



LA IMMACULADA CONCEPCION SCHOOL
JUNIOR HIGH SCHOOL
GRADE 9 –MATHEMATICS

DIRECTIONS: Study the topic, “Solving Right Triangles” and find the values of the following using your Trigonometric Table. Write your answers in a one whole sheet of paper.

1. $\sin 70^\circ$
2. $\cos 25^\circ$
3. $\tan 65^\circ$
4. $\csc 87^\circ$
5. $\sec 43^\circ$
6. $\cot 54^\circ$
7. $\sin 15^\circ 30'$
8. $\cos 67^\circ 20'$
9. $\tan 33^\circ 40'$
10. $\csc 77^\circ 10'$



A. WORD HUNT

DIRECTIONS: Find the 10 words inside the puzzle from the article **“Thirty-Eight Who Saw the Murder but Didn’t Call the Police”** by Martin Gansberg (New York Times, March 27,1964). Write your answers in a one whole sheet of paper.

A	B	I	D	E	D	R	H	F	I	K	L
D	S	A	F	G	C	E	G	A	O	P	P
I	W	D	F	F	G	M	W	T	T	J	A
S	R	J	G	F	R	B	A	A	D	U	S
T	C	A	R	G	L	L	F	L	U	T	S
R	G	C	R	U	I	E	A	F	A	R	A
A	R	E	A	R	A	M	Q	I	V	B	U
U	Y	N	H	H	G	G	D	G	Y	H	L
G	Y	T	R	T	Y	K	K	I	O	O	T
H	I	G	T	M	K	U	I	H	A	L	T
T	G	Y	J	K	L	A	D	Y	U	I	O

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

B. REVEAL THE WORDS

DIRECTIONS: Using your words in Activity A identify the words below and understand the meaning. Write the letter in the box and reveal the MESSAGE below by writing the corresponding letter for each number. Write your answers in a one whole sheet of paper.

1.	<input type="text"/> <input type="text"/> ¹ <input type="text"/> <input type="text"/> <input type="text"/>	- accept without objection
2.	<input type="text"/> ² <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	-a logo or a symbol
3.	<input type="text"/> <input type="text"/> <input type="text"/> ³ <input type="text"/>	-hysterical or distracted
4.	<input type="text"/> ⁴ <input type="text"/>	-nearby
5.	<input type="text"/> ⁵ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	-causing death
6.	<input type="text"/> <input type="text"/> ⁶ <input type="text"/> <input type="text"/>	-being at the back
7.	<input type="text"/> ⁷ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	-confuse or puzzle
8.	<input type="text"/> <input type="text"/> <input type="text"/> ⁸ <input type="text"/>	-to stop
9.	<input type="text"/> <input type="text"/> <input type="text"/> ⁹ <input type="text"/> <input type="text"/>	-serious
10.	<input type="text"/> <input type="text"/> ¹¹ <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	-violent attack

<input type="text"/>	W	<input type="text"/>	Y	<input type="text"/>									
1	2	<input type="text"/>	3	4	5	6	<input type="text"/>	7	8	<input type="text"/>	9	<input type="text"/>	11

C. COMPREHENSION

DIRECTIONS: Read the article, “**Thirty-Eight Who Saw the Murder but Didn’t Call the Police**” by Martin Gansberg on page 71-73 then answer the following questions. Write your answers in a one whole sheet of paper.

1. What do you think is the best reason why the witnesses did not call the police?
2. If you were on the scene, how would you picture yourself?
3. What do you think is the message of the author?
4. Does the situation in the article also happens in real life? Defend your answer



PAKSA: KABANATA 46 – MGA INUUSIG

A. PANUTO: Punan ang mga sumusunod. Isulat ang sagot sa isang buong papel.

TAGPUAN:

MGA TAUHAN:

MGA PANGYAYARI:

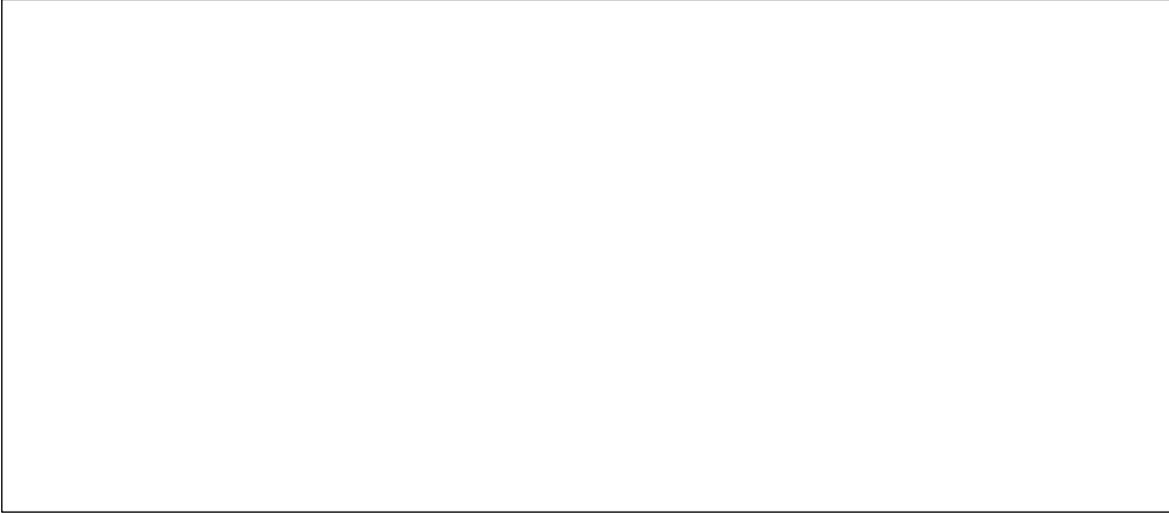
KAISIPAN:

PAKSA: Epilogo (pahina 431-435)

B. PANUTO: Isulat ang kahinatnan ng mga sumusunod na tauhan. Isulat ang sagot sa isang buong papel.

1. Maria Clara –
2. Kapitan Tiago –
3. Padre Damaso –
4. Padre Salvi –
5. Alperez –

C. PANUTO: Basahin at unawain ang kabanata 51 –Ugat ni Elias. Gamit ang “Semantic Mapping”, iguhit sa kahon ang nangyari sa kanilang angkan sa isang buong papel.

A large, empty rectangular box with a thin black border, intended for a student to draw or write a semantic map based on the text from the story 'Ugat ni Elias'.



TOPIC: FUNCTIONS OF THE GOVERNMENT

FUNCTIONS OF THE GOVERNMENT

1. Price Regulation
2. Sources of Public Funds
3. Subsidy Support
4. Putting up key Enterprises
5. Setting the Minimum Wage
6. Promoting Economic Growth
7. Imposed Taxes
8. Redistribution of Income
9. Providing Public Goods and Services

ACTIVITY

DIRECTIONS: With the given functions of the government, answer the following process questions. Write your answer in a 1/2 crosswise.

PROCESS QUESTIONS:

1. How does the functions of the government help the economy of our country?
2. How does the government address the economic problems that we are facing?
3. As a student, what can be your biggest contribution in helping our economy to have a progresss?

TOPIC: FIVE TYPES OF GOVERNMENT EXPENDITURES

1. Economic Service Expenditure
2. Social Service Expenditure
3. Security or Defense Expenditure
4. Public Services Expenditure
5. Debt Servicing

ACTIVITY

DIRECTIONS: Explain your understanding about the five types of the government through illustrations/drawing. Have this in a short bond paper.

Economic Service
Expenditure

Social Service
Expenditure

Security or Defense
Expenditure

Public Services
Expenditure

Debt Servicing



LA IMMACULADA CONCEPCION SCHOOL
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GRADE 9 –SCIENCE

DIRECTION: Write your answers in a one whole sheet of paper.

TO DO LIST:

1. Read chapters 10,12, and 13.
2. Answer the lessons review, vocabulary, and skill concept on pages 343, 367, and 393 from your text book

Reference: Integrated Science 9



LA IMMACULADA CONCEPCION SCHOOL
JUNIOR HIGH SCHOOL
GRADE 9 – VALUES

DIRECTIONS: Answer the following questions. Write your answers in a 1 whole sheet of paper.

1. Write your own quotation about the importance of time.
2. What does the quote mean?
3. In what way have you applied the message of the quotation in your life?
4. Why is it important to manage our time?
5. How do you intend to reward yourself after completing your tasks?



Batch Script - Commands

DATE -This batch command helps to find the system date.

TIME -This batch command sets or displays the time.

PING -This batch command sends ICMP/IP "echo" packets over the network to the designated address.

ECHO -This batch command displays messages, or turns command echoing on or off.

CLS -This batch command clears the screen.

PAUSE-This batch command prompts the user and waits for a line of input to be entered.

EXIT -This batch command exits the DOS console.

SET-Displays the list of environment variables on the current system.

DIRECTIONS: Encode and debug to run the program using the CMD Windows and NOTEPAD application. Print your output.

PROGRAMS (NEED TO DEBUG AND COMBINE)

```
@echo off
```

```
title batch script array#1
```

```
echo DATE TODAY: %date
```

```
echo TIME TODAY: time%
```

```
echo Loading
```

```
ping localhost - 2 >nul
```

```
cls
```

```
echo Loading.
```

```
ping localhost -n 2 >nul
```

```
cls
```

```
echo Loading..
```

```
ping localhost -n 2 >
```

```
cls
```

```
echo Loading...
```

```
cls
```

```
set a[0]= 1
```

```
set a[1] = 2
```

```
set a[2]= 3
```

```
echo The first element of the array is a[0]%
```

```
echo The second element of the array is %a[1]%
```

```
echo The third element of the array is %a[2]%
```

```
pause
```

```
set list= 1 2 3
```

```
(for %%a in (%list%) do (echo %%a ))
```

OUTPUT

```
batch script array#1
DATE TODAY:Fri 03/13/2020
TIME TODAY:13:20:11.58
1
2
3
The first element of the array is 1
The second element of the array is 2
The third element of the array is 3
Press any key to continue . . .
```

```
set list= 1 2 3
```

```
(for %%a in (%list%) do (echo %%a ))
```



LA IMMACULADA CONCEPCION SCHOOL
JUNIOR HIGH SCHOOL
GRADE 9 – COOKERY

ACTIVITY

DIRECTION: Research at least three countries and choose a popular dessert and provide the following.
Write your answers in a one whole sheet of paper.

- A. Description
- B. Ingredients
- C. Procedure



9TH GRADE MUSIC

CLASSICAL PERIOD MUSIC

From roughly 1750 to 1820, artists, architects, and musicians moved away from the heavily ornamented styles of the Baroque and the Rococo, and instead embraced a clean, uncluttered style they thought reminiscent of Classical Greece. The newly established aristocracies were replacing monarchs and the church as patrons of the arts, and were demanding an impersonal, but tuneful and elegant music.

Emphasis on forms rather than content is the general characteristic of the classical period. With regards to music, it is characterized with balanced, order, and simple compositions.

Known forms of music like concert, instrumental forms, sonata, and symphony were developed during this time. This period also saw the rise of vocal forms like opera. Composers wrote music objectively and observed a form which included sonata-allegro form found at the beginning of each instrumental composition.

Source: *Honing your Skills through MAPEH9 by Tangco*

and Mojica

CLASSICAL MUSIC FORMS



1. A **symphony** a long and complex sonata for symphony or orchestra. It was also referred to as a harmonious state of things in general and of their properties (as of colors and sounds); it is also a congruity of parts with one another and with the whole.

The word "**symphony**" is from the Greek word, **Συμφωνία**, meaning "**sounding together**". In the 17th century, for most of the Baroque period, the terms symphony and **sinfonia** were used for a range of different compositions, including instrumental pieces used in operas, sonatas and concertos — usually part of

a larger work.

The opera sinfonia, or Italian overture had, by the 18th century, a standard structure of three contrasting movements: fast; slow; fast and dance-like. It is this form that is often considered as the direct forerunner of the orchestral symphony. The terms "overture", "symphony" and "sinfonia" were widely regarded as interchangeable for much of the 18th century.

2. **Concerto** is a composition for orchestra and a soloist. The concertos of Bach's sons are the best links between those of the Baroque period and those of Mozart. Bach's keyboard concertos contain some brilliant soloistic writing. Some of them have movements that run into one another without a break, and there are frequent cross-movement thematic references.

3. **Sonata** is musical composition of 3 or 4 movements of contrasting forms. This form is characterized by tonal movement and consists of an **exposition, development and recapitulation section**. Sonata form is used in most first movements of sonatas and symphonies. It is considered the most important principle of musical form.

4. An **étude (a French word meaning study)** is a short musical composition designed to provide practice in the performance of a solo instrument. For example, **Frédéric Chopin's étude Op. 25 No. 1** trains pianists to play rapid parallel thirds. The études *that are most widely admired are those which transcend their practical function and come to be appreciated simply as music*. For example, **Chopin's études** are considered not just technically difficult, but also musically very powerful and expressive.

5. An **overture** (*from the French word, **ouverture**, meaning opening*) in music is the **instrumental introduction**. It is frequently an opening to a larger dramatic work such as an opera. Earlier usage of the word also referred to **collections of movements, known as suites**. Later works, such as Beethoven's overture Leonora No 3 mark a transition between the concept of overture as introduction to a dramatic entertainment, and musical forms such as the symphonic poem, which are work

MAJOR COMPOSERS OF THE CLASSICAL PERIOD

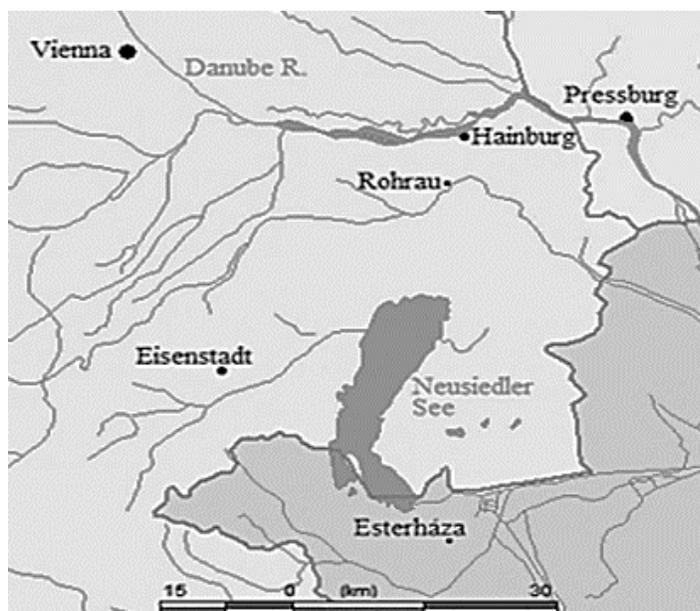


I. FRANZ JOSEPH HAYDN (1732 – 1809)

FRANZ, like his family used to address him was born on March 31, 1732 in Rohrau, Austria, a village near the border with Hungary. His father was Mathias Haydn, a wheelwright. Haydn's mother Maria, had previously worked as a cook in the palace of Rohrau. Neither parent could read music; however, Mathias was an enthusiastic folk musician, who had taught himself to play the harp. According to Haydn, his childhood family was extremely musical, and frequently sang together and with their neighbors.



Haydn's parents had noticed that their son was **musically gifted** and knew that in Rohrau he would have no chance to obtain any serious musical training. It was for this reason that they arranged by him to live with **their relative, a choirmaster in a nearby Hainburg**, so that Haydn could be trained as a musician. Haydn never again lived with his parents. He was six years old.



Life was not easy for Haydn. He was frequently hungry as well as constantly humiliated by the filthy state of his clothing. However, he did begin his musical training there, and soon was able to play both harpsichord and violin. He also sang in the church choir.

There is reason to think that Haydn's singing impressed those who heard him, because he was soon brought to the attention of a director of music **from St. Stephen's Cathedral in Vienna**, who happened to be visiting. Haydn was invited to come to Vienna, where he worked for the next nine years as a chorister. It just so happened he as able to work alongside his younger

brother Michael – a highly regarded composer himself and Johann Evangelist Haydn, a tenor. – and who was also in Vienna. He was also a friend of Wolfgang Amadeus Mozart and teacher of Ludwyg Van Beethoven.

He was also known as **Joseph Haydn**, and prominent and prolific composer of the classical period. He was instrumental in the development of chambermusic as the **piano trio**. His contributions to musical forms have earned for him the titles **"Father of Symphony"** and **"Father of string quartet"**. Haydn spent much

of his career as a court musician in Austria. This isolated him in from other composers and trends in music so that he was, as he put it, "**forced to become original**".

LOVELIFE: Soon Haydn was promoted to the role of **Kapellmeister**, which was the musical director of a count's small orchestra. He was secure with his job as the director, so he set out to find himself a wife. He first fell in love with a beautiful woman named **Therese Keller**. Although when she broke his heart, he turn instead to **Maria Anna Aloysia Apollonia Keller**, her sister. He only continued to entangle himself in the web of confusion when he married Maria. They had an unhappy marriage but could not escape from one another because divorce was unthinkable. So they continued to tolerate each other, however they had no children, and being utterly alone, each of them took separate lovers.

Stuck in a hopeless marriage, Haydn began to write to his friend from Vienna. Her name was **Maria Anna von Genzinger**, and whom was the wife of a local physician. Joseph soon established a close, personal relationship with her and they wrote to each other many times. When she died prematurely, he was devastated.

As Haydn gained a reputation as a fine musician, he was eventually invited to work for the **Esterházy family, one of the wealthiest and most important in the Austria and Hungary**. Haydn had a huge range of responsibilities, including composition, running the orchestra, playing chamber music for and with his patrons, and eventually producing operas. Despite this workload, Haydn loved his job. The **Esterházy princes (first Paul, Anton, then most importantly "Nichoolas" - Nikolaus I)** loved quality music and appreciated his work. They gave him daily access to his own small orchestra. In **1790**, Prince Nikolaus died and was succeeded by a thoroughly unmusical prince who dismissed the entire musical establishment **and put Haydn on a pension**. Freed of his obligations, Haydn was able to accept an offer to visit **England** and conduct new symphonies with a large orchestra. The visit was a huge success. Audiences flocked to Haydn's concerts; Haydn increased his fame and made large profits, thus becoming financially secure.

Haydn **returned to Vienna in 1795**, moved into a large house in the country. He began working on two religious works for chorus and orchestra entitled **The Creation** and **The Seasons**.

Through his music career, Haydn had created a lot of composition:

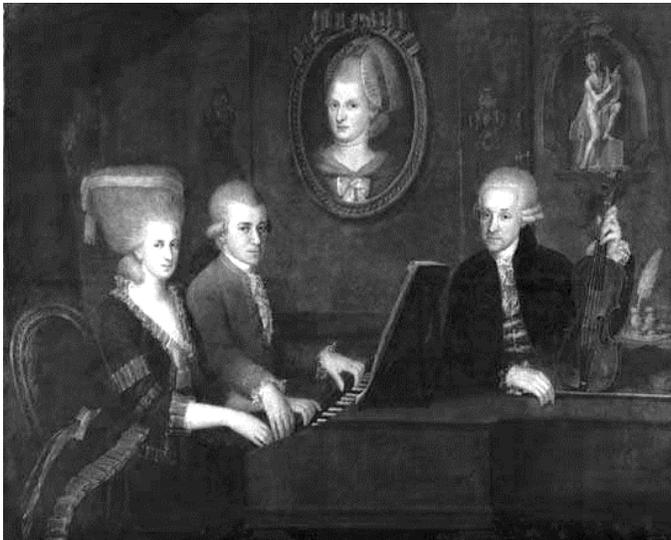
- 108 symphonies
- 60 Piano sonatas
- 68 String quartets
- 25 Operas (10 lost)
- Masses & oratorios

In **1802**, an illness from which Haydn had been suffering for some time had increased in severity to the point that he became physically unable to compose. Haydn was well cared for by his servants, and he received many visitors and public honors during his last years, but they could not have been very happy years for him. During his illness, Haydn often found solace by sitting at the piano and playing. Haydn **died at the end of May in 1809**, shortly after an attack on Vienna by the French army under Napoleon. He was **77**. Among his last words was his attempt to calm and reassure his servants when cannon shot fell in the neighborhood. "**My children, have no fear, for where Haydn is, no harm can fall.**" Two weeks later, a memorial service was held at which Mozart's Requiem was performed.

Haydn made a fortune from his compositions, and at his death left a net estate of over 10,000 florins, hundreds of times the median estate of a composer in Vienna at that time, and solidly in the upper-middle class.

II. WOLFGANG AMADEUS MOZART (1756 – 1791)

Born on **January 27, 1756**, and baptized as **Chrysostomus Wolfgangus Theophilus Mozart**, was a creative influential composer of the classical era. Mozart shows extraordinary ability since his earliest childhood. Already competent on keyboard and violin, he started to compose at the age of five and performed before the European royalty. Mozart most commonly called himself **Wolfgang Amadé** or **Wolfgang Gottlieb**. His father, **Leopold**, came from a family of good standing (from which he was estranged), which included architects and bookbinders. **Leopold was the author of a famous violin-playing manual, which was published in the very year of Mozart's birth.** His mother, **Anna Maria Pertl**, was born of a middle-class family active in local administration. Mozart and his sister **Maria Anna ("Nannerl")** were the only two of their seven children to survive.



THE MOZART FAMILY: Wolfgang Amadeus Mozart (seated at piano) with his sister Maria Anna (left) and his parents, Leopold and Anna Maria; oil on canvas by Johann Nepomuk della Croce, c. 1780–81; Mozart House, Salzburg, Austria. 140 × 168 cm.

<https://www.britannica.com/biography/Wolfgang-Amadeus-Mozart/media/395455/106934>

distinguished guests. **Aged 17, he accepted a post as a court musician in Salzburg;** although this did not suit him very well, the next few years were a time of prolific composition. In 1781, he moved permanently to Vienna where he stayed for the remainder of his life. **In Vienna, he became well known and was often in demand as a composer and performer.**

However, despite his relative fame he struggled to manage his finances and moved between periods of poverty and prosperity. This difficulty was enhanced when, **in 1786, Austria was involved in a war which led to lower demand for musicians.** In 1782, he married against the wishes of his family; he had six children but only two survived infancy.

The work of Mozart is epic in scope and proportion. There were few branches of music Mozart did not touch. **He composed operas, symphonies, concertos, and solo pieces for the piano.** His work spanned from joyful light-hearted pieces to powerful, challenging compositions which touched the emotions. In the beginning of his career, Mozart had a powerful ability to learn and remember from the music he heard from others. He was able to incorporate the style and music of people such as Haydn and J.S. Bach. As he

With their father's encouragement and guidance, they both were introduced to music at an early age. Leopold started Nannerl on keyboard when she was seven, as three-year old Wolfgang looked on. Mimicking her playing, Wolfgang quickly began to show a strong understanding of chords, tonality, and tempo. Soon, he too was being tutored by his

father.

In 1762, Wolfgang's father took *Nannerl*, now age eleven, and *Wolfgang*, age six to the court

of **Bavaria in Munich** in what was to become the first of several European "tours." **The siblings traveled to the courts of Paris, London, The Hague, and Zurich performing as child prodigies.** Wolfgang met a number of accomplished musicians and became familiar with their works. Particularity important was his meeting with **Johann Christian Bach (Johann Sebastian Bach's youngest son)** in London who had a strong influence on Wolfgang. Frequently, Wolfgang and other members of his family fell seriously ill and had to limit their performance schedule.

During his childhood, he would frequently tour various palaces around Europe playing for

matured he developed his very own style and interpretations. In turn, the music of Mozart very much influenced the early Beethoven.

Mozart was brought up a Roman Catholic and remained a member of the church throughout his life. Mozart was very productive until **his untimely death in 1791, aged 35**

Though short lived, He made a lot of musical works throughout his music career.

- 40+ symphonies
 - string quartets**
 - piano sonatas**
 - 27 piano concertos
 - Masses**
 - 20 operas (some says that he has made more than this number)
- (**) – unknown number. Only a few recovered and known due to a lot of unwanted events.

In the last year of his life, he composed the opera *The Magic Flute*, the final piano concerto (K. 595 in B-flat), the Clarinet Concerto K. 622, a string quintet (K. 614 in E-flat), the famous motet *Ave verum corpus* K. 618, and the unfinished Requiem K. 626.

III. LUDWIG VAN BEETHOVEN (1770 – 1827)



Ludwig van Beethoven (December 16, 1770 to March 26, 1827) was a German pianist and composer widely considered the greatest of all time, whose innovative compositions combined vocals and instruments, widening the scope of sonata, symphony, concerto and quartet. He is the crucial transitional figure connecting the Classical and Romantic ages of Western music. Beethoven's personal life was marked by a struggle against deafness, and some of his most important works were composed during the last 10 years of his life, when he was quite unable to hear. He died at the age of 56.

Beethoven's father **Johann** was a raging alcoholic and was physically and emotionally abusive to Ludwig. The elder Beethoven dreamed of turning his son into a child prodigy and cashing in on his success. He would lock Ludwig in the cellar or beat him for playing wrong notes.



Ludwig van Beethoven at
estimated 20 v.o.

Beethoven's first music teacher was his father. Although tradition has it that **Johann van Beethoven was a harsh instructor**, and that the child Beethoven, "made to stand at the keyboard, was often in tears, the *Grove Dictionary of Music and Musicians* claimed that no solid documentation supported this, and asserted that "speculation and myth-making have both been productive. **Beethoven had other local teachers:** the court organist **Gilles van den Eeden (d. 1782)**, **Tobias Friedrich Pfeiffer** (a family friend, who taught Beethoven the piano), and **Franz Rovantini** (a relative, who instructed him in playing the violin and piano) Beethoven's musical talent was obvious at a young age. Johann, aware of Leopold Mozart's successes in this area (with son Wolfgang and daughter Nanner, attempted to exploit his son as a child prodigy, **claiming that Beethoven was six** (he was seven) on the posters for

Beethoven's first public performance in **March 1778**.

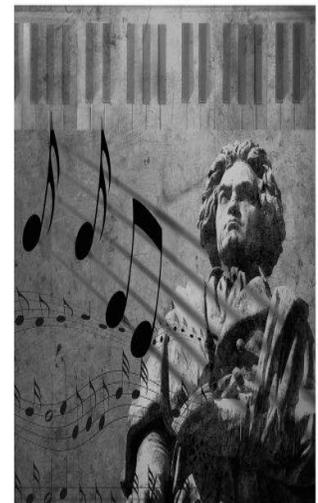
Beethoven composed his **first six string quartets between 1798 and 1800** (commissioned by, and dedicated to, **Prince Lobkowitz**). They were **published in 1801**. With premieres of his First and Second Symphonies in 1800 and 1803, Beethoven became regarded as one of the most important of a generation of young composers following Haydn and Mozart. He also continued to write in other forms, turning out widely known piano sonatas like the "**Pathétique**" sonata, which Cooper describes as "**surpassed any of his previous compositions, in strength of character, depth of emotion, level of originality, and ingenuity of motivic and tonal manipulation.**" He also completed his **Septet** in 1799, which was one of his most popular works during his lifetime.

Beethoven moved to Vienna in **1792**, where he studied with **Joseph Haydn** and other teachers. He quickly established a reputation as a **piano virtuoso**, and more slowly as a composer. He settled into the career pattern he would follow for the remainder of his life: rather than working for the church or a noble court (as most composers before him had done), he was a freelancer, supporting himself with public performances, sales of his works, and stipends from noblemen who recognized his ability.

Around 1796, by the age of 26, Beethoven began to **lose his hearing**. He suffered from a severe form of **tinnitus**, a "**ringing**" in his ears that made it hard for him to hear music; he also tried to avoid conversations. *The cause of Beethoven's deafness is unknown*, but it has variously been attributed to **typhus**, **auto-immune disorders** (such as *systemic lupus erythematosus*), and even his habit of immersing his head in cold water to stay awake. The explanation from Beethoven's autopsy was that he had a "**distended inner ear**," which developed lesions over time.

As early as **1801**, Beethoven wrote to friends describing his symptoms and the difficulties they caused in both professional and social settings (*although it is likely some of his close friends were already aware of the problems*). Beethoven, on the advice of his doctor, lived in the small Austrian town of **Heiligenstadt**, just outside Vienna, from April to October 1802 in an attempt to come to terms with his condition. There he wrote **his Heiligenstadt Testament**, a letter to his brothers which records his thoughts of suicide due to his growing deafness and records his resolution to continue living for and through his art. **Over time, his hearing loss became profound**: there is a well-attested story that, at the end of the premiere of his Ninth Symphony, he had to be turned around to see the tumultuous applause of the audience; hearing nothing, he wept. Beethoven's hearing loss did not prevent his composing music, but it made playing at concerts—a lucrative source of income—increasingly difficult. **After a failed attempt in 1811 to perform his own Piano Concerto No. 5 (the "Emperor")**, which was premiered by his student Carl Czerny, he never performed in public again.

Beethoven was bedridden for most of his remaining months, and many friends came to visit. **He died on 26 March 1827 at the age of 56 during a thunderstorm**. His friend **Anselm Huttenbrenner**, who was present at the time, said that there was a peal of thunder at the moment of death. An autopsy revealed significant **liver damage**, which may have been due to *heavy alcohol consumption*. It also revealed considerable dilation of the auditory and other related nerves. Beethoven's funeral procession on **29 March 1827** was attended by an estimated *20,000 Viennese citizens*. **Franz Schubert**, who died the following year and was buried next to Beethoven, was one of the torchbearers. Beethoven was buried in a dedicated grave in the **Währing cemetery, north-west of Vienna**, after a *requiem mass* at the **church of the Holy Trinity (Dreifaltigkeitskirche)**. His remains were **exhumed for study in 1862**, and moved in 1888 to Vienna's Zentralfriedhof. In 2012, *his crypt was checked to see if his teeth had been stolen during a series of grave robberies of other famous Viennese composers*.



QUESTIONNAIRE

Topic: CLASSICAL MUSIC (The Life and Works of Mozart, Beethoven and Haydn)

Directions: Identify the term being described. Write the letter that corresponds to your answer on the space provided. (10pts)

- _____ 1. A musical work with different movements for an instrumental soloist and orchestra
- a. SYMPHONY
 - b. SONATA
 - c. CONCERTO
 - d. RONDO
- _____ 2. A section of the sonata allegro form where the themes are introduced
- a. EXPOSITION
 - b. DEVELOPMENT
 - c. RECAPITULATION
 - d. THEME AND VARIATION
- _____ 3. The general texture of Classical music
- a. MONOPHONIC
 - b. HOMOPHONIC
 - c. HETEROPHONIC
 - d. POLYPHONIC
- _____ 4. The term for serious opera
- a. OPERA
 - b. COMIC OPERA
 - c. OPERA BUFFA
 - d. OPERA SERIA
- _____ 5. The most important form that was developed during the classical era and usually the form of the first _____ movement of a sonata or symphony
- a. MINUET
 - b. SONATA ALLEGRO
 - c. RONDO
 - d. SYMPHONY
- _____ 6. It repeats the themes as they first emerged in the opening exposition
- a. EXPOSITION
 - b. DEVELOPMENT
 - c. RECAPITULATION
 - d. SONATA
- _____ 7. A musical composition designed to be played by the full orchestra
- a. SYMPHONY
 - b. SONATA
 - c. CONCERTO
 - d. CANTATA
- _____ 8. The term for Italian opera
- a. OPERA
 - b. COMIC OPERA
 - c. OPERA BUFFA
 - d. OPERA SERIA
- _____ 9. It is a multi-movement work for solo instrument
- a. SYMPHONY
 - b. SONATA
 - c. CONCERTO
 - d. CANTATA
- _____ 10. It is called "The Age of Reason"
- a. MEDIEVAL
 - b. RENAISSANCE
 - c. BAROQUE
 - d. CLASSICAL



LA IMMACULADA CONCEPCION SCHOOL
JUNIOR HIGH SCHOOL
GRADE 9 – PHYSICAL EDUCATION

Activity

DIRECTION: Answer the following and write your answers in a one whole sheet of paper.

1. Why is important to involve us in the different recreational activities?
2. List down 10 examples of recreational activities that you do during free time. Why?



LA IMMACULADA CONCEPCION SCHOOL
JUNIOR HIGH SCHOOL
GRADE 9 – ARTS

TO DO LIST:

DIRECTION: Write your answer in a one whole sheet of paper.

Activity 1

1. What is the history of Renaissance Theater?
2. Who was William Shakespeare?
 - What was his famous works?
3. Give the following:
 - a. Read the story of Macbeth
 - b. What is the summary of Macbeth?
 - c. What does the ending means?
 - d. Are the witches in Macbeth real? (explain your answer)



LA IMMACULADA CONCEPCION SCHOOL
JUNIOR HIGH SCHOOL
GRADE 9 – HEALTH

TO DO LIST:

DIRECTION: Write your answers in a one whole sheet of paper.

Activity

Answer the following:

1. What is COVID-19?
2. What are the signs and symptoms?
3. List down the modes of transmission.
4. How to prevent COVID-19 according to the experts?
5. Why is it important to at least wash and sanitize your hand?