------------------|------------------|--------------------|
| 1. _____ cuaderno | 3. _____ revista | 5. _____ bicicleta |
| 2. _____ amigo | 4. _____ familia | 6. _____ cuento |

D. Now, look at the words from **part C** again and circle the indefinite article **un** for the masculine words and the indefinite article **una** for the feminine words.

- | | | |
|--------------------------|-------------------------|---------------------------|
| 1. (un / una) cuaderno | 3. (un / una) revista | 5. (un / una) bicicleta |
| 2. (un / una) amigo | 4. (un / una) familia | 6. (un / una) cuento |

E. Circle the correct definite or indefinite article to complete each sentence.

- | | |
|---|--|
| 1. (El / La) estudiante es estudiosa. | 5. (El / La) profesor es trabajador. |
| 2. (El / La) profesora es buena. | 6. (Un / Una) estudiante es artístico. |
| 3. (Un / Una) amigo es simpático. | 7. (El / La) amiga es inteligente. |
| 4. (Un / Una) estudiante es atrevida. | 8. (Un / Una) estudiante es reservada. |

New Students Only

Sra. Serrano

Word order: Placement of adjectives (p. 72)

- English adjectives usually come *before* the noun they describe.
- Spanish adjectives usually come *after* the noun they describe:
- Many Spanish sentences follow this pattern:

subject noun + verb + indefinite article and noun + adjective

1 2 3

Roberto es un estudiante bueno.

1 2 3 4

Serena es una chica inteligente.

1 2 3 4

But in English you say Serena is a smart girl.

A. Look at the following groups of words. Write a number from 1 to 4 below each word according to what kind of word it is. Follow the model and use the examples above.

- Write 1 for subject nouns.
- Write 2 for verbs.
- Write 3 for indefinite articles and nouns.
- Write 4 for adjectives.

Modelo es / Diego / talentoso / un estudiante
2 1 4 3

1. seria / Olga / una estudiante / es
2. un amigo / es / bueno / Guillermo
3. Javier / un estudiante / es / trabajador
4. es / Concha / simpática / una chica
5. es / una estudiante / Ana / inteligente
6. Manuel / es / atrevido / un chico

B. Now, write the complete sentence for each example from part A by putting the words in order by the numbers you added, going from 1 to 4. Follow the model.

Modelo Diego es un estudiante talentoso.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

New Students Only!
Sra. Serrano

Me gustan, me encantan (p. 164)

- To say you like one thing, use **me gusta** (*I like*) or **me encanta** (*I love*).
- To say you like more than one thing, use **me gustan** or **me encantan**.
- Put **no** in front of **me gusta** or **me gustan** to say you don't like one or more things:
No me gusta el café. No me gustan los huevos. *I don't like eggs.*

One thing (singular)	More than one thing (plural)
Me gusta la leche. <i>I like milk.</i>	Me gustan las manzanas. <i>I like apples.</i>
Me encanta el té. <i>I love tea.</i>	Me encantan los jugos. <i>I love juice.</i>

A. Look at each noun. Write **S** if the noun is singular. Write **P** if it is plural.

- | | |
|-----------------------|-------------------------|
| 1. _____ el cereal | 5. _____ las salchichas |
| 2. _____ el tocino | 6. _____ las papas |
| 3. _____ los huevos | 7. _____ el pan |
| 4. _____ las manzanas | 8. _____ la pizza |

B. Now, look at sentences using the same nouns from **part A**. Complete the verbs by writing **a** for the singular nouns and **an** for the plural nouns. Follow the models.

Modelos Me encant a el café.
Me encant an las fresas.

- | | |
|--------------------------------|------------------------------------|
| 1. Me gust _____ el cereal. | 5. Me encant _____ las salchichas. |
| 2. Me gust _____ el tocino. | 6. Me gust _____ las papas. |
| 3. Me encant _____ los huevos. | 7. Me encant _____ el pan. |
| 4. Me gust _____ las manzanas. | 8. Me gust _____ la pizza. |

C. Complete the following exchanges by circling the correct word in parenthesis.

- ELENA: ¿Te (gusta / gustan) el helado?
ENRIQUE: ¡Sí! Me (encanta / encantan) el helado.
- BERTA: No me (gusta / gustan) las fresas.
ANA: ¿No? ¡Me (encanta / encantan) las fresas!
- JOSÉ: Me (encanta / encantan) la pizza.
LUIS: ¿Sí? A mí no. ¡Pero me (encanta / encantan) las hamburguesas!

3L Science Work

First and Last Name: _____

Teacher: _____

Class Period: _____

Name: _____ Teacher: _____ Hour: _____

3L Section 4 Assessment – The DNA Connection

1. What is the relationship between a gene, a DNA molecule, and a protein?
2. How does a DNA molecule determine the structure of a specific protein?
3. The DNA base sequence GGG codes for amino acid proline. Could this same base sequence code for a different amino acid? Why or why not?
4. List the sequence of events that happens during protein synthesis?
5. What is messenger RNA? Describe how it performs its function.
6. Does transfer RNA perform its function in the nucleus or cytoplasm? Explain your answer.
7. How does a mutation in a gene affect the order of DNA base?
8. How can a mutation in a gene cause a change in an organism's phenotype?

The Genetic Code (p.98)

1. Circle the letter of each sentence that is true about genes, chromosomes and proteins.
 - a. Genes control the production of proteins in an organism's cells.
 - b. Proteins help determine the size, shape and other traits of an organism.
 - c. Chromosomes are made up of mostly of proteins.
 - d. A single gene on a chromosome contains only one pair of nitrogen bases.

2. A DNA molecule is made up of these four nitrogen bases.

a. _____

b. _____

c. _____

d. _____

3. What is the genetic code?

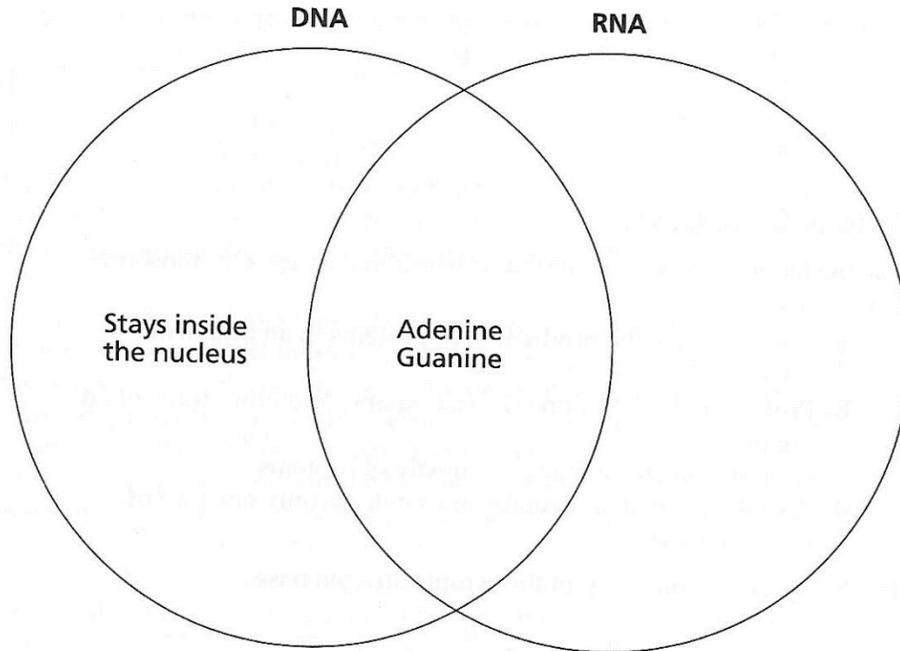
4. One group of three nitrogen bases codes for one _____.

How Cells Make Proteins (pp. 99 – 101)

5. During protein synthesis, the cell uses information from a _____ on a chromosome to produce a specific _____.

6. Proteins are made on _____ in the cytoplasm of the cell.

7. Complete the Venn diagram to show some of the similarities and difference between DNA and RNA. Tell where each nucleic acid is located and what bases it contains.



8. List the two kinds of RNA and tell their jobs.

a. _____

b. _____

9. Circle the letter of the first step in protein synthesis.

- a. Transfer RNA carries amino acids to the ribosome.
- b. The ribosome releases the completed protein chain.
- c. Messenger RNA enters the cytoplasm and attaches to a ribosome
- d. DNA “unzips” to direct the production of a strand of messenger RNA

10. Circle the letter of the last step in protein synthesis.

- a. Transfer RNA carries amino acids to the ribosome.
- b. The protein chain grows longer as each transfer RNA molecules adds an amino acid.
- c. Messenger RNA enters the cytoplasm and attaches to a ribosome
- d. DNA “unzips” to direct the production of a strand of messenger RNA

Mutations (p. 102 - 103)

11. What is a mutation?

12. How can mutations affect protein synthesis in cells?

13. Circle the letter of each sentence that is true about mutations.

- a. Cells with mutations will always make normal proteins.
- b. Some mutations occur when one nitrogen base is substituted by another.
- c. Some mutations occur when chromosomes don't separate correctly during meiosis.
- d. Mutations that occur in a body cell can be passed on to an offspring.

14. Mutations can be a source of genetic _____.

15. Is the following sentence true or false? All mutations are harmful. _____.

16. Mutations that are _____ improve an organism's chance for survival and reproduction.

17. Whether a mutation is harmful or helpful depends partly on an organism's _____.

Name: _____ Teacher: _____ Hour: _____

3L Section 1 Assessment – Human Inheritance

1. Identify three patterns of inheritance in humans. Give an example of a trait that follows each pattern.
2. How many human blood types are there? Summarize how blood type is inherited.
3. Aaron has blood type O. Can either of his parents have blood type AB? Explain your answer.
4. What are the functions of the sex chromosomes?
5. Contrast the sex chromosomes found in human females and human males.
6. Explain how red-green colorblindness is inherited. Why is the condition more common in males than in females?
7. Are a person's characteristics determined only by genes? Explain.
8. Explain what factors might work together to enable a great soccer player to kick a ball a long distance.

Patterns of Human Inheritance (p.111 - 112)

1. The probability that two heterozygous parents for widow's peak will have a child with a straight hairline is _____ percent.
2. A gene with three or more alleles for a single trait has _____.
3. Is the following sentence true or false? Even though a gene has multiple alleles, a person can carry only one two of those alleles. _____
4. Complete the table by writing all possible combinations of alleles for each blood type.

Blood Types	
Blood Type	Combination Alleles
A	
B	
AB	
O	

5. Why do some human traits, such as height and skin color, show a large number of phenotypes?

6. Is the following sentence true or false? Skin color is controlled by more than one gene.

The Sex Chromosomes (pp 113 – 115_

7. Is the following sentence true or false? Genes on chromosomes determine whether a baby is a boy or girl. _____

8. Females have two _____ chromosomes. Males have one _____ and one _____ chromosome.

9. Circle the letter of each sentence that is true about human sex chromosomes

- a. All eggs carry one X chromosome.
- b. Half of a male's sperm cells have an X chromosome.
- c. None of a male's sperm cells have a Y chromosome.
- d. The egg determines the sex of the child.

10. Genes on the X and Y chromosomes are called _____.

11. Why are males more likely than females to have a sex-linked trait that is recessive?

12. Is the following question true or false? A carrier for colorblindness is colorblind. _____

13. Why is a son who receives the allele for colorblindness from his mother always colorblind?

The Effect of Environment (p. 116)

14. The effects of genes are often altered by the _____.

15. List one environmental factor that can affect a person's height.

3L Logic

First and Last Name: _____

Teacher: _____

Class Period: _____

Name: _____ Logic Teacher: _____

Hour: _____

Book 2—Lesson 14

Answer the following questions in complete sentences. Make sure you answer ALL questions.

Viewpoint A:

1. What is the main point of Viewpoint A?

2. Write Viewpoint A's main point as an A, E, I, or O statement. Label the major and minor terms.

3. Write out a proper argument (2 premises and a conclusion) that represents what Viewpoint A is saying. Use your answer to Question 2 as your conclusion.

4. What type of reasoning is Viewpoint A using?

FLIP OVER →

5. Review the fallacies found in the Guide to Thinking. Choose at least three fallacies that were committed in Viewpoint A. Explain them.

	Paragraph/Location	Fallacy	Explanation
Fallacy 1			
Fallacy 2			
Fallacy 3			

6. Evaluate the evidence Viewpoint A uses. (Hint: use PROP)

7. Do you think George Fitzhugh, the author of Viewpoint A, believed what he wrote in this argument? Why or why not?

FLIP OVER →

8. In another writing, George Fitzhugh wrote that human bonds are closer in family ties. People act out of trust, generosity, and love. On the other hand, capitalism, such as in factories, is impersonal and based on greed. Slavery is a closer approximation to family than to capitalism, so it is a superior system for organizing society. Government should be based on the social ties emphasized in slavery. Evaluate this argument.

Viewpoint B:

7. What is the main point of Viewpoint B?

8. Write Viewpoint B's main point as an A, E, I, or O statement. Label the major and minor terms.

9. Write out a proper argument (2 premises and a conclusion) that represents what Viewpoint B argues. Use your answer to question 8 as your conclusion.

10. What type of reasoning is Historian B using?

11. What is a possible fallacy in the fourth sentence of the first paragraph? ("Everybody knows...")

12. Evaluate two sources used by Viewpoint B. (Hint: use PROP) Specify which sources/people you are evaluating.

13. Assume all these pieces of evidence are reliable. How convincing is it that cruelty to slaves was widespread?

3L Physical Education

First and Last Name: _____

Teacher: _____

Class Period: _____

Name: _____

Teacher (Circle): MANGOLD or BECK

Circle: Red or Blue Hour: _____

SOL Gym Class Guide – Week of May 11th – May 15th

Do 20 minutes of continuous exercise 3 times a week, or every day if you want. Exercise will help you manage stress and is a great way to take a break.

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

Monday	Tuesday	Wednesday	Thursday	Friday
1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!	1. Stretch/Warm up for 5 minutes using our daily stretching routine. Include push-ups, sit-ups, planks to challenge yourself!
2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.	2. Do 15 minutes of continuous exercise. Choose from the list below.
3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____	3. Have a parent initial here after you complete your workout. _____

Complete #1-2 **THREE** times a week and have your parents initial box #3 when you finish each workout.

We want you to get moving! Here are some ideas for continuous exercise: go for a run, jump, juggle, lift weights, dance, do household chores like vacuuming, jump rope, bounce a ball, walk where you're allowed, create a minute-2-win it challenge, invent a game, throw a ball, play catch, climb, etc. You can also make up a game of your own!

Take care of yourselves! -Magister Mangold and Magister Beck

3L Art Work

First and Last Name: _____

Magister Zachman

3L Work page:

Draw your person here.

Name _____

Hour _____

Red or Blue day _____

1. Top of Head line

2. Chin line

2.5. Shoulder line

3. Center chest line

4. Belly button/Elbow line

5. Hip joint line

6. Finger tip line

7. Bottom kneecap line

8. Bottom of calf muscle

9. Soles of feet = Ground

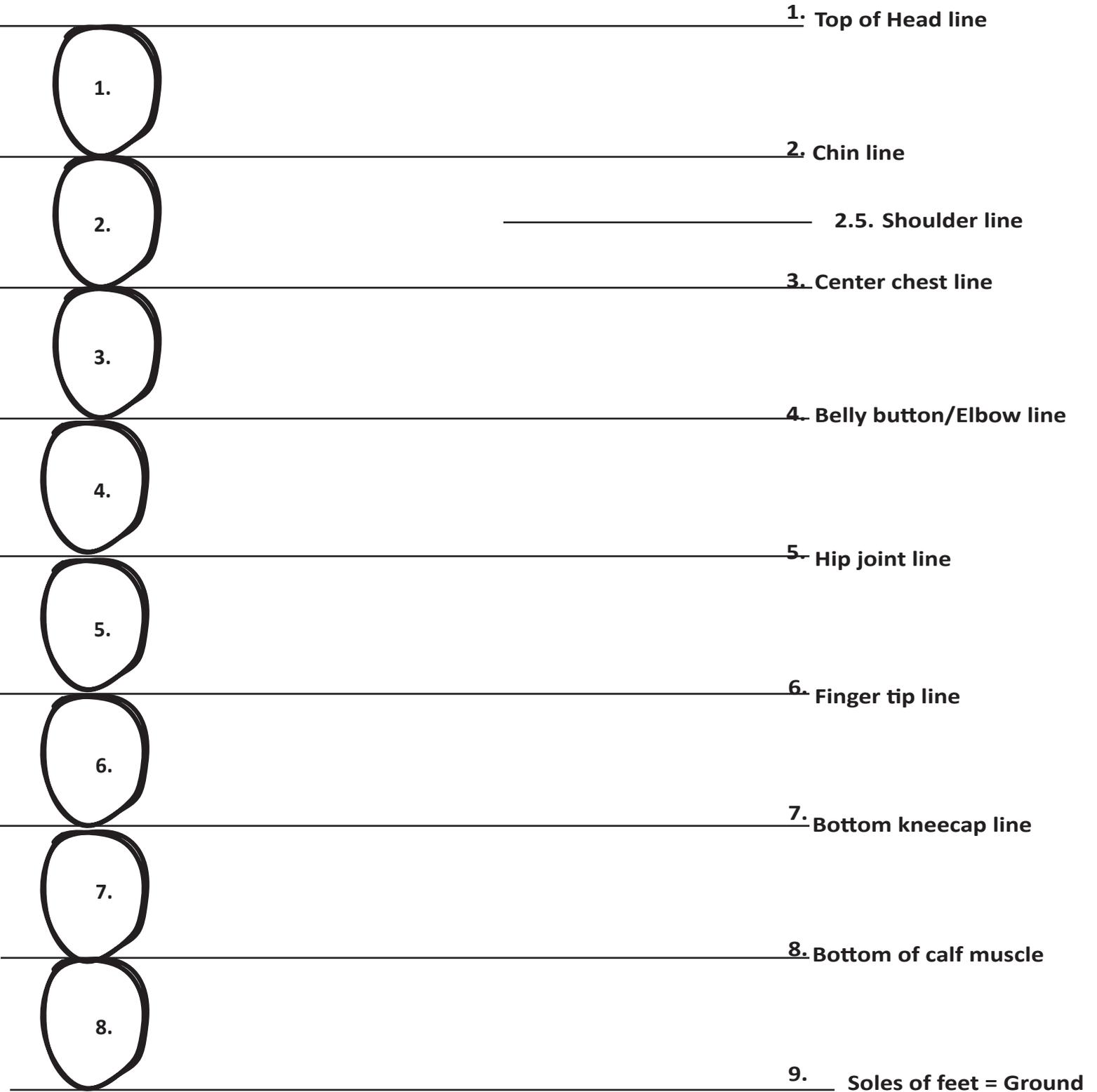
3L Work page:

Draw your person here.

Name _____

Hour _____

Red or Blue day _____



Scholar Name: _____

SOL Music Lesson

“Music as Conversation”

Week of May 11, 2020

This week’s music lesson continues our exploration of the connections of music and language. It looks at how composers such as Haydn, Mozart, and Beethoven used conversation as a model for the ways in which instruments interact, almost as if they are talking to each other. The lesson includes several examples that use musical notation – contact one of us (Dr. Dean, Magistra Neimeyer, or Magister Sood) if you have any questions about how to read it. Please let us know if there are any issues opening the listening links that are also a part of the lesson.

The “For Further Exploration” section has more “conversational” vocal and instrumental music by Mozart, with additional listening links.

Important: put your name on this page and the answer sheet. Return your completed answer sheet. The remaining music lesson pages are for you to keep.

Scholar name: _____

Please answer the following questions based on the “**Music as Conversation**” reading.

When did the Classical era in music history start and end? _____

What three major Classical-era composers are represented in this lesson?

Name at least three features of Classical-era music.

How did Classical-era composers create a sense of instruments having a conversation?

Music Lesson No. 5:

Music as Conversation

The Classical era (1750-1828) of music history is known for music that is elegant, entertaining, and emotionally restrained. Composers of the time tried to incorporate order and symmetry into their music, creating a kind of architecture in sound. In keeping with the ideas of Enlightenment philosophy, they also thought of music as a kind of conversation among equals. These musical conversations are found in the works of Classical era composers such as Haydn, Mozart, and Beethoven.

One way that these composers suggest conversation is through **commentary**. When an instrument states a melody, another instrument will play a contrasting passage that “comments” on that statement. In Mozart’s “Hunting” Quartet, the middle two instruments play the melody (at 1’22’ in the video), then the higher-pitched violin comments (at 1’25’’). Listen a little further to see if it happens again.

<https://www.youtube.com/watch?v=FIUPPOToj4>

They also use **imitation**, where the same snippet of melody is passed from one instrument to another. Imitation implies that everyone is in harmonious agreement. Impassioned argumentation, common in earlier music where rhetorical persuasion was the model, is rare in Classical-era music. In the Mozart quartet, each instrument waits its turn as the melody (marked with a *) is passed from lowest to highest instrument. This passage is at 2’10’’ in the same video:

The image shows a musical score for four instruments: Violin 1, Violin 2, Viola, and Cello. The score is written in a single system with four staves. The key signature is one flat (B-flat), and the time signature is 4/4. The music is in a common time signature. The score shows a melodic passage marked with asterisks (*) indicating imitation. The passage starts with the Cello playing a melody, followed by the Viola, then Violin 2, and finally Violin 1. The asterisks are placed above the notes of the melody in each instrument's part. The score is written in a standard musical notation with a treble clef for Violin 1 and 2, and a bass clef for Viola and Cello. The music is in a common time signature. The score shows a melodic passage marked with asterisks (*) indicating imitation. The passage starts with the Cello playing a melody, followed by the Viola, then Violin 2, and finally Violin 1. The asterisks are placed above the notes of the melody in each instrument's part.

Another conversational technique in Classical era music is symmetrical **question-and-answer phrasing**. The melody begins with a question, then an answer of the same length completes the melody, creating a symmetrical structure. This is symmetry that we can both see and hear, as in Haydn’s “Surprise” Symphony, below. The question (Q) and its answer (A) are each four measures long, in a soft (**piano**) volume. These eight measures are then repeated (the second line in the music below), but Haydn changes the “punctuation” of the answer to a loud fortissimo (**ff**) exclamation point – surprise! Listen here: <https://www.youtube.com/watch?v=ILjwkamp3II>

Q (four measures) A (next four measures)

The image shows two staves of musical notation in 2/4 time. The first staff is labeled 'Andante' and 'p'. It contains eight measures: the first four are the 'question' (Q) and the next four are the 'answer' (A). The second staff, starting at measure 9, repeats the same eight measures. The first four measures of the second staff are marked 'pp' and the last four are marked 'ff'.

In Classical-era music the melody is often in the highest, most prominent part, with harmonic support from lower-pitched instruments. Beethoven reverses these traditional roles by starting his String Quartet, Opus 59, No. 1, with the melody in the lowest part and the higher instruments in the background (at 1’10” in the video). Then the instruments **trade roles**, with the melody in the violin (at 1’22”). Beethoven also takes question-and-answer to a new level by splitting the four instruments into two duets, where the viola and cello answer the two violins to create a musical **dialogue** (at 1’52”). The cello comments on the violin melody (at 3’54”). Also listen for imitation of the first four notes of the opening melody. The dialogues and musical commentaries continue throughout this piece, creating a richly-layered conversation where you can really hear the personality of each instrument. <https://www.youtube.com/watch?v=oXLKu-HglnM&t=259s>

For Further Exploration

Mozart “Starling” Variations. From a concerto for piano and orchestra, this piece has all the hallmarks of musical conversation. Listen for symmetrical question-and-answer phrases, dialogues between string and wind instruments and among individual wind instruments, role-trading between the orchestra and the solo piano, piano commentary, and more! <https://www.youtube.com/watch?v=AsdfPVM0stI&t=92s>

Vocal Quartet from Mozart’s *Don Giovanni*. Here the conversation includes the words! This scene from one of Mozart’s Italian-language operas involves four characters: Don Giovanni, Donna Anna, Don Ottavio, and Donna Elvira. Anna thinks Giovanni might have killed Anna’s father, and her fiancé Ottavio is helping her get to the truth. Elvira is trying to warn them about Giovanni’s true nature, while Giovanni hopes to convince them that Elvira is crazy. By the end of the quartet Anna’s suspicion is confirmed. As you listen, notice how the music dramatizes the complicated personal dynamics among the characters. Elvira starts the quartet after a spoken passage between Giovanni, Anna, and Ottavio, at 1’20 in the video. <https://www.youtube.com/watch?v=c6oQy22dcQc>

Donna Elvira (to Don Giovanni): Ah, I've found you again, faithless monster!

Donna Elvira (to Donna Anna): Do not believe, unhappy one,
in that faithless heart!
The villain has already betrayed me!
Now he seeks to betray you.

Donna Anna, Don Ottavio: Heavens, what noble bearing,
what sweet majesty!
Her pallor, her tears
fill me with pity!

Don Giovanni: The poor girl is mad, my friends,
leave me alone with her,
she's mad, my friends.