CHS

Extended Spring Break Learning Resources

ELAR

Math

Science

Social Studies

March 23-26

English I

Everything, Everything

by **Nicola Yoon**

Fiction, 2015

Instructions for Student

Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row and then write a sample sentence in the fourth column.

Term	Form	Definition	Sample Sentence
	adj	of or relating to speech sounds	"phonetic transcription"
acknowledge	verb	to accept or admit the existence or truth of	At his graduation, his mom acknowledged him as an adult.
acutely	adverb	in a way that shows understanding or insight	They are acutely aware of the dangers they could encounter on their hike up the steep mountain.
previous	adjective	occurring before something else; prior	The editor compared previous versions of the play to see how it had changed over the years.
professional	adjective	having or showing the skill and attitude appropriate to a professional person	Since he had interned at a design studio, he had some professional experience that qualified him for the job.
require	verb	to need for a function or demand by authority	The kayak rental required that all customers know how to swim.

Read

BRTHDAE UISH

1 "Movie Night or Honor Pictionary or Book Club?" my mom asks while inflating a blood pressure cuff around my arm. She doesn't mention her favorite of all our post-dinner activities— **Phonetic** Scrabble. I look up to see that her eyes are already laughing at me.

2 "Phonetic," I say.

3 She stops inflating the cuff. Ordinarily Carla, my full-time nurse, would be taking my blood pressure and filling out my daily health log, but my mom's given her the day off. It's my birthday and we always spend the day together, just the two of us.

4 She puts on her stethoscope so that she can listen to my heartbeat. Her smile fades and is replaced by her more serious doctor's face. This is the face her patients most often see—slightly distant, **professional**, and concerned. I wonder if they find it comforting.

5 Impulsively I give her a quick kiss on the forehead to remind her that it's just me, her favorite patient, her daughter.

6 She opens her eyes, smiles, and caresses my cheek. I guess if you're going to be born with an illness that **requires** constant care, then it's good to have your mom as your doctor.

7 A few seconds later she gives me her best I'm-the-doctor-and-I'm-afraid-I-have-some-bad-news-for-you face. "It's your big day. Why don't we play something you have an actual chance of winning? Honor Pictionary?"

8 Since regular Pictionary can't really be played with two people, we invented Honor Pictionary. One person draws and the other person is on her *honor* to make her best guess. If you guess correctly, the other person scores.

9 I narrow my eyes at her. "We're playing Phonetic, and I'm winning this time," I say confidently, though I have no chance of winning. In all our years of playing Phonetic Scrabble, or Fonetik Skrabbl, I've never beaten her at it. The last time we played I came close. But then she devastated me on the final word, playing *JEENZ* on a triple word score.

10 "OK." She shakes her head with mock pity. "Anything you want." She closes her laughing eyes to listen to the stethoscope.

11 We spend the rest of the morning baking my traditional birthday cake of vanilla sponge with vanilla cream frosting. After it's cooled, I apply an unreasonably thin layer of frosting, just enough to cover the cake. We are, both of us, cake people, not frosting people. For decoration, I draw eighteen frosted daisies with white petals and a white center across the top. On the sides I fashion draped white curtains.

12 "Perfect." My mom peers over my shoulders as I finish up. "Just like you."

13 I turn to face her. She's smiling a wide, proud smile at me, but her eyes are bright with tears.

14 "You. Are. Tragic," I say, and squirt a dollop of frosting on her nose, which only makes her laugh and cry some more. Really, she's not usually this emotional, but something about my birthday always makes her both weepy and joyful at the same time. And if she's weepy and joyful, then I'm weepy and joyful, too.

15 "I know," she says, throwing her hands helplessly up in the air. "I'm totally pathetic." She pulls me into a hug and squeezes. Frosting gets into my hair.

16 My birthday is the one day of the year that we're both most **acutely** aware of my illness. It's the **acknowledging** of the passage of time that does it. Another whole year of being sick, no hope for a cure on the horizon. Another year of missing all the normal teenagery things—learner's permit, first kiss, prom, first heartbreak, first fender bender. Another year of my mom doing nothing but working and taking care of me. Every other day these omissions are easy—easier, at least—to ignore.

17 This year is a little harder than the **previous** .Maybe it's because I'm eighteen now. Technically, I'm an adult. I should be leaving home, going off to college. My mom should be dreading empty-nest syndrome. But because of SCID, I'm not going anywhere.

Excerpted from *Everything, Everything* by Nicola Yoon, published by Delacorte Press.

Think

Question 1

What are we supposed to learn about the narrator from paragraph 3? Cite specific evidence from the text to support your answer.

TEKS: TEKS.9.5(C)

Question 2

Why does Maddy have to play Pictionary just with her mother, instead of with a group of people as one would normally do? Make an inference and cite the text to support your answer.

TEKS: TEKS.9.5(C)

Question 3

How does the author show the reader both the happy and the sad aspects of Maddy and her mother's relationship? Cite specific evidence from the text to support your answer.

TEKS: TEKS.9.5(C)

Question 4

Which context clues helped you determine the meaning of the word **acknowledging** as it is used in the second to last paragraph of *Everything, Everything?* Write your definition of *acknowledging* and indicate the clues that helped you figure out the meaning of the word.

TEKS: TEKS.9.2(B)

Question 5

The Greek word *phone* means "sound" or "speak," appearing in such words as *telephone, microphone,* and *saxophone.* With this in mind, along with any relevant context clues, write your best definition of the word **phonetic** as it appears in the text.

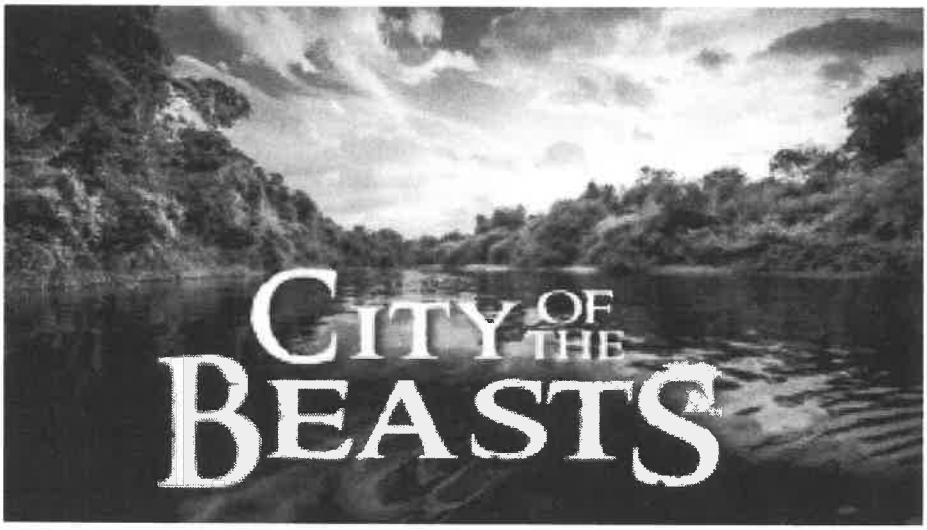
TEKS: TEKS.9.2(B)

English II

City of the Beasts

by Isabel Allende (translated by Margaret Sayers Peden)

Fiction, 2007



Vocabulary

Instructions for Student

Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row and then write a sample sentence in the fourth column.

Term	Form	Definition	Sample Sentence
brandish	verb	to shake or wave something (such as a weapon) in an aggressive manner	The knight brandished his sword high above his head as he rode into battle.
futile	adjective	useless; no chance of being successful	Ally feared her efforts to be elected swim team captain were futile.
totemic	adjective	Relating to a symbolic animal often used by clans in Native American cultures	He often dreamed of himself as a grizzly bear, a totemic animal whose power he dared not summon.
vested	adjective	Assigned or particularly bestowed upon	As our tour guide, he had a vested interest in making sure the guests were happy and the trip went smoothly as planned.
virility	noun	Manhood, masculine identity	Losing the weight-lifting contest to his grandmother was a blow to his virility.

Read

From Chapter Twelve: Rites of Passage

1 Tahama and his men went to the river and from the mud unearthed the sacred musical instruments used only in ceremonies of **virility.** These were large hollow tubes about five feet long that produced a low, hoarse sound when blown, like the bellowing of a bull. The women, and the boys yet to be initiated, were not allowed to see them, lest through magic they would fall ill and die. The instruments represented male power in the tribe, the bond between fathers and sons. Without those horns, all the power would be **vested** in the women, who already possessed the divine ability to have children, or "make people," as they called it.

2 The rite began in the morning and would last all that day and that night. Alex was given some bitter berries to eat, and was left curled up on the ground in the fetal position. The warriors, directed by Walimai and decorated with symbols of demons, formed a tight circle around him and beat the ground with their feet and smoked cigars made of leaves. Among the bitter berries, his fear, and the smoke, Alex soon began to feel rather ill.

3 For a long time, the warriors danced and chanted around him, blowing the large sacred horns, which were so long they dragged on the ground. The sound echoed through Alex's confused brain. For hours he heard the chants repeating the story of the Sun Father, who dwelled beyond the everyday sun that lighted the sky; he was invisible fire, the origin of Creation; he listened about the drop of blood that had dripped from the moon to give life to the first man. They sang about the River of Milk, which contained all the seeds of life—but also of decay and death; they told of how this river led to the kingdom where shamans like Walimai met with the spirits and other supernatural beings to receive wisdom and the power of healing. They told of how everything that exists is dreamed by Mother Earth, how each star dreams its inhabitants, and how all that happens in the universe is an illusion, dreams within dreams. Even in his confusion, Alexander felt that those words described concepts that he himself had sensed, then he ceased to reason and gave himself to the strange experience of thinking with his heart.

4 As the hours went by, Alex was losing his sense of time, space, and his own reality, and sinking into a state of terror and profound fatigue. At some point, he felt himself being lifted to his feet and forced to walk; that was when he realized that night had fallen. They walked in a long line toward the river, playing their instruments and **brandishing** their weapons; there he was submerged several times, until he thought he was drowning. They rubbed him with rough leaves to remove the black paint and then dusted pepper on his burning skin. With earsplitting yells, they beat his legs, arms, chest, and stomach with twigs, but not to inflict injury; they threatened him with their spears, sometimes touching him with the tips but not wounding

him. They tried in every possible way to frighten him, and they succeeded, because the American did not understand what was happening and was afraid that at any moment his attackers would go too far and actually kill him. He tried to defend himself from the pounding and pushing of Tapirawateri, but instinct told him not to try to escape; it would be **futile,** there was nowhere to go in that unfamiliar and hostile terrain. That was a wise decision; had he tried, he would have looked like a coward, the unpardonable flaw for a warrior.

5 When he was close to losing control and yelling hysterically, Alex suddenly remembered his **totemic** animal. He did not have to do anything extraordinary to enter the body of the black jaguar, the transformation happened quickly and easily; the sound that burst from his throat was the same he had roared before, the slash of his claws he already knew, the leap over the heads of his enemies was a natural act. The Indians celebrated the arrival of the jaguar with a deafening clamor, and soon they led him in a solemn procession to the sacred tree, where Tahama was waiting with the final test.

6 It was nearly dawn. Fire ants were trapped in a kind of tube or sieve of woven straw, like those used to press the prussic acid from cassava. Tahama was holding the tube with two sticks to avoid contact with the insects. It took Alex, exhausted after that long and frightening night, a moment to understand what was expected of him. He took a deep, deep breath, filling his lungs with the cold air, called on the courage of his father, the mountain climber, the endurance of his mother, who never gave up, and the strength of his totemic animal, and plunged his left arm, to the elbow, into the tube.

7 The fire ants crawled over his skin for a few seconds before biting him. When they did, he felt as if acid had eaten his flesh to the bone. Horrific pain stunned him for several instants, but through a brutal effort of will, he kept from pulling his arm from the sieve. He remembered Nadia's words when she was trying to teach him to live with mosquitoes: Don't try to defend yourself; ignore them. It was impossible to ignore fire ants, but after a few moments of absolute desperation, in which it was all he could do not to run and jump in the river, he realized it was possible to control the impulse to flee, to choke back his howls, to open himself to suffering without resisting, to allow the pain to penetrate his body and his consciousness. And then the searing pain went through him like a sword, emerged from his back, and, miraculously, he was able to bear it. Alex would never be able to explain the sense of power he felt during that torture. He felt as strong and invincible as he had in the form of the black jaguar, after drinking Walimai's magic potion. That was his reward for having survived the test. He knew that, in truth, he had left his childhood behind and that from that night on he would be able to look after himself.

8 "Welcome among men," said Tahama, removing the sieve from Alex's arm.

9 The warriors led the semiconscious young man back to the village.

Excerpted from *City of the Beasts* by Isabel Allende, published by Katherine Tegen.

Think

Question 1

Why does Alex decide to call on his totemic animal at the point he does? What is the effect of summoning his animal?

TEKS: TEKS.8.6(C)

Question 2

What can you infer are the qualities of a warrior? Refer to details in the text to support your answer.

TEKS: TEKS.8.6(C)

Question 3

What do you think Allende means when she says that Alex begins to think with his heart? Refer to specific moments in the excerpt to support your answer.

TEKS: TEKS.8.6(C)

Question 4

Use context to determine the meaning of the word **futile** as it is used in this excerpt. Write your definition of *futile* here.

TEKS: TEKS.8.2(B)

Question 5

Use context to determine the meaning of the word **virility** as it is used in this excerpt. Write your definition of *virility* here.

TEKS: TEKS.8.2(B)

English III

Home

by Toni Morrison

Fiction, 2012

Read

1 "I must have been acting up," he said. "Something like that." He truly could not remember. Had he thrown himself on the ground at the sudden sound of gunfire? Perhaps he started a fight with a stranger or started weeping before trees—apologizing to them for acts he had never committed. What he did remember was that as soon as Lily shut the door behind him, in spite of the seriousness of his mission his anxiety became unmanageable. He bought a few shots to steady himself for the long trip. When he left the bar, anxiety did leave but so did sanity. Back was the free-floating rage, the self-loathing disguised as somebody else's fault. And the memories that had ripened at Fort Lawton, from where, no sooner than discharged, he had begun to wander. When he disembarked, he thought to send a telegram home, since no one in Lotus owned a telephone. But along with the telephone operators' strike the telegraph people were striking too. On a two-cent postcard, he wrote, "I am back safe. See you all soon." "Soon" never arrived because he didn't want to go home without his "homeboys." He was far too alive to stand before Mike's folks or Stuff's. His easy breath and unscathed self would be an insult to them. And whatever lie he cooked up about how bravely they died, he could not blame their resentment. Besides, he hated Lotus. Its unforgiving population, its isolation, and especially its indifference to the future were tolerable only if his buddies were there with him.

2 "How long you been back?" Reverend Locke was still standing. His face softened.

3 Frank raised his head. "A year about."

4 Locke scratched his chin and was about to speak when Jean came back with a cup and a plate of soda crackers. "It's just hot water with lots of salt in it," she said. "Drink it up, but slowly. I'll get you a blanket."

5 Frank sipped twice and then gulped down the rest. When Jean brought more, she said, "Son, dip the crackers in the liquid. They'll go down better."

6 "Jean," said Locke, "look and see what's in the poor box."

7 "He needs shoes too, John."

8 There were none to spare, so they put four pair of socks and some ripped galoshes next to the sofa.

9 "Get some sleep, brother. You got a rocky journey ahead and I don't just mean Georgia."

10 Frank fell asleep between a wool blanket and plastic slipcovers and dreamed a dream dappled with body

parts. He woke in militant sunlight to the smell of toast. It took a while, longer than it should have, to register where he was. The residue of two days' hospital drugging was leaving, but slowly. Wherever he was, he was grateful the sun's dazzle did not hurt his head. He sat up and noticed socks folded neatly on the rug like broken feet. Then he heard murmurs from another room. As he stared at the socks, the immediate past came into focus: the hospital escape, the freezing run, finally Reverend Locke and his wife. So he was back in the real world when Locke came in and asked how three hours of sleep felt.

11 "Good. I feel fine," said Frank.

12 Locke showed him to the bathroom and placed shaving kit and hairbrush on the sink's ledge. Shod and cleaned up, he rummaged in his pants pockets to see if the orderlies had missed anything, a quarter, a dime, but his CIB medal was the only thing they had left him. The money Lily had given him, of course, was gone as well. Frank sat down at the enamel-topped table and ate a breakfast of oatmeal and over-buttered toast. In the center of the table lay eight one-dollar bills and a wash of coins. It could have been a poker pot, except it was surely far more hard-won: dimes slipped from small coin purses; nickels reluctantly given up by children who had other (sweeter) plans for them; the dollar bills representing the generosity of a whole family.

13 "Seventeen dollars," said Locke. "That's more than enough for a bus ticket to Portland and then on to somewhere near Chicago. Still it sure won't get you to Georgia, but when you get to Portland, here's what you do."

14 He instructed Frank to get in touch with a Reverend Jessie Maynard, pastor of a Baptist church, and that he would call ahead and tell him to look out for another one.

15 "Another one?"

16 "Well, you not the first by a long shot. An integrated army is integrated misery. You all go fight, come back, they treat you like dogs. Change that. They treat dogs better."

17 Frank stared at him, but didn't say anything. The army hadn't treated him so bad. It wasn't their fault he went ape every now and then. As a matter of fact the discharge doctors had been thoughtful and kind, telling him the craziness would leave in time. They knew all about it, but assured him it would pass. Just stay away from alcohol, they said. Which he didn't. Couldn't. Until he met Lily.

18 Locke handed Frank a flap torn from an envelope with Maynard's address and told him that Maynard had a big congregation and could offer more help than his own small flock.

19 Jean had packed six sandwiches, some cheese, some bologna, and three oranges into a grocery bag. She handed it to him along with a watch cap. Frank put on the cap, thanked her and, peering into the bag, asked, "How long a trip is it?"

20 "Don't matter," said Locke. "You'll be grateful for every bite since you won't be able to sit down at any bus stop counter. Listen here, you from Georgia and you been in a desegregated army and maybe you think up North is way different from down South. Don't believe it and don't count on it. Custom is just as real as law and can be just as dangerous. Come on, now. I'll drive you."

21 Frank stood at the door, while the Reverend retrieved his coat and car keys.

22 "Good-bye, Mrs. Locke. I do thank you."

23 "Stay safe, son," she answered, patting his shoulder.

24 At the ticket window, Locke converted the coins into paper money and bought Frank's ticket. Before joining the line at the Greyhound door, Frank noticed a police car cruising by. He knelt as though buckling his galoshes. When the danger passed he stood, then turned to Reverend Locke and held out his hand. As the men shook hands they held each other's eyes, saying nothing and everything, as though "good-bye" meant what it once did: God be with you.

Excerpted from *Home* by Toni Morrison, published by Alfred A. Knopf.

Think

Question 1

Who is Lily and what is her significance to Frank? Use evidence from the text to describe their relationship, both past and present.

TEKS: TEKS.9.5(C)

Question 2

Reverend Locke tells Frank, "You got a rocky journey ahead and I don't just mean Georgia." What does Frank's "rocky journey" entail? What does he need to do? Explain.

TEKS: TEKS.9.5(C)

Question 3

Why does Frank duck when he sees the police? Use evidence from the text to support your answer.

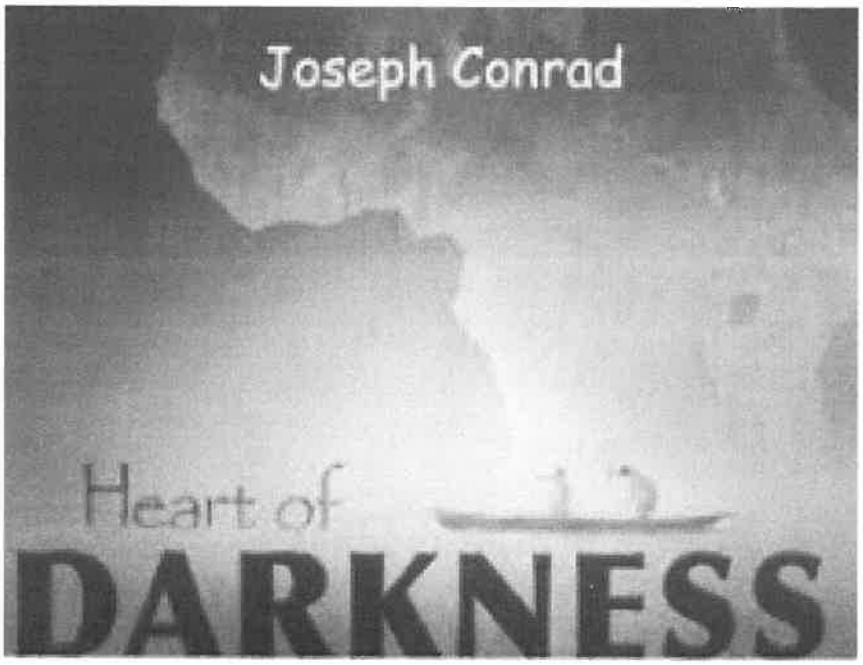
TEKS: TEKS.9.5(C)

English IV

Heart of Darkness

By Joseph Conrad

Fiction, 1899



Vocabulary

Instructions for Student

Complete the chart by dragging and dropping the correct meaning into the third column to match the term in each row and then write a sample sentence in the fourth column.

Term	Form	Definition	Sample Sentence
acquisition	noun	an object or resource gained	Angela's most recent acquisition was a new car.
circumvent	verb	to move around or avoid something	Karen circumvented the bridge by walking around the lake.
impromptu	adjective	unplanned, unrehearsed	The club held an impromptu meeting to talk about the bake sale.
profound	adjective	very great or intense	Mr. Burke's profound words of encouragement inspired Nya to apply to college.
provision	noun	something necessary supplied or provided	Erica brought an extra provision of food for the backpacking trip.
treacherous	adjective	untrustworthy; dangerous	The treacherous hiking trail ran close to the edge of the cliffs.

Read

Excerpt from Chapter II

1 "It's a wonder to me yet. Imagine a blindfolded man set to drive a van over a bad road. I sweated and shivered over that business considerably, I can tell you. After all, for a seaman, to scrape the bottom of the thing that's supposed to float all the time under his care is the unpardonable sin. No one may know of it, but you never forget the thump—eh? A blow on the very heart. You remember it, you dream of it, you wake up at night and think of it—years after—and go hot and cold all over. I don't pretend to say that steamboat floated all the time. More than once she had to wade for a bit, with twenty cannibals splashing around and pushing. We had enlisted some of these chaps on the way for a crew. Fine fellows—cannibals—in their place. They were men one could work with, and I am grateful to them. And, after all, they did not eat each other before my face: they had brought along a **provision** of hippo-meat which went rotten, and made the mystery of the wilderness stink in my nostrils. Phoo! I can sniff it now. I had the manager on board and three or four pilgrims with their staves—all complete. Sometimes we came upon a station close by the bank, clinging to the skirts of the unknown, and the white men rushing out of a tumble-down hovel, with great gestures of joy and surprise and welcome, seemed very strange,—had the appearance of being held there captive by a spell. The word ivory would ring in the air for a while—and on we went again into the silence, along empty reaches, round the still bends, between the high walls of our winding way, reverberating in hollow claps the ponderous beat of the stern-wheel. Trees, trees, millions of trees, massive, immense, running up high; and at their foot, hugging the bank against the stream, crept the little begrimed steamboat, like a sluggish beetle crawling on the floor of a lofty portico. It made you feel very small, very lost, and yet it was not altogether depressing, that feeling. After all, if you were small, the grimy beetle crawled on—which was just what you wanted it to do. Where the pilgrims imagined it crawled to I don't know. To some place where they expected to get something, I bet! For me it crawled toward Kurtz—exclusively; but when the steam-pipes started leaking we crawled very slow. The reaches opened before us and closed behind, as if the forest had stepped leisurely across the water to bar the way for our return. We penetrated deeper and deeper into the heart of darkness. It was very quiet there. At night sometimes the roll of drums behind the curtain of trees would run up the river and remain sustained faintly, as if hovering in the air high over our heads, till the first break of day. Whether it meant war, peace, or prayer we could not tell. The dawns were heralded by the descent of a chill stillness; the woodcutters slept, their fires burned low; the snapping of a twig would make you start. We were wanderers on a prehistoric earth, on an earth that wore the aspect of an unknown planet. We could have fancied ourselves the first of men taking possession of an accursed inheritance, to be subdued at the cost of **profound** anguish and of excessive toil. But suddenly, as we struggled round a bend, there would be a glimpse of rush walls, of peaked grass-roofs, a burst of yells, a whirl of black limbs, a mass of hands clapping, of feet stamping, of bodies swaying, of eyes rolling, under the droop of heavy and motionless foliage. The

steamer toiled along slowly on the edge of a black and incomprehensible frenzy. The prehistoric man was cursing us, praying to us, welcoming us—who could tell? We were cut off from the comprehension of our surroundings; we glided past like phantoms, wondering and secretly appalled, as sane men would be before an enthusiastic outbreak in a madhouse. We could not understand, because we were too far and could not remember, because we were traveling in the night of first ages, of those ages that are gone, leaving hardly a sign—and no memories.

2 "The earth seemed unearthly. We are accustomed to look upon the shackled form of a conquered monster, but there—there you could look at a thing monstrous and free. It was unearthly, and the men were—No, they were not inhuman. Well, you know, that was the worst of it—this suspicion of their not being inhuman. It would come slowly to one. They howled, and leaped, and spun, and made horrid faces; but what thrilled you was just the thought of their humanity—like yours—the thought of your remote kinship with this wild and passionate uproar. Ugly. Yes, it was ugly enough; but if you were man enough you would admit to yourself that there was in you just the faintest trace of a response to the terrible frankness of that noise, a dim suspicion of there being a meaning in it which you—you so remote from the night of first ages—could comprehend. And why not? The mind of man is capable of anything—because everything is in it, all the past as well as all the future. What was there after all? Joy, fear, sorrow, devotion, valor, rage—who can tell?—but truth—truth stripped of its cloak of time. Let the fool gape and shudder—the man knows, and can look on without a wink. But he must at least be as much of a man as these on the shore. He must meet that truth with his own true stuff—with his own inborn strength. Principles? Principles won't do. **Acquisitions,** clothes, pretty rags—rags that would fly off at the first good shake. No; you want a deliberate belief. An appeal to me in this fiendish row—is there? Very well; I hear; I admit, but I have a voice too, and for good or evil mine is the speech that cannot be silenced. Of course, a fool, what with sheer fright and fine sentiments, is always safe. Who's that grunting? You wonder I didn't go ashore for a howl and a dance? Well, no—I didn't. Fine sentiments, you say? Fine sentiments, be hanged! I had no time. I had to mess about with white-lead and strips of woolen blanket helping to put bandages on those leaky steam-pipes—I tell you. I had to watch the steering, and **circumvent** those snags, and get the tin-pot along by hook or by crook. There was surface-truth enough in these things to save a wiser man. And between whiles I had to look after the savage who was fireman. He was an improved specimen; he could fire up a vertical boiler. He was there below me, and, upon my word, to look at him was as edifying as seeing a dog in a parody of breeches and a feather hat, walking on his hind-legs. A few months of training had done for that really fine chap. He squinted at the steam-gauge and at the water-gauge with an evident effort of intrepidity—and he had filed teeth too, the poor devil, and the wool of his pate shaved into queer patterns, and three ornamental scars on each of his cheeks. He ought to have been clapping his hands and stamping his feet on the bank, instead of which he was hard at work, a thrall to strange witchcraft, full of improving knowledge. He was useful because he had been instructed; and what he knew was this—that should the water in that transparent thing disappear, the evil spirit inside the boiler would get angry through the greatness of his thirst, and take a terrible vengeance. So he sweated and fired up and watched the glass fearfully (with an **impromptu** charm, made of rags, tied to his arm, and a piece of polished bone, as big as a watch, stuck flatways through his lower lip), while the wooded banks slipped past us slowly, the short noise was left behind, the interminable miles of silence—and we crept on, towards Kurtz. But the snags were thick, the water was **treacherous** and shallow, the boiler seemed indeed to have

a sulky devil in it, and thus neither that fireman nor I had any time to peer into our creepy thoughts.

Think

Question 1

"The word ivory would hang in the air for a while," the narrator states. What can you infer from this line about the purpose of their voyage? Explain, citing any other relevant evidence from the excerpt that gives information about their voyage.

TEKS: TEKS.10.5(C)

Question 2

How does the narrator feel about his environment? Refer to paragraph two in your response.

TEKS: TEKS.10.5(C)

Question 3

How does the narrator view the "cannibals" with whom he interacts? Cite specific evidence from the text in your answer.

TEKS: TEKS.10.5(C)

Question 4

What is the meaning of the word **provision** as it is used in the text? Write your best definition here, along with a brief explanation of how you arrived at its meaning.

TEKS: TEKS.10.2(B)

Question 5

The Latin root *circum-* means "around." Keeping this in mind, what do you think the word **circumvent** means? What are some other words with the same root, and what do they mean? Write your best answer here.

TEKS: TEKS.10.2(B)

Multi-Step Equations

Date:

Solve:

1. $6x + 30 - 15x + 6 = 18$ **2.** $-6(x - 1) = 108$

3. $-4(x + 2) - 3x = 20$ **4.** $3(x - 2) - (x + 5) = 17$

Number Word Problems

Date:

1. The larger of two numbers is 7 less than twice the smaller number. If the sum of the numbers is 47, find both numbers.

2. Find two consecutive numbers in which the sum of the integers is 149.

3. Find three consecutive odd integers with a sum of 123.

Algebra I

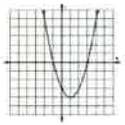
Domain and Range

Date:

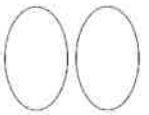
Given {(-5, 3), (-1, 0), (3, -4), (-1, 2)}

1. Domain = **2.** Range =

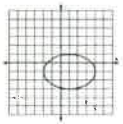
#4:



3. Create a mapping.



#5:



Find the domain and range of the graphs on the left.

4. Domain = Range =

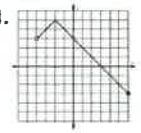
5. Domain = Range =

More Domain and Range Practice

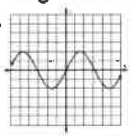
Date:

Find the domain and range of each graph:

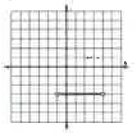
1.



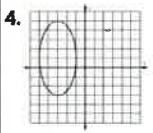
2.



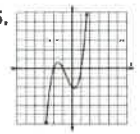
3.



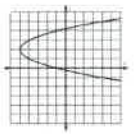
4.



5.



6.



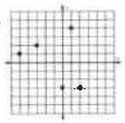
Functions

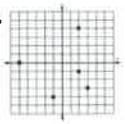
Date:

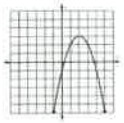
Determine if the following relations represent functions:

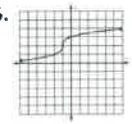
1. {(-2, 0), (4, 1), (-2, 6), (4, -3)}

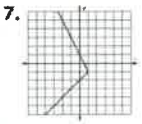
2. {(1, 5), (2, 5), (3, 5), (4, 5)}

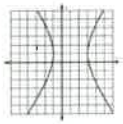
3. 

4. 

5. 

6. 

7. 

8. 

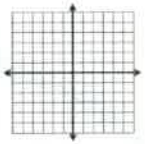
Equations as Functions

Date:

Complete each table, then graph the function

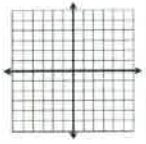
1. $y = -2x - 1$

x	y
-3	
-1	
0	
2	



2. $y = \frac{3}{2}x - 2$

x	y
-2	
0	
2	
4	



3. Find the range of the function $y = \frac{1}{4}x + 1$ if the domain is {-8, -4, 0}.

Algebra I

Function Notation

Date:

Evaluate each function for the given value.

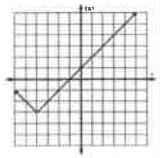
1. $f(x) = x^2 - 10x + 4$; $f(-2)$

2. $g(x) = \frac{3}{4}x - 1$; $g(8)$

3. $h(x) = |8 - 2x|$; $h(7)$

4. $f(x) = -x^2 + 8x$; $f(3)$

Use for #5:



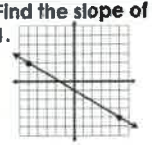
5. Using the graph to the left, find each value.
   a) $f(-5)$ b) $f(0)$ c) $f(3)$

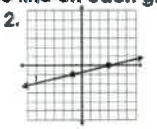
6. Given $f(x) = 5x - 3$, if $f(x) = -48$, find x.

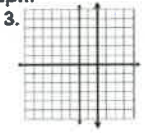
Slope

Date:

Find the slope of the line on each graph.

1. 

2. 

3. 

Find the slope passing between the points:

4. (-1, 3) and (4, -7)

5. (3, 2) and (6, 5)

6. (-3, 5) and (-3, -7)

7. (-5, 1) and (-2, 1)

Multi-Step Equations

Date:

Solve:

1. $6x + 30 - 15x + 6 = 18$

$-9x + 36 = 18$

$-9x = -18$

$\boxed{x = 2}$

2. $-6(x - 1.) = 108$

$-6x + 6 = 108$

$-6x = 102$

$\boxed{x = -17}$

3. $-4(x + 2) - 3x = 20$

$-4x - 8 - 3x = 20$

$-7x = 28$

$\boxed{x = -4}$

4. $3(x - 2) - (x + 5) = 17$

$3x - 6 - x - 5 = 17$

$2x - 11 = 17$

$2x = 28$

$\boxed{x = 14}$

Number Word Problems

Date:

1. The larger of two numbers is 7 less than twice the smaller number. If the sum of the numbers is 47, find both numbers.

let x = smaller #

2x - 7 = larger #

$x + 2x - 7 = 47$

$3x = 54$

$x = 18$

$\boxed{18 \text{ and } 29}$

2. Find two consecutive numbers in which the sum of the integers is 149.

let x = 1st consec int

x + 1 = 2nd consec int

$x + x + 1 = 149$

$2x + 1 = 149$

$2x = 148$

$x = 74$

$\boxed{74 \text{ and } 75}$

3. Find three consecutive odd integers with a sum of 123.

let x = 1st c.o.i

x + 2 = 2nd c.o.i

x + 4 = 3rd c.o.i

$x + x + 2 + x + 4 = 123$

$3x + 6 = 123$

$3x = 117$

$x = 39$

$\boxed{39, 41, 43}$

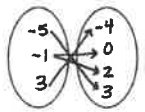
Domain and Range

Date:

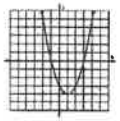
Given {(-5, 3), (-1, 0), (3, -4), (-1, 2)}

1. Domain = $\{-5, -1, 3\}$ 2. Range = $\{-4, 0, 2, 3\}$

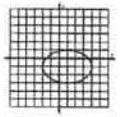
3. Create a mapping.



#4:



#5:



Find the domain and range of the graphs on the left.

4. Domain = $\mathbb{R}$ Range = $y \geq -4$

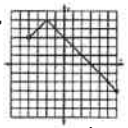
5. Domain = $-2 \leq x \leq 4$ Range = $-3 \leq y \leq 1$

More Domain and Range Practice

Date:

Find the domain and range of each graph:

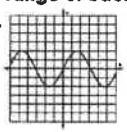
1.



D: $-4 < x \leq 6$

R: $-3 \leq y \leq 5$

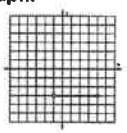
2.



D: $\mathbb{R}$

R: $-2 \leq y \leq 2$

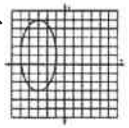
3.



D: $-1 < x < 4$

R: $y = -3$

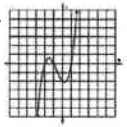
4.



D: $-5 \leq x \leq -1$

R: $-3 \leq y \leq 5$

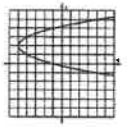
5.



D: $\mathbb{R}$

R: $\mathbb{R}$

6.



D: $x \geq -5$

R: $\mathbb{R}$

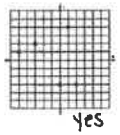
Functions

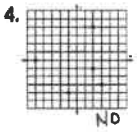
Date:

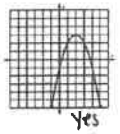
Determine if the following relations represent functions:

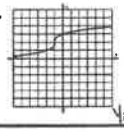
1. {(-2, 0), (4, 1), (-2, 6), (4, -3)} No

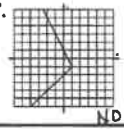
2. {(1, 5), (2, 5), (3, 5), (4, 5)} Yes

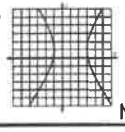
3.  Yes

4.  No

5.  Yes

6.  Yes

7.  No

8.  No

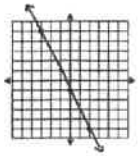
Equations as Functions

Date:

Complete each table, then graph the function

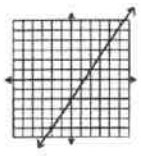
1. $y = -2x - 1$

x	y
-3	5
-1	1
0	-1
2	-5



2. $y = \frac{3}{2}x - 2$

x	y
-2	-5
0	-2
2	1
4	4



3. Find the range of the function $y = \frac{1}{4}x + 1$ if the domain is {-8, -4, 0}.

$\frac{1}{4}(-8)+1 = -1$

$\frac{1}{4}(-4)+1 = 0$

$\frac{1}{4}(0)+1 = 1$

$\{-1, 0, 1\}$

Function Notation

Date:

Evaluate each function for the given value.

1. $f(x) = x^2 - 10x + 4$; $f(-2)$

$(-2)^2 - 10(-2) + 4$

$4 + 20 + 4$

$= 28$

2. $g(x) = \frac{3}{4}x - 1$; $g(8)$

$\frac{3}{4}(8) - 1 = 5$

3. $h(x) = |8 - 2x|$; $h(7)$

$|8 - 2(7)|$

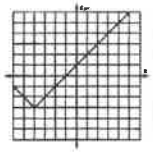
$|8 - 14| = 6$

4. $f(x) = -x^2 + 8x$; $f(3)$

$-(3)^2 + 8(3)$

$-9 + 24 = 15$

Use for #5:



5. Using the graph to the left, find each value.

a) $f(-5)$ -2

b) $f(0)$ 1

c) $f(3)$ 4

6. Given $f(x) = 5x - 3$, if $f(x) = -48$, find x.

$-48 = 5x - 3$

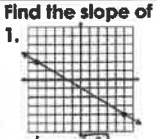
$-45 = 5x$

$x = -9$

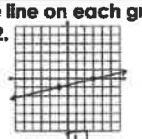
Slope

Date:

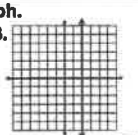
Find the slope of the line on each graph.

1. 

$\frac{-6}{10} = \frac{-3}{5}$

2. 

$\frac{1}{4}$

3. 

undefined

Find the slope passing between the points:

4. (-1, 3) and (4, -7)

$m = \frac{-7-3}{4+1} = \frac{-10}{5} = -2$

5. (3, 2) and (6, 5)

$m = \frac{5-2}{6-3} = \frac{3}{3} = 1$

6. (-3, 5) and (-3, -7)

$m = \frac{-7-5}{-3+3} = \frac{-12}{0}$

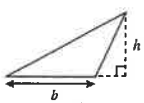
= undef

7. (-5, 1) and (-2, 1)

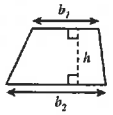
$\frac{1-1}{-2+5} = \frac{0}{3} = 0$

Geometry Formula Sheet

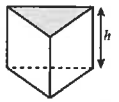
Geometric Formulas



$A = \frac{1}{2}bh$

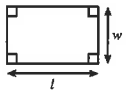


$A = \frac{1}{2}h(b_1 + b_2)$



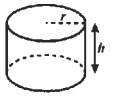
$V = Bh$
$L.A. = hp$
$S.A. = L.A. + 2B$

$V = \frac{1}{3}Bh$
$L.A. = \frac{1}{2}lp$
$S.A. = L.A. + B$



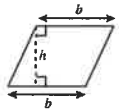
$A = lw$
$p = 2(l + w)$

$A = \pi r^2$
$C = 2\pi r$

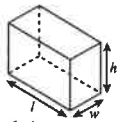


$V = \pi r^2 h$
$L.A. = 2\pi rh$
$S.A. = 2\pi r(h + r)$

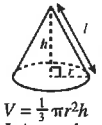
$V = \frac{4}{3}\pi r^3$
$S.A. = 4\pi r^2$



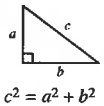
$A = bh$



$V = lwh$
$S.A. = 2lw + 2lh + 2wh$



$V = \frac{1}{3}\pi r^2 h$
$L.A. = \pi rl$
$S.A. = \pi r(l + r)$



$c^2 = a^2 + b^2$

Geometric Symbols

Example	Meaning
$\angle A$	angle A
$m\angle A$	measure of angle A
$\overline{AB}$	line segment AB
AB	measure of line segment AB
$\overleftrightarrow{AB}$	line AB
$\triangle ABC$	triangle ABC
$\square ABCD$	rectangle $ABCD$
$\square ABCD$	parallelogram $ABCD$

Example	Meaning
$\overrightarrow{AB}$	vector AB
	right angle
$\overleftrightarrow{AB} \parallel \overleftrightarrow{CD}$	Line AB is parallel to line CD.
$\overleftrightarrow{AB} \perp \overleftrightarrow{CD}$	Line AB is perpendicular to line CD.
$\angle A \cong \angle B$	Angle A is congruent to angle B.
$\triangle A \sim \triangle B$	Triangle A is similar to triangle B.
	Similarly marked segments are congruent.
	Similarly marked angles are congruent.

Abbreviations

Volume	V
Lateral Area	$L.A.$
Total Surface Area	$S.A.$
Area of Base	B

Pi

$\pi \approx 3.14$

$\pi \approx \frac{22}{7}$

94878-19-973

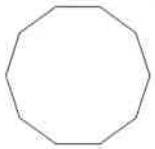
Geometry Name_____

Properties of Polygons-Spring 2020

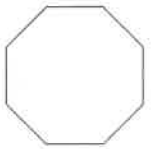
Date_____ Period____

Find the interior angle sum for each polygon. Round your answer to the nearest tenth if necessary. Remember, $s = 180(n-2)$.

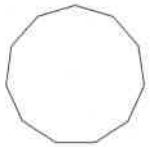
1)



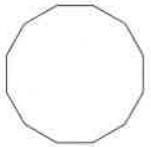
2)



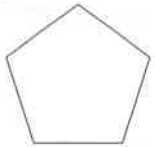
3)



4)



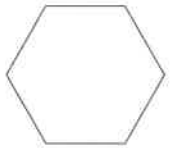
5)



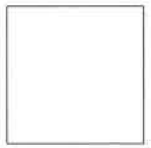
6)

Find the measure of one interior angle in each regular polygon. Round your answer to the nearest tenth if necessary.

7)

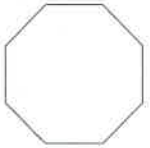


8)



9)

10)

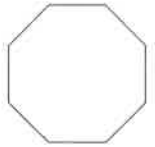


11)

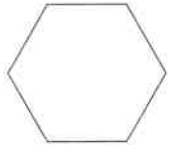
12)

Find the measure of one exterior angle in each regular polygon. Round your answer to the nearest tenth if necessary.

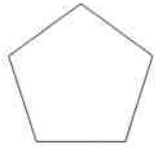
13)



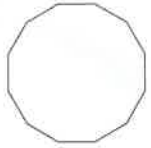
14)



15)

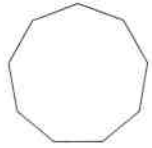


16)



17)

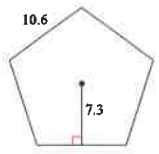
18)



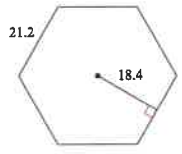
Find the area of each regular polygon. Round your answer to the nearest tenth if necessary.

$A = \frac{ap}{2}$, where a=length of the apothem and p=perimeter.

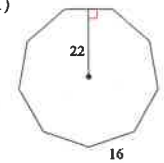
19)



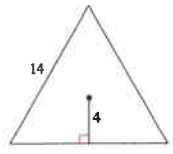
20)



21)



22)



Geometry Name_____

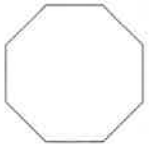
Properties of Polygons-Spring 2020

Date_____ Period____

Find the interior angle sum for each polygon. Round your answer to the nearest tenth if necessary. Remember, $s = 180(n-2)$.

1) 

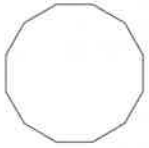
1440°

2) 

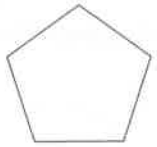
1080°

3) 

1620°

4) 

1800°

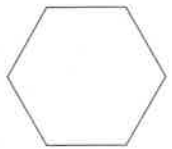
5) 

540°

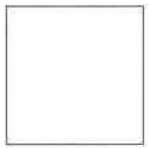
6) 

900°

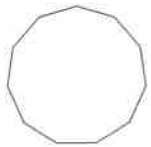
Find the measure of one interior angle in each regular polygon. Round your answer to the nearest tenth if necessary.

7) 

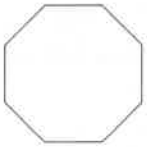
120°

8) 

90°

9) 

147.3°

10) 

135°

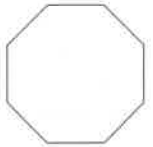
11) 

128.6°

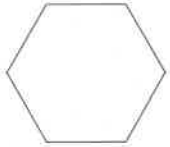
12) 

140°

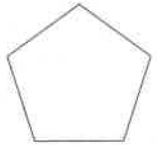
Find the measure of one exterior angle in each regular polygon. Round your answer to the nearest tenth if necessary.

13) 

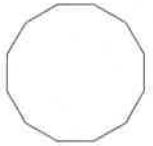
45°

14) 

60°

15) 

72°

16) 

30°

17) 

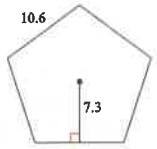
51.4°

18) 

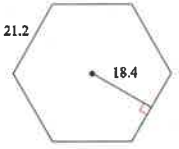
40°

Find the area of each regular polygon. Round your answer to the nearest tenth if necessary.

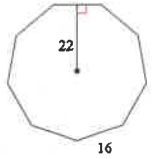
$A = \frac{ap}{2}$, where a=length of the apothem and p=perimeter.

19) 

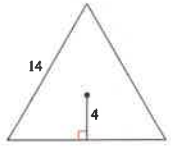
193.5

20) 

1170.2

21) 

1584

22) 

84

Algebraic Reasoning/AQR Name_____

Solving Linear Equations-Spring 2020

Date_____ Period____

Solve each equation.

1) $12 = 11 + x$

2) $-21 = n - 20$

3) $-11 = \frac{r}{16}$

4) $2r = -18$

5) $2b + 2 = 38$

6) $-2 = -9 + \frac{n}{2}$

7) $-9 + 2n = 15$

8) $\frac{x}{6} - 7 = -10$

9) $-4 + 9m = -112$

10) $\frac{v}{4} + 2 = 4$

11) $4 + \frac{x}{10} = 6$

12) $1 - 6x = -29$

13) $-2 = k - 1 - 3$

14) $14 = x + 5 + 5$

15) $-4x + 3x = -2$

16) $x + 6 + 1 = 10$

17) $-85 = 5(6n - 5)$

18) $-8(m - 5) - 1 = 95$

19) $176 = 8(8 + 7k)$

20) $142 = -5 + 7(2b + 7)$

21) $-10 + 6n = -3n + 7n$

22) $-1 - 7x = 5 - 6x$

23) $6n - 6 = 8 + 7n - 5 + 2n$

24) $6n - 1 = 9 + n + 3 - 3$

25) $2(1 + 3x) = -33 - x$

26) $-2 + 8(x - 5) = -6x$

27) $-5(7x + 7) = -6x + 23$

28) $2(4r - 4) + 8 = 30 - 7r$

Answers to Solving Linear Equations-Spring 2020

1) {1}	2) {–1}	3) {–176}	4) {–9}
5) {18}	6) {14}	7) {12}	8) {–18}
9) {–12}	10) {8}	11) {20}	12) {5}
13) {2}	14) {4}	15) {2}	16) {3}
17) {–2}	18) {–7}	19) {2}	20) {7}
21) {5}	22) {–6}	23) {–3}	24) {2}
25) {–5}	26) {3}	27) {–2}	28) {2}

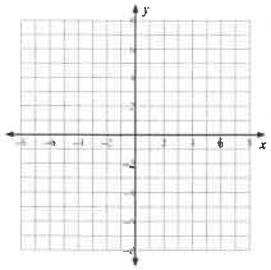
Algebra 2 Name_____

Graphs of Polynomials-Spring 2020

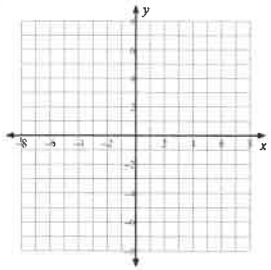
Date_____ Period____

Sketch the graph of each function. State the number of real zeros. Approximate each zero to the nearest tenth. Approximate the relative minima and relative maxima to the nearest tenth. DESMOS HAS FREE DOWNLOAD FOR YOUR PHONE, IT IS AN EXCELLENT GRAPHING TOOL.

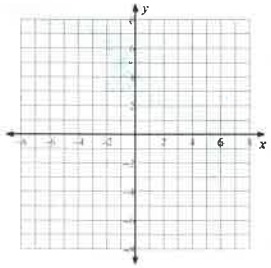
1) $f(x) = x^4 + x^3 - 2x^2 + 4$



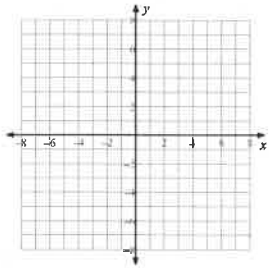
2) $f(x) = x^5 - 4x^3 + 2x - 1$



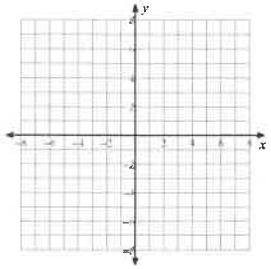
3) $f(x) = x^4 + 4x^3 + 3x^2 - 4x$



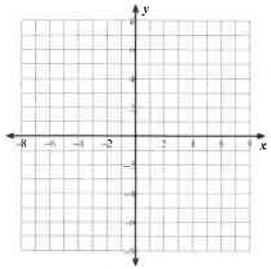
4) $f(x) = 2x^2 - 4x$



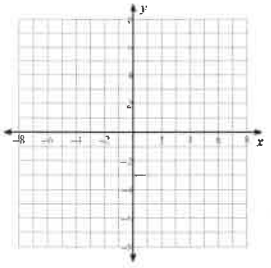
5) $f(x) = x^3 - 4x^2 + 5$



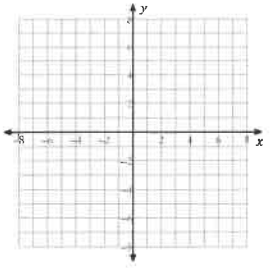
6) $f(x) = x^4 - 4x^2 + 3x + 1$



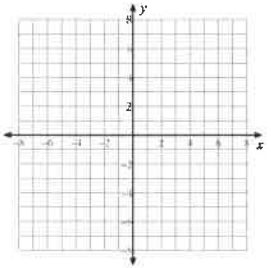
7) $f(x) = -x^5 + 4x^3 - x - 2$



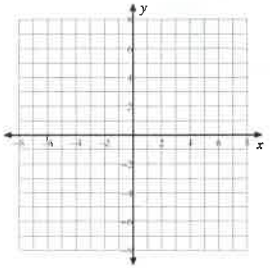
8) $f(x) = x^3 - 4x^2 + 4$



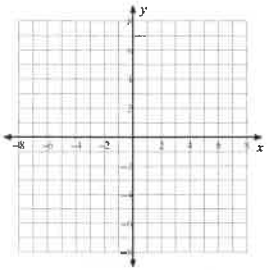
9) $f(x) = -x^3 + 2x^2 + 4$



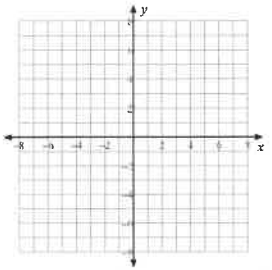
10) $f(x) = -x^4 + 4x^3 - 2x^2 - 5x + 1$



11) $f(x) = -x^2 + 6$

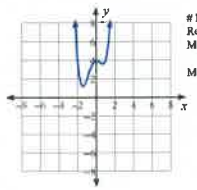


12) $f(x) = x^3 - x^2 - 5x + 4$



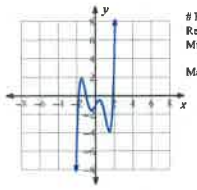
Answers to Graphs of Polynomials-Spring 2020

1)



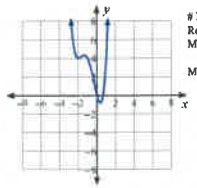
Real Zeros: 0
Real Zeros: None
Minima: (−1.4, 1.2)
(0.7, 3.6)
Maxima: (0, 4)

2)



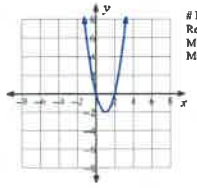
Real Zeros: 3
Real Zeros: −1.8, −1, 1.9
Minima: (−0.4, −1.6)
(1.5, −3.9)
Maxima: (−1.5, 1.9)
(0.4, −0.4)

3)



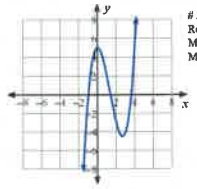
Real Zeros: 2
Real Zeros: 0, 0.7
Minima: (−2, 4)
(0.4, −0.8)
Maxima: (−1.4, 4.3)

4)



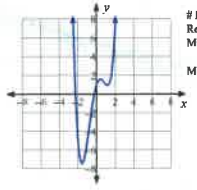
Real Zeros: 2
Real Zeros: 0, 2
Minima: (1, −2)
Maxima: None

5)



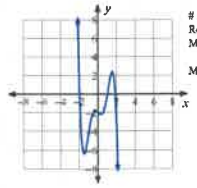
Real Zeros: 3
Real Zeros: −1, 1.4, 3.6
Minima: (2.7, −4.5)
Maxima: (0, 5)

6)



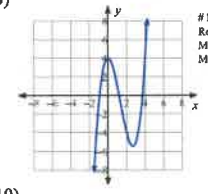
Real Zeros: 2
Real Zeros: −2.3, −0.3
Minima: (−1.6, −7.5)
(1.2, 0.9)
Maxima: (0.4, 1.6)

7)



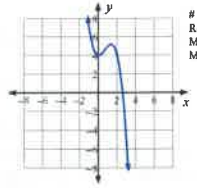
Real Zeros: 3
Real Zeros: −2, 1, 1.8
Minima: (−1.5, −6.4)
(0.3, −2.2)
Maxima: (−0.3, −1.8)
(1.5, 2.4)

8)



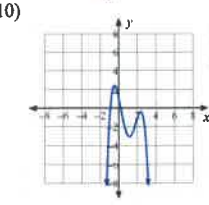
Real Zeros: 3
Real Zeros: −0.9, 1.2, 3.7
Minima: (2.7, −5.5)
Maxima: (0, 4)

9)



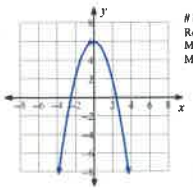
Real Zeros: 1
Real Zeros: 2.6
Minima: (0, 4)
Maxima: (1.3, 5.2)

10)



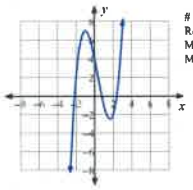
Real Zeros: 2
Real Zeros: −0.9, 0.2
Minima: (1.1, −3.1)
Maxima: (−0.5, 2.4)
(2.3, −0.4)

11)



Real Zeros: 2
Real Zeros: −2.4, 2.4
Minima: None
Maxima: (0, 6)

12)



Real Zeros: 3
Real Zeros: −2.2, 0.8, 2.4
Minima: (1.7, −2.5)
Maxima: (−1, 7)

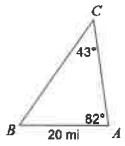
Precalculus Name_____

Law of Sines-Spring 2020

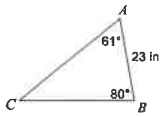
Date_____ Period____

Find each measurement indicated. Round your answers to the nearest tenth.
NOTE-YOUR PHONE CALCULATOR HAS TRIG FUNCTIONS IF YOU TURN IT SIDEWAYS.

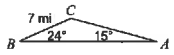
1) Find BC



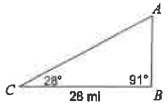
2) Find AC



3) Find AC



4) Find AB



5) $m\angle B = 75°$, $m\angle C = 13°$, $a = 31$ yd
Find c

6) $m\angle A = 150°$, $m\angle B = 14°$, $c = 32$ m
Find b

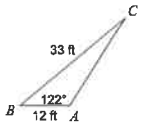
7) $m\angle A = 64°$, $m\angle C = 41°$, $b = 28$ cm
Find a

8) $m\angle A = 63°$, $m\angle B = 42°$, $a = 12$ mi
Find b

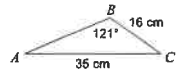
9) $m\angle B = 36°$, $m\angle C = 31°$, $a = 25$ mi
Find c

10) $m\angle A = 9°$, $m\angle B = 20°$, $a = 11$ yd
Find b

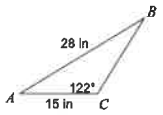
11) Find $m\angle C$



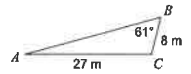
12) Find $m\angle A$



13) Find $m\angle B$



14) Find $m\angle A$



15) $m\angle A = 143°$, $c = 6$ ft, $a = 26$ ft
Find $m\angle C$

16) $m\angle C = 95°$, $c = 31$ yd, $b = 20$ yd
Find $m\angle B$

17) $m\angle B = 85°$, $a = 11$ in, $b = 32$ in
Find $m\angle A$

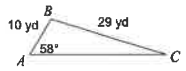
18) $m\angle A = 98°$, $c = 24$ yd, $a = 37$ yd
Find $m\angle C$

19) $m\angle A = 110°$, $c = 10$ in, $a = 14$ in
Find $m\angle C$

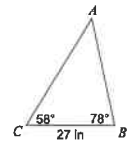
20) $m\angle C = 139°$, $c = 21$ m, $b = 5$ m
Find $m\angle B$

Solve each triangle. Round your answers to the nearest tenth.

21)



22)



23) $m\angle A = 66°$, $m\angle B = 52°$, $a = 29$ m

24) $m\angle A = 89°$, $m\angle C = 33°$, $c = 18$ mi

Answers to Law of Sines-Spring 2020

1) 29 mi	2) 36 in	3) 11 mi	4) 15 mi
5) 7 yd	6) 28.1 m	7) 26.1 cm	8) 9 mi
9) 14 mi	10) 24 yd	11) 18°	12) 23.1°
13) 27°	14) 15°	15) 8°	16) 40°
17) 20°	18) 40°	19) 42.2°	20) 9°

21) $m\angle B = 105°$, $m\angle C = 17°$, $b = 33$ yd

22) $m\angle A = 44°$, $b = 38$ in, $c = 33$ in

23) $m\angle C = 62°$, $b = 25$ m, $c = 28$ m

24) $m\angle B = 58°$, $a = 33$ mi, $b = 28$ mi

Financial Math Name_____ ID: 1

Compound Interest-Spring 2020

Date_____ Period____

$A = P\left(1 + \frac{r}{n}\right)^{nt}$ **where A=total amount, P=principle (initial amount invested), r=interest rate as a decimal (Example:5.6%, $r = 0.056$), t=time in years, and n=number of times per year compounded.**

1) Mary invests $7,509 in a retirement account with a fixed annual interest rate of 6.11% compounded 4 times per year. What will the account balance be after 18 years?

2) Kayla invests $8,743 in a savings account with a fixed annual interest rate of 4.51% compounded 6 times per year. What will the account balance be after 7 years?

3) Bill invests $4,018 in a savings account with a fixed annual interest rate of 4.57% compounded 12 times per year. What will the account balance be after 9 years?

4) Joe invests $1,802 in a retirement account with a fixed annual interest rate of 5.91% compounded 3 times per year. What will the account balance be after 20 years?

5) Pranav invests $7,832 in a retirement account with a fixed annual interest rate of 5.39% compounded 12 times per year. What will the account balance be after 17 years?

6) Daniel invests $4,259 in a retirement account with a fixed annual interest rate of 6.78% compounded 3 times per year. What will the account balance be after 20 years?

7) Kayla invests $6,874 in a savings account with a fixed annual interest rate of 4.93% compounded 6 times per year. What will the account balance be after 11 years?

8) Mike invests $3,989 in a retirement account with a fixed annual interest rate of 6.94% compounded 6 times per year. What will the account balance be after 15 years?

9) Shreya invests $7,148 in a retirement account with a fixed annual interest rate of 4.63% compounded 12 times per year. What will the account balance be after 20 years?

10) Gabriella invests $8,479 in a savings account with a fixed annual interest rate of 5.13% compounded 4 times per year. What will the account balance be after 7 years?

11) Jenny invests $4,036 in a retirement account with a fixed annual interest rate of 4.74% compounded 12 times per year. What will the account balance be after 15 years?

12) Kristin invests $3,971 in a retirement account with a fixed annual interest rate of 3.85% compounded 2 times per year. What will the account balance be after 15 years?

13) Paul invests $1,122 in a savings account with a fixed annual interest rate of 5.96% compounded 2 times per year. What will the account balance be after 8 years?

14) Shanice invests $7,429 in a retirement account with a fixed annual interest rate of 8.92% compounded 6 times per year. What will the account balance be after 19 years?

15) Castel invests $6,846 in a savings account with a fixed annual interest rate of 5.56% compounded 6 times per year. What will the account balance be after 5 years?

16) Pranav invests $1,151 in a savings account with a fixed annual interest rate of 3.96% compounded 4 times per year. What will the account balance be after 6 years?

17) Julia invests $2,214 in a savings account with a fixed annual interest rate of 2.45% compounded 4 times per year. What will the account balance be after 10 years?

18) Mike invests $4,551 in a retirement account with a fixed annual interest rate of 4.74% compounded 12 times per year. What will the account balance be after 20 years?

19) Huong invests $2,168 in a savings account with a fixed annual interest rate of 5.69% compounded 3 times per year. What will the account balance be after 7 years?

20) Jasmine invests $6,688 in a savings account with a fixed annual interest rate of 5.93% compounded 2 times per year. What will the account balance be after 4 years?

Answers to Compound Interest-Spring 2020 (ID: 1)

1) $22,367.01	2) $11,974.42	3) $6,057.54	4) $5,808.98
5) $19,540.05	6) $16,280.02	7) $11,796.82	8) $11,229.75
9) $18,012.23	10) $12,114.58	11) $8,205.90	12) $7,035.93
13) $1,794.90	14) $39,953.52	15) $9,028.48	16) $1,458.00
17) $2,826.54	18) $11,722.14	19) $3,216.76	20) $8,449.15

Biology Vocabulary

Directions: The first two columns must be completed **BEFORE** looking up the definition. Each definition must be written **IN YOUR OWN WORDS.** **IDK** is not an acceptable answer. **Every box** must be filled in! **Remember these are words related to Biology,** sometimes you will see definitions that will not be related to Biology, be sure you are looking at the correct definition.

Rating Scale:
4 = I can teach the word **3 =** I have some understanding **2 =** I have seen or heard it before **1 =** I have never seen or heard it before

Word	Rating	What I Think the Word Means	What the Word Actually Means	Clue to Help You Remember the Definition
Adenosine Triphosphate (ATP)				
Amino Acid				
Carbohydrate				
Cell Cycle				
Diploid				
Deoxyribose Nucleic Acid (DNA)				

Chemistry Vocabulary Terms
Create a board game using the vocabulary terms.

1. acid: any of various water-soluble compounds having a sour taste
2. anion: a particle with a negative electric charge
3. aqueous solution: a solution in water
4. atom: the smallest component of an element
5. atomic theory: a theory of the structure of the atom
6. cation: a particle with a positive electric charge
7. chemical change: process determined by substances' composition and structure
8. chemical property: a property used to characterize materials in reactions that change their identity
9. chemical reaction: a process in which substances are changed into others
10. cohesion: the state of sticking together
11. compound: a whole formed by a union of two or more elements or parts
12. concentration: the spatial property of being crowded together
13. alloy: a mixture containing two or more metallic elements
14. atomic number: quantity of protons in the nucleus of an atom of an element
15. catalyst: substance that initiates or accelerates a chemical reaction
16. chemical bond: an electrical force linking atoms
17. conductor: the person who leads a musical group
18. covalent bond: a chemical bond that involves sharing a pair of electrons between atoms in a molecule
19. electron: an elementary particle with negative charge
20. element: a substance that cannot be separated into simpler substances
21. endothermic reaction: a chemical reaction accompanied by the absorption of heat
22. exothermic reaction: a chemical reaction accompanied by the evolution of heat
23. heterogeneous: consisting of elements not of the same kind or nature
24. homogeneous: all of the same or similar kind or nature
25. ionic bond: a chemical bond between oppositely charged ions
26. law of conservation of matter: a fundamental principle of classical physics that matter cannot be created or destroyed in an isolated system
27. matter: that which has mass and occupies space
28. mixture: a collection containing a variety of sorts of things

Términos de vocabulario de química

Crea un juego de mesa usando las palabras del vocabulario

1. acid: cualquiera de varios compuestos solubles en agua que tienen un sabor agrio
2. anión: una partícula con una carga eléctrica negativa
3. solución acuosa: una solución en el agua
4. átomo: el componente más pequeño de un elemento
5. teoría atómica: una teoría de la estructura del átomo
6. catión: una partícula con una carga eléctrica positiva
7. cambioquímico: proceso determinado por la composición y estructura de las sustancias
8. propiedad química: una propiedad utilizada para caracterizar materiales en reacciones que cambian su identidad
9. reacción química: un proceso en el que las sustancias se transforman en otras
10. cohesión: el estado de adherencia
11. compuesto: un todo formado por una unión de dos o más elementos o partes
12. concentración: la propiedad espacial de estar abarrotados
13. aleación: una mezcla que contiene dos o más elementos metálicos
14. número atómico: cantidad de protones en el núcleo de un átomo de un elemento
15. catalizador: sustancia que inicia o acelera una reacción química
16. enlace químico: una fuerza eléctrica que une átomos
17. director: la persona que dirige un grupo musical
18. enlace covalente: un enlace químico que implica compartir un par de electrones entre átomos en una molécula
19. electrón: una partícula elemental con carga negativa
20. elemento: una sustancia que no se puede separar en sustancias más simples
21. reacción endotérmica: una reacción química acompañada de la absorción de calor
22. reacciónexotérmica: una reacción química acompañada de la evolución del calor
23. heterogéneo: compuesto por elementos no del mismo tipo o naturaleza
24. homogéneo: todos del mismo tipo o naturaleza
25. enlaceiónico: un enlace químico entre iones cargados de forma opuesta
26. ley de conservación de lamateria: un principio fundamental de la física clásica que no puede ser creada o destruida en un sistema aislado
27. materia: la que tiene masa y ocupa el espacio
28. mezcla: una colección que contiene una variedad de cosas

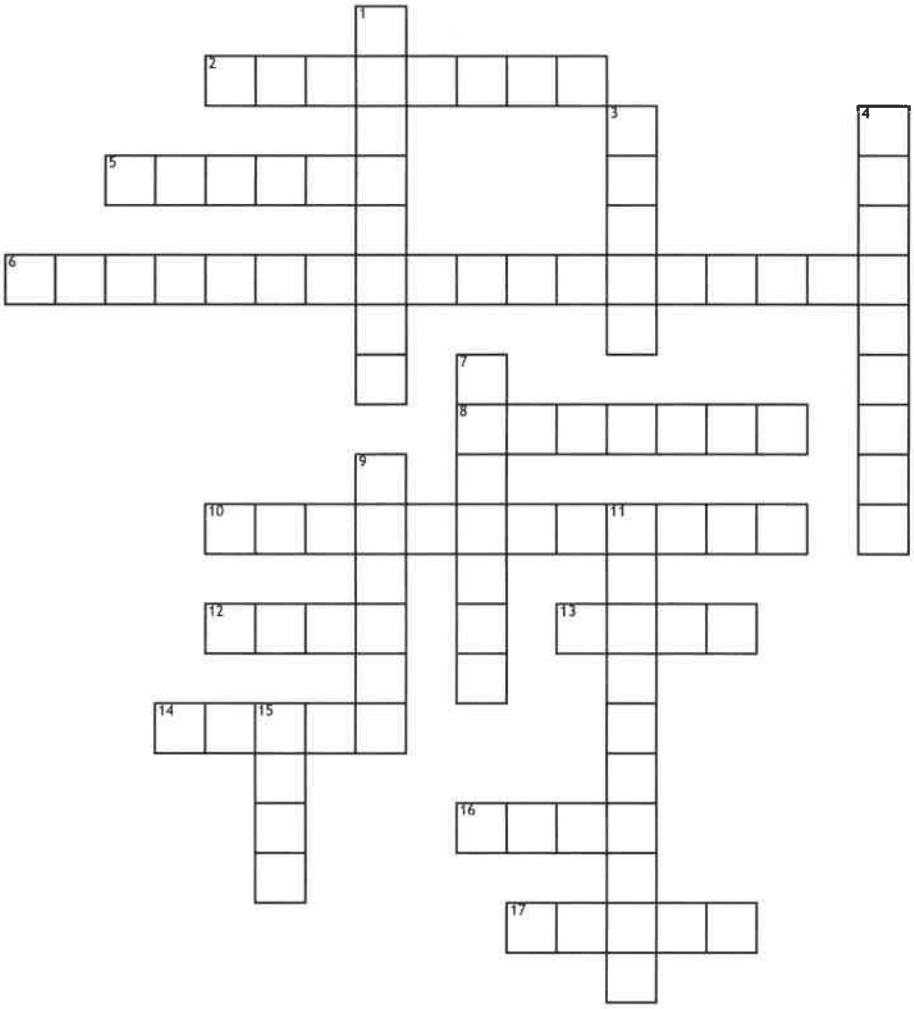
IPC Instructional Vocabulary

Create a board game using the vocabulary words.

1. **Ions** – an atom or a group of atoms that have acquired a net electric charge by gaining or losing one or more electrons
2. **Molecules** – an electrically neutral group of at least two atoms in a definite arrangement held together by very strong chemical bonds
3. **Physical Change** – a change that alters the form or appearance of a substance but does not make the material into another substance
4. **Chemical Change** – changes caused as the result of a chemical reaction; a new substance is produced
5. **Phase Change** – a change from one state (solid or liquid or gas) to another without a change in chemical composition
6. **Endothermic** – type of reaction that absorbs thermal energy from the environment as it proceeds
7. **Exothermic** – type of reaction that releases thermal energy into the environment as it proceeds
8. **Fusion** – the process of combining atoms, resulting in new byproducts being produced and large amounts of energy being released
9. **Fission** – the process of splitting an atom, resulting in new byproducts being produced and large amounts of energy being released
10. **Solubility** – the quantity of a particular substance that can dissolve in a particular solvent
11. **Displacement** – a vector quantity which refers to "how far out of place an object is"; it is the object's final change in position
12. **Gravitational Force** – the force of attraction between all masses in the universe
13. **Law of Conservation of Energy** – states the total amount of energy in any closed system remains constant, but may change from one form to another
14. **Potential Energy** – stored energy; the ability of a system to do work due to its position or internal structure
15. **Kinetic Energy** – the mechanical energy that a body has by virtue of its motion
16. **Transverse Wave** – oscillations (vibrations of the wave) are perpendicular to direction of the waves (string, water)
17. **Longitudinal Wave** – oscillations are in the same direction as the wave (slinky, sound waves)
18. **Circuit** – a closed conducting circle or loop through which current can flow
19. **Conductor** – a substance or object that allows electricity to flow through it with low resistance
20. **Insulator** – a substance or object that does not conduct electricity
21. **Electromagnet** – an iron or steel core that is magnetized by electric current in a coil that surrounds it
22. **Electric Force** – sometimes called the "Coulomb law"; an equation describing the electrostatic force between electric charges
23. **Conduction** - transfer of energy through matter by colliding particles (direct contact)
24. **Convection** - transfer of heat energy by the motion of heated particles in a fluid
25. **Radiation** - transfer of energy in the form of electromagnetic waves (no direct contact)

Name: _____ Date: _____

Physics Terms



Across

2. speed with direction
5. can exert an electrical force
6. the attraction between bodies of mass
8. force over a period of time
10. change in velocity
12. transfer of thermal energy
13. transfers energy in a periodic motion
14. rate of work
16. unit of power
17. a push or a pull

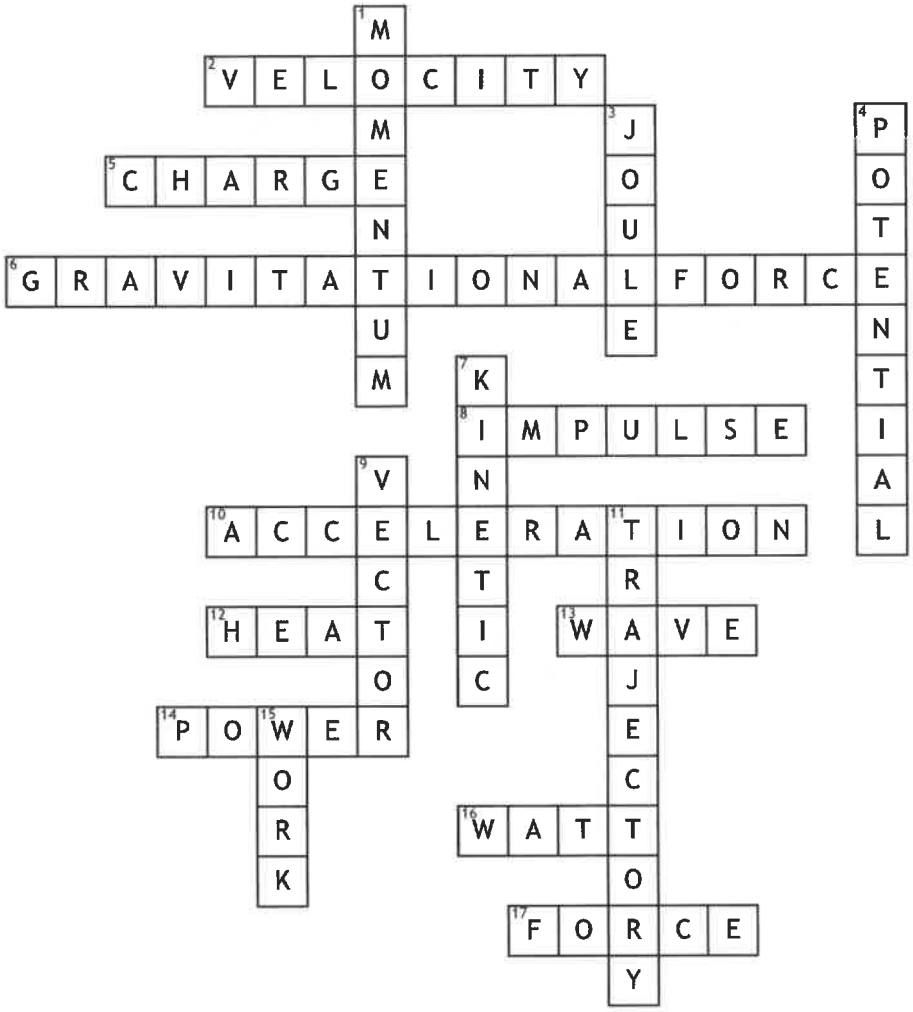
Down

1. product of mass and velocity
3. unit of energy
4. energy of position
7. energy of motion
9. has a magnitude and direction
11. path of a projectile
15. the product of force and distance

Word Bank					
force	vector	Momentum	Potential	Heat	trajectory
charge	gravitational force	watt	wave	Impulse	work
kinetic	joule	acceleration	velocity	power	

Name: _____ Date: _____

Physics Terms



Across

2. speed with direction
5. can exert an electrical force
6. the attraction between bodies of mass
8. force over a period of time
10. change in velocity
12. transfer of thermal energy
13. transfers energy in a periodic motion
14. rate of work
16. unit of power
17. a push or a pull

Down

1. product of mass and velocity
3. unit of energy
4. energy of position
7. energy of motion
9. has a magnitude and direction
11. path of a projectile
15. the product of force and distance

Word Bank

watt	power	trajectory	gravitational force
heat	joule	potential	kinetic
wave	vector	impulse	acceleration

EARTH & SPACE SCIENCE 2019→2020 Create a board game using the vocabulary words.

#1 EARTH SYSTEMS

atmosphere	A mixture of gases, mostly nitrogen and oxygen, with smaller amounts of argon, carbon dioxide, and other gases. The atmosphere is held to Earth by gravity and thins rapidly with altitude.
biosphere	The zone inhabited by life.
catastrophism	The principle that states that infrequent catastrophic events alter the course of Earth history and modify the path of slow geologic change.
crust	Earth's outermost layer, about 7 to 70 kilometers thick and composed of relatively low-density silicate rocks.
ecosystem	A system formed by the interactions of a variety of individual organisms with each other and with their physical environments.
feedback mechanism	A feedback mechanism occurs when a small initial perturbation affects another component of Earth's systems, which amplifies the original effect, which perturbs the system even more, which leads to an even greater effect, and so on.
geosphere	Solid Earth, consisting of the entire planet from the center of the core to the outer crust.
hydrosphere	All of Earth's water, which circulates among oceans, continents, and the atmosphere.
lithosphere	The cool, rigid, outer layer of Earth, about 100 kilometers thick, which includes the crust and part of the upper mantle.
plate tectonics theory	A theory of global tectonics in which the lithosphere is segmented into several plates that move about relative to one another by floating on and gliding over the plastic asthenosphere. Seismic and tectonic activity occur mainly at the plate boundaries.

Environment Vocabulary List & Definitions

Create a board game using the vocabulary words.

Endangered Species	a species of plant or animal that is in danger of becoming extinct.
Evolution	the continuous modification and adaptation of organisms to their environments through selection, hybridization, and the like.
Extinct	no longer existing, as an animal species.
Greenhouse Effect	the warming trend on the surface and in the lower atmosphere of a planet, held by scientists to occur when solar radiation is trapped, as by emissions from the planet.
Habitat	the natural environment of a plant or animal, the place where an organism usually lives
Abiotic	describes the non-living part of the environment, including water, rocks, light, and temperature
Biotic	an environmental factor that is associated with or results from the activities of living organisms
Insecticide	a substance used to kill insects.
Atmosphere	the mass of gases surrounding the earth or any other celestial body
Stratosphere	A layer of the atmosphere in which the ozone is found
Ozone	oxygen in the form of molecules with three atoms, created by exposure of oxygen to electrical discharge or ultraviolet radiation, having a sharp smell, and being an effective oxidant for use in bleaching and sterilizing.
Poacher	one who illegally hunts on another's property.
Pollution	contaminating material that pollutes.
Smog	a haze caused by the effect of sunlight on foggy air that has been polluted by vehicle exhaust gases and industrial smoke.
Biosphere	the part of the earth and its atmosphere in which living organisms can exist.
Conservation	the act of preserving and protecting from loss, destruction, or waste.
Virus	Type of non-cellular infectious pathogen that replicates only inside the living cells of an organism
Parasitism	a relationship between two species in which one species, the parasite, benefits from the other species, the host, which is harmed
Population	a group of organisms of the same species that live in a specific geographical area and interbreed
Carrying Capacity	the largest population that an environment can support at any given time
Niche	the unique position occupied by a species, both in terms of its physical use of its habitat and its function within an ecological community
Primary Pollutant	a pollutant that is put directly in the atmosphere.
Secondary Pollutant	a pollutant that forms in the atmosphere by chemical reaction with primary air pollutants, natural components in the air, or both
Acid Precipitation	precipitation, such as rain, sleet, or snow, that contains a high concentration of acids, often because of the pollution of the atmosphere
Biome	a large region characterized by a specific type of climate and certain types of plant and animal communities
Climate	the average weather conditions in an area over a long period of time
Biodiversity	the variety of organisms in a given area, the genetic variation within a population, the variety of species in a community, or the variety of communities in an ecosystem

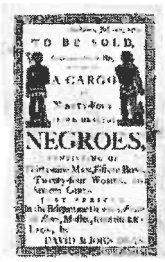
World History

nstructive Response Question
Describe the Atlantic Slave Trade and its effects

The Age of Exploration
Outcome: The Atlantic Slave Trade

1. **Setting the Stage:**
   a. _____ plantations and _____ farms required a lot of labor to turn a profit
   b. _____ _____ were cheap but millions died from _____, warfare, and brutal _____

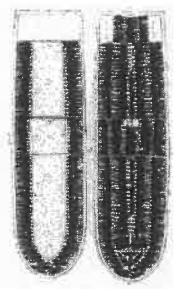
2. **The Causes of African Slavery**



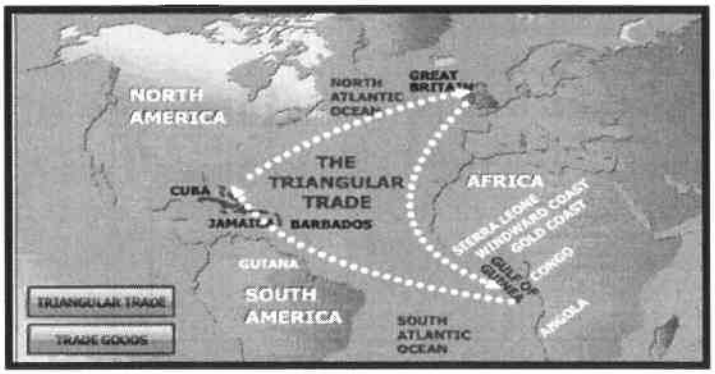
   a. Slavery _____in Africa for centuries but was relatively minor
   b. _____ _____ ushered in an increase of slavery in Africa in the 7th century
   c. Muslims transported about ____ million African slaves from 650-1600
   d. In African and Muslim slavery, slaves had some _____ _____ and social _____
   e. Africans were _____ to the _____ that killed many natives
   f. Many Africans had experience with _____
   g. Africans weren't likely to escape due to _____ with the new _____
   h. If escaped, _____ _____ made it easier to catch
   i. By the end of the Atlantic slave trade, _____ had transported ____ million Africans to the Americas

3. **Slavery Spreads Throughout the Americas**
   a. _____ and _____ led the way with transportation of slaves
   b. During the 17th century, more than ____% of all Africans brought to the Americas went to _____ plantations in _____
   c. As _____'s presence in the Americas grew, it came to_____ the slave trade
   d. African society was broken up into _____
   e. Many African _____ and _____ _____ other Africans and traded with European traders for _____, _____, and other goods

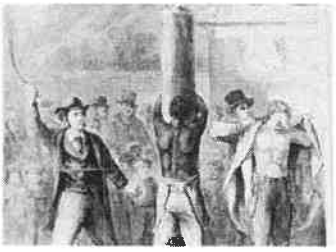
4. **A Forced Journey**



   a. Transported Africans were part of the_____
   b. Europeans traveled _____ to _____ to capture or trade for slaves (side 1)
   c. Europeans transported captured Africans _____ the _____ to the Americas (side2)
   d. Europeans bought _____, coffee, and _____ to sell back to _____ (side 3)
   e. The voyage that brought captured Africans across the ocean was called the _____ _____
   f. Millions _____ on these voyages
   g. Africans were _____ and _____ aboard the ships
   h. Surrounded by _____, _____, and human _____ on the voyages
   i. Roughly ____% perished on the voyages



5. Slavery in the Americas



a. _____ as property upon arrival to Americas
b. Families were _____ ___ and sold to different buyers
c. Worked in _____ or _____ or as domestic servants
d. Were given little _____ and lived in small dreary _____
e. Forced to work _____ and suffered _____
f. Was a _____ condition and was _____ as well
g. Africans used _____ and _____ of their ancestors as modes of survival
h. Found ways to resist
   i. Broke _____
   ii. Worked _____
   iii. _____ _____ (dangerous)
   iv. _____ and _____ did occur

6. Consequences of the Slave Trade

a. Numerous cultures lost generations of their_____
b. African families _____ apart
c. Introduced _____ to the African continent
d. Labor contributed greatly to _____ _____ of the Americas
e. Brought _____ to the Americas (art, music, religion, and food)
f. Large African American _____ in the Americas today
g. _____ _____ due to forced population

LEARNING TARGETS

LEARNING TARGETS

Constructive Response Question

Describe the Atlantic Slave Trade and its effects