Step 1: Work the Prompt

What in the prompt requires you to weigh in? Why is this issue still the subject of debate and not a done deal?

Step 2: Work the Perspectives

Typically, the three perspectives will be split: one for, one against, and one in the middle. Your goal in Step 2 is to figure out where each perspective stands and then identify at least one shortcoming of each perspective. For the example above, ask yourself:

- What does each perspective consider?
- What does each perspective overlook?
- What does each perspective consider?
- What does each perspective overlook?

Step 3: Generate Your Own Perspective

Now it’s time to come up with your own perspective! If you merely restate one of the three given perspectives, you won’t be able to get into the highest scoring ranges. You’ll draw from each of the perspectives, and you may side with one of them, but your perspective should have something unique about it.

Step 4: Put It All Together

Now that you have your ideas in order, here’s a blueprint for how to organize the ACT essay.

<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
<th>Body Paragraph 2</th>
<th>Body Paragraph 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear thesis</td>
<td>Give evidence</td>
<td>Conclude</td>
</tr>
<tr>
<td>Support your thesis</td>
<td>with logic</td>
<td>with your own perspective</td>
</tr>
<tr>
<td>Show the grader how your example supports your position</td>
<td>How to Write the ACT Essay</td>
<td></td>
</tr>
</tbody>
</table>

Here you will find the Distance Learning Enrichment for ALL high school English (9th-12th grades). We have decided that this would be the best way to keep your skills fresh. This week you will focus on grammar skills. Passages and questions are supplied by ACT.

**DIRECTIONS:** The following passage is followed by several questions. The question number will refer to the underlined portion with corresponding number in the passage. After reading a passage, choose the best answer to each question and write the corresponding letter on your paper.

After you complete the questions, find your teacher’s name below and follow the directions to submit your assignment.

**Dbbox:**
Mrs. Lewis: Return a picture of your work to her email majers@bbox.k12.ok.us or text it to her. Mrs. Mayers: In order to turn in the work either upload a google doc into the appropriate folder on Google Classroom, email, or text a picture to her email address, jmajers@bbox.k12.ok.us

**Lexington:** All Lexington students may email a picture of your response to your English teacher at her school email address. Responses must be submitted before the next week’s assignments come out in the paper. If you are already completing work in your teacher’s Google Classroom, you do not have to do these additional assignments. I encourage you to work on them anyway if you have time!

dbbox@lexington.k12.ok.us

hajes@lexington.k12.ok.us

tennis@lexington.k12.ok.us

Washington: All Washington students can send their answers by taking a picture of your answers and then emailing that picture to your English teacher. You can also send those answers in Google Docs through Google Classroom if you have access. This is the same time all your other work is due.

tcwelke@wpd-ok.com

jenio@wpd-ok.com

dihan@wpd-ok.com

**SCHOOLHOUSE NEWS**

High School

**The Following answers to the first two weeks, the Reading Practice Test and English Practice Test.**

Week 1: Reading—Scoring Key

|---|---|---|---|---|---|---|---|---|---|

Week 2: English—Scoring Key

|---|---|---|---|---|---|---|---|---|---|

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**Reading Practice Test—Read the prompt and follow the directions.**

Education and the Workplace

Many colleges and universities have cut their humanities departments, and high schools have started to shift their attention much more definitively toward STEM (Science, Technology, Engineering, Mathematics) and away from ELA (English, Language Arts). Representatives from both school boards and government organizations suggest that the move toward STEM is necessary in helping students to participate in a meaningful way in the American workplace.

Given the urgency of this debate for the future of education and society as a whole, it is worth examining the potential consequences of this shift in how students are educated in the United States.

**How to Write the ACT Essay**

Your job is to write an essay in which you take some sort of position on the prompt, all while assessing the three perspectives provided in the boxes. First, a way to anchor your essay with a unique perspective of your own that can be defended and debated, and you are already in the

**Essay Task**

Write a unified, coherent essay in which you evaluate multiple perspectives on the issue of how schools should balance STEM and ELA subjects. In your essay, be sure to:

- Start with a topic sentence that discusses your position on the prompt.
- Give one example or reason to support your position.
- End with a fl

- Restate your position on the issue.
- End the paragraph by restating your thesis.

- Start with a transition/topic sentence that discusses the opposing side of the argument.
- Give an example of a reason that one might agree with the opposing side of the argument.
- Clearly state your position on the issue.
- End the paragraph by restating your thesis.

- Restate your position on the issue.
- End with a flourish.

- Start with a transition/topic sentence that discusses the opposing side of the argument.
- Give an example of a reason that one might agree with the opposing side of the argument.
- Clearly state your position on the issue.
- End the paragraph by restating your thesis.

Write and carefully consider these perspectives. Each suggests a particular way of thinking about the shift in American education:

**Perspective 1**

ELA programs should be emphasized over STEM programs. Education is not merely a means to employment. ELA education helps students to live more meaningful lives. In addition, an exclusively STEM-based program cannot help but limit students’ creativity and lead them to overemphasize the importance of money and other tangible gains.

**Perspective 2**

ELA programs should be balanced with STEM programs. Providing a student with a well-rounded education is necessary in helping students to participate in a meaningful way in the American workplace.

**Perspective 3**

STEM programs should be emphasized entirely, except to establish the basic literacy necessary to engage in the hard sciences, mathematics, and business. Reading and writing are activities that are best saved for the leisure of students who enjoy them.

Spend one or two minutes on proofreading your essay if you have time. You’re looking for big, glaring errors. If you find one, erase it completely or cross it out neatly. Though neatness doesn’t necessarily affect your grade, it does make for a happy grader.

**Week 1: Week 2:**

- **Step 1:** Read and carefully consider these perspectives. Each suggests a particular way of thinking about the shift in American education:
- **Step 2:** Work the Perspectives
- **Step 3:** Generate Your Own Perspective
- **Step 4:** Put It All Together

**Week 3:**

- **Step 1:** Review the prompt
- **Step 2:** Work the Perspectives
- **Step 3:** Generate Your Own Perspective
- **Step 4:** Put It All Together

**Week 4:**

- **Step 1:** Review the prompt
- **Step 2:** Work the Perspectives
- **Step 3:** Generate Your Own Perspective
- **Step 4:** Put It All Together

**Reading—Scoring Key**

|---|---|---|---|---|---|---|---|---|---|

**English—Scoring Key**

|---|---|---|---|---|---|---|---|---|---|
Algebra I
Assignment Week 3 Slope - Intercept Equations

Find the slope of the line through each pair of points.

1. (-4, -12), (-10, 10) A) -2 B) 1 C) 3 D) 5

2. (-6, 11), (10, -13) A) 2 B) 3 C) 4 D) 5

3. (9, -1), (4, -10) A) -1 B) -2 C) -3 D) -4

4. (4, 18), (-10, -14) A) 1 B) 2 C) 3 D) 4

5. If the slope is 5, find the y-intercept.

The Purcell Register

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SCHOOLHOUSE NEWS
High School

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Geometric Review

**Quiz 3**

**Name:**

**Date:**

**Per:**

1. Given \( \triangle ABC \), find \( \angle C \).

A. 63\(^\circ\) B. 67\(^\circ\) C. 52\(^\circ\) D. 59\(^\circ\)

2. Given \( \triangle XYZ \), if \( XY = 12 \), and \( \angle Y = 22\), find \( \angle Z \).

3. Given \( \triangle ABC \), if \( \angle A = 110\), find \( \angle C \).

4. Which of the following side lengths could form a triangle? Check all that apply.

- 7, 15
- 16, 3, 8
- 21, 24, 43
- 16, 14, 9
- 32, 35, 39

5. If \( \triangle ABC \) is a triangle, then \( \angle A = \angle C \).

6. In \( \triangle DEF \), \( DE = 29 \) feet, \( EF = 20 \) feet, and \( \angle D = 38\). Which of the following is an acute triangle?

- A. \( \angle D = 38\)
- B. \( \angle E = 38\)
- C. \( \angle F = 38\)
- D. \( \angle D = 38\) and \( \angle F = 38\)

7. If \( \triangle ABC \) is acute, then what must be true?

- A. \( \angle A + \angle B + \angle C = 180\)
- B. \( \angle A = \angle B = \angle C \)
- C. \( \angle A = \angle B = \angle C \)
- D. \( \angle A = \angle B = \angle C \) and \( \angle C = 90\)

---

**Slope Formula**

The slope formula is used to find the slope between two points \( (x_1, y_1) \) and \( (x_2, y_2) \).

**Point-Slope Form:**

\[ y - y_1 = m(x - x_1) \]

**Examples**

1. Find the slope between each pair of points.

- A. \( (3, 4) \) and \( (5, 6) \)
- B. \( (1, 2) \) and \( (4, 5) \)
- C. \( (0, 0) \) and \( (2, 3) \)
- D. \( (x_1, y_1) \) and \( (x_2, y_2) \)

2. Find the slope between each pair of points.

- A. \( (3, 4) \) and \( (5, 6) \)
- B. \( (1, 2) \) and \( (4, 5) \)
- C. \( (0, 0) \) and \( (2, 3) \)
- D. \( (x_1, y_1) \) and \( (x_2, y_2) \)

3. Find the slope between each pair of points.

- A. \( (3, 4) \) and \( (5, 6) \)
- B. \( (1, 2) \) and \( (4, 5) \)
- C. \( (0, 0) \) and \( (2, 3) \)
- D. \( (x_1, y_1) \) and \( (x_2, y_2) \)

4. Find the slope between each pair of points.

- A. \( (3, 4) \) and \( (5, 6) \)
- B. \( (1, 2) \) and \( (4, 5) \)
- C. \( (0, 0) \) and \( (2, 3) \)
- D. \( (x_1, y_1) \) and \( (x_2, y_2) \)

---

**Parallel Lines**

**Perpendicular Lines**

**Schematic of congruent triangles:**

- A. \( \triangle ABC \) and \( \triangle DEF \)
- B. \( \triangle GHI \) and \( \triangle JKL \)
- C. \( \triangle MNO \) and \( \triangle PQR \)
- D. \( \triangle XYZ \) and \( \triangle VWU \)

---

11. Given \( \triangle ABC \) and \( \triangle DEF \), which of the following statements are true?

- A. \( \angle A = \angle D \)
- B. \( \angle B = \angle E \)
- C. \( \angle C = \angle F \)
- D. \( \triangle ABC \) and \( \triangle DEF \) are congruent

---

10. Which of the following could be used to prove \( \triangle ABC \) congruent to \( \triangle DEF \)?

- A. \( \angle A = \angle D \)
- B. \( \angle B = \angle E \)
- C. \( \angle C = \angle F \)
- D. \( \triangle ABC \) and \( \triangle DEF \) are congruent
Geometry Review – Week 3

1. Find the value of z.

\[ \frac{3}{4} - \frac{1}{2} + \frac{5}{8} = z \]

2. Find the value of x.

\[ \frac{2}{3} \cdot \frac{1}{2} = x \]

3. Two angles of a triangle measures 72° and 39°. What is the measure in degrees of the third angle?

\[ 180° - (72° + 39°) = x \]

4. Two angles of a triangle measures 72° and 39°. What is the measure in degrees of the third angle?

\[ 180° - (72° + 39°) = x \]

5. The sides of a triangle are 7 in, 8 in, and 9 in. Is this a scalene triangle?

No, because all sides are different.

6. Two angles of a triangle measures 72° and 39°. What is the measure in degrees of the third angle?

\[ 180° - (72° + 39°) = x \]

7. Two angles of a triangle measures 72° and 39°. What is the measure in degrees of the third angle?

\[ 180° - (72° + 39°) = x \]

8. Two angles of a triangle measures 72° and 39°. What is the measure in degrees of the third angle?

\[ 180° - (72° + 39°) = x \]

9. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

10. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

11. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

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12. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

13. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

14. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

15. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

16. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

17. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

18. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

19. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

20. Prove that in triangles ABC and DEF, if \( \angle A = \angle D \) and \( \angle B = \angle E \) and \( AB = DE \), then the triangles are congruent.

\[ \Delta ABC \cong \Delta DEF \]

Algebra 2

Assignment Week 3 Identify Vertex and if the parabola opens upward or downward

Identify the vertex of each parabola.

1. \( y = x^2 + 3x + 1 \)
2. \( y = x^2 - 2x - 1 \)
3. \( y = (x - 1)^2 - 2 \)
4. \( y = (x + 1)^2 - 2 \)
5. \( y = (x - 1)^2 - 2 \)
6. \( y = (x + 1)^2 - 2 \)
7. \( y = -x^2 + 3x - 1 \)
8. \( y = -x^2 - 3x + 1 \)
9. \( y = -x^2 + 3x - 1 \)
10. \( y = -x^2 - 3x + 1 \)
11. \( y = 2x^2 + 3x + 1 \)
12. \( y = 2x^2 - 3x + 1 \)
13. \( y = 2x^2 + 3x + 1 \)
14. \( y = 2x^2 - 3x + 1 \)
15. \( y = 2x^2 + 3x + 1 \)
16. \( y = 2x^2 - 3x + 1 \)
17. \( y = 2x^2 + 3x + 1 \)
18. \( y = 2x^2 - 3x + 1 \)
19. \( y = 2x^2 + 3x + 1 \)
20. \( y = 2x^2 - 3x + 1 \)

Quadratic Function

1. Standard form of a Quadratic Equation: \( y = ax^2 + bx + c \)
2. A quadratic equation creates a U-shaped curve, called a parabola.

Examples

Using your graphing calculator, sketch the following functions:

\[ f(x) = x^2 - 3x + 2 \]

If \( a \) is positive, then the parabola opens up. If \( a \) is negative, then the parabola opens down.

Parts of a Parabola

1. The vertical line that divides the parabola into two equal parts is called the axis of symmetry.
2. The vertex of the parabola is the point where the parabola intersects the horizontal axis.
3. The focus is the center of the parabola.
4. The directrix is a line parallel to the y-axis.

Vertex Form of a Quadratic Equation:

\[ y = a(x - h)^2 + k \]

Why use this form?

Vertex form shows the y-intercept on a quadratic equation in respect to its parent function \( f(x) = x^2 \).

REMEMBER!

The x-coordinate of the vertex is the axis of symmetry. To find the y-coordinate, plug in the x-coordinate into the equation.
Week 3 Science Graphing and Data Analysis

Background: One of the most important steps in a scientist's work is data processing and presentation. Data can be visualized by the construction of the data to make the problem clear within, or the presentation of data through graphical representations to visually reveal the differences in the variables tested. The purpose of this worksheet is to give you an opportunity to demonstrate your knowledge of these scientific skills.

Reading a data table: Examine the data found in Table 1 and answer questions 1-4.

Table 1: Growth of eight plants in a three week period

<table>
<thead>
<tr>
<th>Plant</th>
<th>Amount of Light per Day</th>
<th>Amount of Water per Day</th>
<th>Height Week 1 (in cm)</th>
<th>Height Week 2 (in cm)</th>
<th>Height Week 3 (in cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plant 1</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 2</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 3</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 4</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 5</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 6</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 7</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
<tr>
<td>Plant 8</td>
<td>0 hours</td>
<td>1 tsp</td>
<td>0 cm</td>
<td>0 cm</td>
<td>0 cm</td>
</tr>
</tbody>
</table>

1. Is this plant growth experiment, what was the two variables tested?

2. What conclusions can you draw in regards to the amount of light a plant was exposed to and how tall the plant grew?

3. What conclusions can you draw in regards to the amount of water given to a plant and how tall the plant grew?

4. Describe which plant or plants did the best and develop a hypothesis on plant growth based on the data you researched.

Environmental Science

Lesson Objectives:
1. Describe how ecosystems recover from a disturbance.
2. Explain succession after a natural disturbance with a successional case study.

Lesson Summary:
Primary and Secondary Succession: the series of predictable changes that occurs in a community over time in a ecological succession. Over the course of succession, the number of different species usually increases.

Primary succession: begins in areas with no remnants of an earlier community. It occurs on bare rock surfaces where no soil exists. The first species to live in an area or primary succession are called pioneer species, e.g., lichen.

Secondary succession: occurs when a disturbance changes a community without completely destroying it.

Climate Communities: A climate community is a region, relatively stable ecosystem.

Tropical rainforests: the type of tall forests from a covering called the canopy. Shorter trees and vines form another layer called the understory. It is hot and wet all year.

Tropical dry forests: are found in areas with alternating wet and dry seasons. The leaves in these forests may be deciduous, meaning they shed their leaves during a particular season.

In a tropical grassland, grassy areas are spotted with scattered trees.

Deserts have less than 20 centimeters (8 inches) of precipitation annually.

Temperate grasslands: have warm summers, cold winters, and deep soil.

Tundra: is made up of deciduous and evergreen coniferous trees. Coniferous trees produce award-bearing cones and most have waxy needles. Temperate forests have slow rates of drying.

Tundra: is characterized by tundra, a layer of permanently frozen subsoil.

Conditions Underwater: Aquatic ecosystems are determined mainly by the depth, flow, temperature, and amount of dissolved nutrients of the water.

The niche is the suite of all the activities of an organism. Each organism can occupy only one niche.

The aphotic zone is the dark lower layer where photosynthesis cannot occur.

The benthic zone is a zone found on the bottom of lakes, streams, and oceans. The organisms that live in the floor of the body of water are called benthic.

Freshwater Ecosystems: freshwater ecosystems include flowing water ecosystems, standing water ecosystems, and freshwater wetlands. Plancton are common. They form the base of many aquatic food webs.

Marine Ecosystems: Marine ecosystems are found in the ocean.

Salinity: the dissolved salts in the ocean varies and changes to salt from many aquatic food webs.

The organisms that live on the floor of a body of water are called the benthos.

Balance the equations below:

1. \(\text{Na}^+ + \text{H}_2 \rightarrow \text{NaH}_2\)
2. \(\text{K}^+ + \text{H}_2 \rightarrow \text{KH}_2\)
3. \(\text{NaCl} + \text{H}_2 \rightarrow \text{NaHCl}_2\)
4. \(\text{H}_2 + \text{O}_2 \rightarrow \text{H}_2\text{O}\)
5. \(\text{Na}_2\text{SO}_4 + \text{H}_2 \rightarrow \text{Na}_2\text{SO}_4\text{H}_2\)
6. \(\text{Na}_2\text{CO}_3 + \text{H}_2 \rightarrow \text{Na}_2\text{CO}_3\text{H}_2\)
7. \(\text{Na}_2\text{SO}_4 + \text{H}_2 \rightarrow \text{Na}_2\text{SO}_4\text{H}_2\)

8. What are the four main factors that affect aquatic ecosystems?

9. What is the difference between primary and secondary succession?

10. When a disturbance changes a community without removing the soil, what type of succession follows?

11. Complete the table about some Earth’s major biomes.

12. What are the four main factors that affect aquatic ecosystems?

13. What is the difference between primary and secondary succession?

14. When a disturbance changes a community without removing the soil, what type of succession follows?

15. Complete the table about some Earth’s major biomes.

16. What is the difference between primary and secondary succession?

17. When a disturbance changes a community without removing the soil, what type of succession follows?

18. Complete the table about some Earth’s major biomes.
The Federal Court System

- The United States has a dual court system.
- The Judiciary Act of 1789 created the federal courts into three tiers. Today, these tiers consist of the district courts, the courts of appeals, and the Supreme Court.
- Through its powers of judicial review, the judicial branch plays a critical role in the system of checks and balances.
- The federal courts are independent from the executive branch and serve as the final decision-maker on questions of federal law and the Constitution.

REVIEWING VOCABULARY, TERMS, AND PEOPLE

Read each sentence and fill in the blank with the correct word or phrase:

1. The _______ is the judge—often a highly respected and influential figure who makes decisions in court.
2. The _______ is a type of court that hears cases involving federal laws or cases that have a connection to federal laws.
3. The _______ is a type of court that hears cases involving state laws or cases that have a connection to state laws.
4. The _______ is a type of court that hears cases in which the government is a party, either as a plaintiff or a defendant.

**Dibble students-email responses to prince@bibble.k12.ok.us or warden@bibble.k12.ok.us**

Oklahoma History Assignment: Week 3

In 1905 several leading Democrats met in Muskogee to propose a state made up of Indian Territory. It was to be known as Sequoyah. But the Republican-dominated Congress insisted that Indian Territory and Oklahoma Territory become a single state.

In 1906 Congress approved the Oklahoma Enabling Act. This would allow voters in both territories to elect delegates to a convention in Guthrie. Here they drafted a constitution for our new state. The document would help regulate corporations and guarantee rights of children, workers, and farmers. Charles N. Haskell would be elected the first Governor of Oklahoma. And on November 16, 1907 President Roosevelt signed the official proclamation making Oklahoma the Union's 46th state.

Quick facts:
- State Motto: Labor Omnia Vincit ("Labor Conquers All Things")
- State Flower: Indian Blanket
- State Bird: Scissor-tailed Flicker
- State Animal: Buffalo
- State Meal: Fried Oona, squash, cornbread, barbecue pork, biscuits, sausage and gravy, grits, corn, strawberries, chicken fried steak, pecan pie, and black-eyed peas.
- Count me in!

Your assignment use the information above and the internet to answer the questions below. If you need additional help, email your teachers for help.

Trace the movement toward statehood:

1. Include efforts for statehood for each territory as separate states.
2. Efforts for a state for blacks.
3. Efforts for a state for Indians.
4. Efforts for both of the territories as a single state.

**Dibble students- email responses to prince@bibble.k12.ok.us or warden@bibble.k12.ok.us**
Write the symbol for each ion. Be sure to include the charge.

a. iodide ion  

b. barium ion  

c. mercury(II) ion  

d. Ti(V) ion  

e. phosphate ion  

f. silver ion

Name the following ions. Use your book if necessary.

a. Cu²⁺  

b. O²⁻  

c. Li⁺  

d. Mg²⁺  

e. F⁻  

f. H⁺

Binary compounds:
Using the pairs of ions below, write the correct formulas.

a. Li⁺, S²⁻  

b. Na⁺, N₂⁻  

c. Na⁺, O₂⁻  

d. Mg²⁺, N⁻  

e. Sc³⁺, Se²⁻  

f. K⁺, O₂⁻  

g. Ca²⁺, N⁻  

h. Cu²⁺, I⁻  

Write formulas for these compounds:

a. silver sulfide  

b. sodium nitride  

c. Ti(III) chloride  

d. strontium iodide

Write the names for these binary ionic compounds.

a. Al₂O₃  

b. FeO  

c. CuS  

d. CaSe  

e. ZnO  

f. NaI  

g. CuO  

h. CdI₂

Six Week Online College Prep Course
For Juniors & Seniors

A six-week course will be offered at no cost for all juniors who would like to start preparing now for the upcoming College Application Season.

A separate course will be offered for seniors over what to expect as an incoming college freshman.

Many processes will be affected by COVID-19 and we want you to have all of the most up-to-date information.

Classes will be uploaded once a week to YouTube on Thursday Morning and will be followed by a live Zoom Q & A in the evenings.

Follow the link to sign up

https://forms.gle/rWiaAkE49szqVinizju7

(LINK IS CASE SENSITIVE)
LA PRIMERA NIEVE DEL AÑO

Era un jueves 16 de diciembre. Pope se despertó y miró su reloj. "¿Qué hora es?" Pidió a su mamá.

"Mañana, hoy lunes, veo que tengo 9.27 PM", dijo Pope.

"Pero no es del tiempo", le ayudó su papá. "La escuela se canceló por la nieve."

Mientras se despertó, él dijo, "¡Muy bien!" Y se levantó.

Papá: "¿Qué quieres hacer, mamá?"

Mamá: "Habíamos planeado ir de nieve, pero ¿por qué no hacemos un picnic en la nieve?"

Papá: "Sí, eso parece divertido. Vamos a hacerlo.

Papá: "¡Vamos a hacer un picnic de nieve!"

Mamá: "¡Sí, que es genial!"

Papá: "¿Qué harás en tu ensayar?"

Mamá: "No, pero ¿qué me dices de que haces mañana?"

Papá: "¿Qué te parece?"

Mamá: "¡Genial!"

Papá: "En una hora, por supuesto."

Mamá: "Bien, ¡vamos a hacerlo!"

Papá: "¡Genial!"

Mamá: "¡Vamos a hacerlo!"

Papá: "¡Genial!"

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Papá: "¡Genial!"

Mamá: "¡Vamos a hacerlo!"
EL HOMBRE Y SUS MASCOTAS

Hay un hombre que se llama Carlos. A Carlos le gustan las mascotas porque le gustan los animales. Un día, Carlos va a la tienda de mascotas y compra tres mascotas: un perro, un gato y un pájaro. Pero las mascotas no se llevan bien, y Carlos comienza a preocuparse. Un día, Carlos ve a un grupo de personas en el parque, y decide tomar sus mascotas con él. Al principio, las mascotas tienen miedo de los extraños, pero con el tiempo, se hacen amigos. Las mascotas son muy cariñosas y always happy. El hombre Carlos es muy amoroso con sus mascotas y siempre las lleva contigo. Carlos dice que sus mascotas son su familia. En el fin de semana, Carlos y las mascotas están contentos.

SULY EN EL PARQUE

Había una vez una muchacha que se llamaba Sully, y vivía en el Parque Central en Asunción. Toda la vez se decía que Sully era muy activa y siempre estaba en el parque. La gente la veía corriendo, nadando, o simplemente sentada tomando el sol. Una vez, Sully encontró un gatito abandonado en el parque y decidió adoptarlo. Desde entonces, Sully pasaba mucho tiempo con el gatito y lo llamó Luna. Luna se convirtió en su mejor amiga, siempre jugando y riendo juntos.

Sully, muy amigable y cariñosa, es un ejemplo de cómo la naturaleza puede ser un aliado en nuestras vidas. Cada día que pasa, Sully y Luna siguen creciendo juntas, y siempre son felices en el parque. La ciudad de Asunción es un lugar mágico donde la gente puede encontrar la paz y la alegría en medio de la apatía y la rutina.

Sully y Luna son un ejemplo de cómo la gente y la naturaleza pueden ser amigos. Cada día, Sully y Luna siguen creciendo juntas, y siempre son felices en el parque. La ciudad de Asunción es un lugar mágico donde la gente puede encontrar la paz y la alegría en medio de la apatía y la rutina.

SPANISH & 8th students

Each week, you will be provided three readings and an assignment of activities to complete with the readings. Choose two stories. Then, choose two of the following activities to complete. Complete one activity for each story you read. You will turn in two assignments each week. Take a picture of your work and email it to your Spanish teacher.

Spanish I & 8th students

Each week, you will be provided three readings and an assignment of activities to complete with the readings. Choose two stories. Then, choose two of the following activities to complete. Complete one activity for each story you read. You will turn in two assignments each week. Take a picture of your work and email it to your Spanish teacher.

SCHOOLS & NEWS

High School

The Purcell Register

PAG 38

DRAW 1-2-3

Draw 1 picture to illustrate the story.
Add 2 speech bubbles to the picture (minimum 5 words in Spanish per speech bubble).
Write a 3-sentence summary of your picture in Spanish.

FULL TRANSLATION

Translate the story into English.
Handwrite your translation on a piece of paper.

VENN DIAGRAM

Write a 5-sentence summary of the story in SPANISH.
Then, write a 2-sentence summary of your summary, also in SPANISH.

EXPANSION

Expand the story by adding one new sentence in between each existing sentence. All writers should do this in SPANISH.

IT'S A LIE!

Write a new version of the story. Change every detail so that every single thing in the new story is a "lie" about the old one.

JEEPADY

Copy over 5 simple sentences from the story in SPANISH.
Write a question, in SPANISH, that would produce each of the same answers (5 questions total).
Translate each of the 5 sentences into ENGLISH.

CLOSE READING

In Spanish, write down which sentence the story is about.
1. IMPORTANT SENTENCE
2. IMPORTANT SENTENCE
3. IMPORTANT SENTENCE
4. IMPORTANT SENTENCE
5. IMPORTANT SENTENCE

THE 5 W'S

Ask three questions about the story in ENGLISH.
(1) WHO and (2) WHAT is the story about?
(3) Why do they do what they do?
(4) WHERE and (5) WHEN does the story take place?

EN Mi OPINION

Write a 3-sentence summary of your opinion about the story in SPANISH. (You don't have to like it!)

EN Mi OPINION

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Write a 3-sentence summary of your opinion about the story in SPANISH. (You don't have to like it!)

IT ALL ADDS UP

Write a longer version of the story in Spanish, by adding at least 20 words to each sentence.