High School

Here you will find the Distance Learning Enrichment for **ALL high school English (9th-12th grade)**. 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.

Dibble:

Mrs. Lewis: Return a picture of your work to her email lewisc@dibble.k12.ok.us or text it to her.

Mrs. Meyers: 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. jmyers@dibble.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!

dbox@lexington.k12.ok.us

dhayes@lexington.k12.ok.us

nennis@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 due the same time all your other work is due.

bcastle@wps-isd.com

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The following is answers to the first two weeks, the Reading Practice Test and English Practice Test:

Week 1:
Reading—Scoring Key
1. B _____
2. F _____
3. B _____
4. J _____
5. C _____
6. G _____
7. D _____
8. J _____
9. C _____
10. H ____

Week 2:
English—Scoring Key
1. D _____
2. H _____
3. A _____
4. G _____
5. D _____
6. H _____
7. B _____
8. F _____
9. B _____
10. F ____
11. D _____
12. F _____
13. C _____
14. J _____
15. A _____

Writing 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.

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

Perspective 1	Perspective 2	Perspective 3
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.	ELA programs should be eradicated 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.	ELA and STEM programs should always be in equal balance with one another. Both are necessary to providing a student with a well-rounded education. Moreover, equal emphasis will allow the fullest possible exposure to many subjects before students choose their majors and careers

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:

- analyze and evaluate the perspectives given
- state and develop your own perspective on the issue
- explain the relationship between your perspective and those given

Your perspective may be in full agreement with any of the others, in partial agreement, or wholly different. Whatever the case, support your ideas with logical reasoning and detailed, persuasive examples.

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. Find 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 upper level of scorers.

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?

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. This blueprint works no matter what your prompt is.
The Introduction

- Start with a topic sentence that paraphrases or restates the prompt
- Clearly state your position on the issue.

Body Paragraph 1

- 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 that the opposing side of the argument is wrong or flawed.
- Show what is wrong with the opposing side's example or position.

Body Paragraphs 2 and 3

- Start with a transition/topic sentence that discusses your position on the prompt.
- Give one example or reason to support your position.
- Show the grader how your example supports your position.
- End the paragraph by restating your thesis.

Conclusion

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

Step 5: (If There's Time): Proofread
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.

SCHOOLHOUSE NEWS

The Purcell Register

High School

Algebra 1 Name_____ ID: 1

Assignment Week 3 Slope - Intercept Equations

Period____

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

1) $(-4, -12), (-10, 10)$
A) $-\frac{11}{3}$ B) $-\frac{3}{11}$ C) $\frac{11}{3}$

2) $(6, 11), (-11, -3)$
A) $\frac{14}{17}$ B) $\frac{17}{14}$ C) $-\frac{14}{17}$

3) $(0, 7), (-19, -10)$
A) $-\frac{17}{19}$ B) $\frac{17}{19}$ C) $\frac{19}{17}$

4) $(20, -11), (13, 13)$
A) $-\frac{7}{24}$ B) $-\frac{24}{7}$ C) $\frac{24}{7}$

5) $(0, -19), (15, -12)$
A) $\frac{15}{7}$ B) $-\frac{7}{15}$ C) $\frac{7}{15}$

6) $(-14, -17), (-1, -11)$
A) $-\frac{6}{13}$ B) $\frac{13}{6}$ C) $\frac{6}{13}$

Find the slope of each line.

7) $y = -\frac{1}{2}x - 3$
A) -2 B) $-\frac{1}{2}$ C) $\frac{1}{2}$

8) $y = 3x + 2$
A) -3 B) 3 C) $\frac{1}{3}$

9) $y = -5$
A) 0 B) $\frac{1}{4}$ C) $-\frac{1}{4}$

10) $y = -2x + 5$
A) 2 B) $\frac{1}{2}$ C) -2

11) $y = -\frac{1}{3}x - 1$
A) $\frac{1}{3}$ B) $-\frac{1}{3}$ C) 3

12) $y = -\frac{1}{4}x + 1$
A) $\frac{1}{4}$ B) $-\frac{1}{4}$ C) -4

Find the slope of a line parallel to each given line.

13) $y = -\frac{2}{3}x - 3$
A) $\frac{2}{3}$ B) $-\frac{3}{2}$ C) $-\frac{2}{3}$

14) $y = \frac{1}{4}x + 1$
A) $\frac{1}{4}$ B) $-\frac{1}{4}$ C) 4

15) $y = 8x + 4$
A) -8 B) 8 C) $\frac{1}{8}$

16) $x = 5$
A) 1 B) Undefined C) 0

Find the slope of a line perpendicular to each given line.

17) $y = -\frac{3}{4}x + 1$
A) $-\frac{4}{3}$ B) $\frac{3}{4}$ C) $\frac{4}{3}$

18) $y = -\frac{1}{2}x + 4$
A) -2 B) 2 C) $\frac{1}{2}$

19) $y = -9x - 5$
A) 9 B) $\frac{1}{9}$ C) $-\frac{1}{9}$

20) $y = \frac{3}{5}x - 2$
A) $-\frac{3}{5}$ B) $-\frac{5}{3}$ C) $\frac{5}{3}$

SLOPE FORMULA

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

Formula: $m = \frac{y_2 - y_1}{x_2 - x_1}$

It is important to remember to SIMPLIFY your answer!

EXAMPLES

Directions: Find the slope between each pair of points.

1. (1, 1) and (4, 3)
$m = \frac{3-1}{4-1} = \boxed{\frac{2}{3}}$

2. (-2, 4) and (10, -2)
$m = \frac{-2-4}{10+2} = \frac{-6}{12} = \boxed{-\frac{1}{2}}$

3. (-4, 5) and (-8, -5)
$m = \frac{-5-5}{-8+4} = \frac{-10}{-4} = \boxed{\frac{5}{2}}$

4. (10, 0) and (-2, 4)
$m = \frac{4-0}{-2-10} = \frac{4}{-12} = \boxed{-\frac{1}{3}}$

5. (5, 9) and (3, 9)
$m = \frac{9-9}{3-5} = \frac{0}{-2} = \boxed{0}$

6. (-7, 8) and (-7, 5)
$m = \frac{5-8}{-7+7} = \frac{-3}{0} = \boxed{\text{undef.}}$

Slope-Intercept Form

Linear equations are frequently written in **slope-intercept form:**

$y = mx + b$

m is the slope and *b* is the y-intercept

Examples

Directions: Given the slope and *y*-intercept of the line, write the equation in slope-intercept form.

1. slope = 2; *y*-intercept = -1 $y = 2x - 1$

2. slope = $-\frac{3}{5}$; *y*-intercept = 4 $y = -\frac{3}{5}x + 4$

3. slope = -3; *y*-intercept = 2 $y = -3x + 2$

Parallel Lines

Definition: lines that never intersect

Algebraically, how do we know if two lines are parallel?
They have the same slope!
$y = 2x + 1$
$y = 2x - 7$

Perpendicular Lines

Definition: lines that intersect at 90° angles.

Algebraically, how do we know if two lines are perpendicular?
They have negative (opposite) reciprocal slopes!
$y = 2x + 1$
$y = -\frac{1}{2}x + 5$

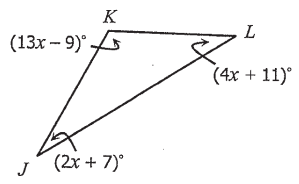
Geometry Review

QUIZ 3

Name: _____

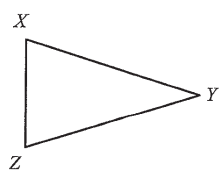
Date: _____ Per: _____

1. Given ΔJKL, find $m\angle L$.



A. 43°
B. 47°
C. 52°
D. 55°

2. Given ΔXYZ, if $\overline{XY} \cong \overline{YZ}$, and $m\angle Y = 22°$, find $m\angle Z$.



$m\angle Z =$

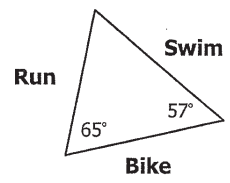
3. Which of the following side lengths could form a triangle? Check all that apply.

- ☐ 7, 7, 15
- ☐ 16, 3, 8
- ☐ 21, 24, 43
- ☐ 10, 21, 11
- ☐ 16, 14, 9
- ☐ 32, 35, 39

4. Jasmine is making a triangular garden. Two sides of the garden measure 6 feet by 11 feet. What is the range of possible lengths, in feet, for the third side, x, of the garden?

☐ $< x <$ ☐

5. A triathlon event in which participants run, bike, and swim certain distances is mapped out in a triangle as shown below.



Which statement must be true?

A. The run distance is greater than the swim distance.
B. The bike distance is less than the run distance.
C. The swim distance is less than the bike distance.
D. The bike distance is greater than the run distance.

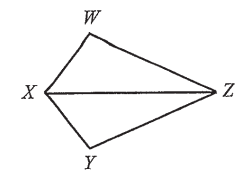
6. In ΔDEF, DE = 29 feet, EF = 26 feet, and DF = 32 feet. Which correctly gives the order of the angle measures from largest to smallest?

A. $\angle E, \angle F, \angle D$
B. $\angle F, \angle D, \angle E$
C. $\angle D, \angle F, \angle E$
D. $\angle E, \angle D, \angle F$

7. If $\Delta CMD \cong \Delta RWY$, what must be true?

A. $m\angle C = m\angle Y$
B. $m\angle D = m\angle R$
C. $CD = RY$
D. $MD = RW$

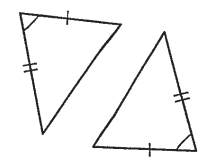
8. Given: $\overline{XZ}$ bisects $\angle WXY$ and $\angle WZY$.

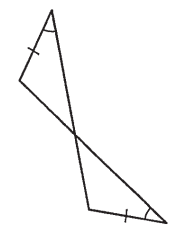


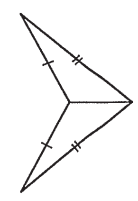
Based on the information given, which triangle congruence theorem could be used to prove $\Delta XWZ \cong \Delta XYZ$?

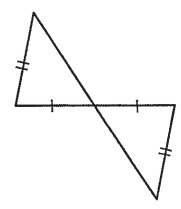
A. Side-Angle-Side
B. Angle-Side-Angle
C. Angle-Angle-Side
D. Side-Side-Side

9. Which pair of triangles cannot be proved congruent?

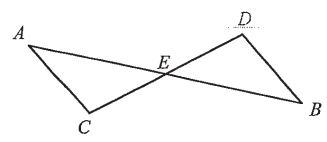
A.


B.


C.


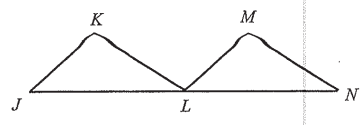
D.


10. What piece of information would prove $\Delta ACE \cong \Delta BDE$ by Side-Angle-Side?



A. E bisects $\overline{AB}$ and $\overline{CD}$
B. $\overline{AC} \parallel \overline{DB}$
C. $\overline{AC} \cong \overline{DB}$
D. $\angle ACE \cong \angle BDE$

11. Given: $\overline{JK} \parallel \overline{LM}$, $\overline{KL} \parallel \overline{MN}$, $\overline{JK} \cong \overline{LM}$

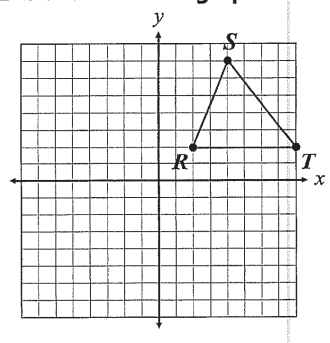


Complete the proof of $\Delta JKL \cong \Delta LMN$ by writing the letter of the reason in the box. Reasons may be used more than once. Not all reasons will be used.

Statements	Reasons
1. $\overline{JK} \parallel \overline{LM}$, $\overline{KL} \parallel \overline{MN}$	1.
2. $\angle KJL \cong \angle MLN$; $\angle KLJ \cong \angle MNL$	2.
3. $\overline{JK} \cong \overline{LM}$	3.
4. $\Delta JKL \cong \Delta LMN$	4.

Reasons Bank:
A. Given
B. Reflexive Property
C. Alternate Interior Angles
D. Corresponding Angles
E. Angle-Side-Angle
F. Angle-Angle-Side

12. ΔRST is shown on the graph below.



Which set of ordered pairs could represent the vertices of a triangle congruent to ΔRST?

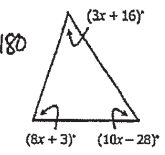
A. {(1, -1), (7, -1), (4, -6)}
B. {(-7, 5), (-2, 8), (-2, 1)}
C. {(-6, -1), (-1, -5), (-6, -7)}
D. {(-3, 0), (3, 0), (-1, -6)}

High School

Geometry Review – Week 3

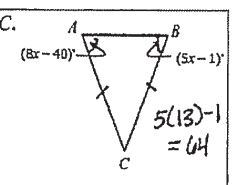
Topic #1: Angles in Triangles

1. Find the value of x.



$3x+16+8x+3+10x-28=180$
$21x-9=180$
$21x=189$
$\boxed{x=9}$

2. If $AC = BC$, find $m\angle C$.



$8x-40=5x-1$
$3x=39$
$x=13$
$5(13)-1=64$
$180-128=\boxed{52°}$

Topic #2: Relationships of Sides & Angles in Triangles

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

- ☐ 8, 8, 17 — $8+8>17$
- ☒ 2, 11, 12 — $2+11>12$
- ☒ 20, 6, 15 — $6+15>20$
- ☐ 19, 34, 15 — $15+19>34$

5. Two sides of a triangle measure 7 feet and 19 feet. Write an inequality to represent the range of lengths for the third side.

$7+19=26$
$19-7=12$
$12<x<26$

6. Two sides of a triangle measure 24 inches and 29 inches. Which of the following lengths could represent the third side? Check all that apply.

- ☒ 7
- ☒ 31
- ☐ 58
- ☐ 60

$5<x<53$

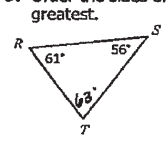
7. Two sides of a triangle measure 3 meters and 8 meters. Write an inequality to represent the perimeter of the triangle.

3rd side: $5<x<11$
Perimeter: $16<x<22$

8. In ΔDEF, if $DE = 18$ ft, $EF = 5$ ft, and $DF = 19$ ft, order the angles from least to greatest.

$\angle D, \angle F, \angle E$

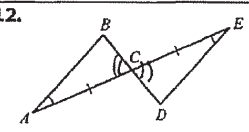
9. Order the sides of the triangle below from least to greatest.



$\overline{RT}, \overline{ST}, \overline{RS}$

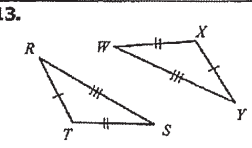
Determine if the triangles are congruent. If yes, state which method and write a congruency statement.

12.



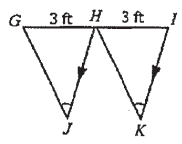
yes – ASA
$\Delta ACB \cong \Delta ECD$

13.



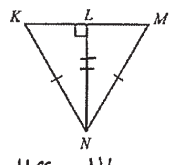
yes – SSS
$\Delta RTS \cong \Delta YXW$

14.



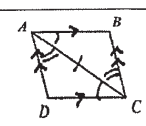
yes – AAS
$\Delta JHG \cong \Delta KIH$

15.



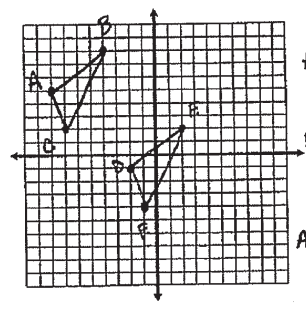
yes – HL
$\Delta KLN \cong \Delta MLN$

20. Given: $\overline{AB} \parallel \overline{CD}$, $\overline{AD} \parallel \overline{BC}$
Prove: $\Delta ADC \cong \Delta CBA$



Statements	Reasons
1. $\overline{AB} \parallel \overline{CD}$, $\overline{AD} \parallel \overline{BC}$	1. Given
2. $\angle BAC \cong \angle DCA$; $\angle DAC \cong \angle BCA$	2. Alternate Interior Angles
3. $\overline{AC} \cong \overline{AC}$	3. Reflexive Property
4. $\Delta ADC \cong \Delta CBA$	4. ASA

22. ΔABC has coordinates $A(-8, 5)$, $B(-4, 8)$ and $C(-7, 2)$. If ΔDEF has coordinates $D(-2, -1)$ and $E(2, 2)$, what must be the coordinates of F in order for $\Delta ABC \cong \Delta DEF$? Explain why the triangles are congruent and prove your answer using coordinate methods.



$F=(-1,-4)$

$AB=\sqrt{(8--4)^2+(5-8)^2}=5$

$BC=\sqrt{(-4--7)^2+(8-2)^2}=6.7$

$AC=\sqrt{(-8--7)^2+(5-2)^2}=3.16$

$DE=\sqrt{(-2-2)^2+(-1-2)^2}=5$

$EF=\sqrt{(2--1)^2+(2--4)^2}=6.7$

$DF=\sqrt{(-2--1)^2+(-1--4)^2}=3.16$

Algebra 2 Name_____

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

Identify the vertex and if the parabola opens upward or downward

1) $y=2(x+3)^2+1$
2) $y=(x+3)^2-1$
3) $y=-(x+2)^2-3$
4) $y=-2(x-4)^2-2$
5) $y=-(x+1)^2-3$
6) $y=-(x-1)^2+3$
7) $y=-2(x+2)^2-1$
8) $y=-2(x+4)^2-2$
9) $y=2(x+1)^2-1$
10) $y=(x-4)^2+2$
11) $y=x^2-4x+3$
12) $y=-2x^2-16x-34$
13) $y=2x^2-12x+14$
14) $y=-2x^2-8x-11$
15) $y=-2x^2+4x-4$
16) $y=2x^2+16x+29$
17) $y=-2x^2-8x-7$
18) $y=-2x^2-16x-30$
19) $y=-x^2+2x+1$
20) $y=-2x^2-12x-16$

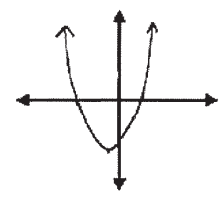
QUADRATIC FUNCTION

- **Standard Form of a Quadratic Equation:** $y=ax^2+bx+c$
- A quadratic equation creates a **U-shaped curve** called a **parabola.**

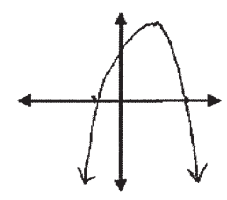
Examples

Using your graphing calculator, sketch the following functions:

$\boxed{f(x)=x^2+2x-5}$



$\boxed{f(x)=-x^2+3x+7}$



If **"a" is positive**, then the parabola will **open up**.
If **"a" is negative**, then the parabola will **open down**.

Parts of a Parabola

- The **vertical line** that divides the parabola into two equal parts is called the **axis of symmetry.**
- **Axis of Symmetry Formula:** $x=\frac{-b}{2a}$
- The **turning point** of the parabola is called the **vertex.** When the vertex is the lowest point, it's called a **minimum**, when it's the highest point, it's called a **maximum.**

VERTEX FORM of a Quadratic Function

- **Vertex Form** of a **Quadratic Equation:** $f(x)=a(x-h)^2+k$
- (h,k) is is the **vertex;** $x=h$ is the **axis of symmetry**
- a determines the **width and direction of the parabola**

Why use this form?

Vertex form shows the vertex on a quadratic equation in respect to it's 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.

High School

Week 3 Science Graphing and Data Analysis

Background: One of the most important steps that a scientist completes during an experiment is data processing and presentation. Data can be analyzed by the presentation of the data in table format (data table), or the processing of that data through graphical manipulation to visually discern 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 date found in Table 1 and answer questions #1-4.

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

	Amount of Light per day	Amount of Water per day	Height Week 1 in cm	Height Week 2 in cm	Height Week 3 in cm
Plant 1	0 hours	¼ cup	0 cm	0 cm	0 cm
Plant 2	0 hours	1 cup	0 cm	0 cm	0 cm
Plant 3	4 hours	¼ cup	1 cm	3 cm	6 cm
Plant 4	4 hours	1 cup	0.5 cm	1 cm	1.5 cm
Plant 5	8 hours	¼ cup	1.5 cm	4 cm	8 cm
Plant 6	8 hours	1 cup	1 cm	3 cm	6 cm
Plant 7	16 hours	¼ cup	1 cm	2 cm	3 cm
Plant 8	16 hours	1 cup	1.5 cm	5 cm	10 cm

1. In this plant growth experiment, what were 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 date you examined.

Environmental Science

Lesson Objectives:
Describe how ecosystems recover from a disturbance. Compare succession after a natural disturbance with succession after a human-caused disturbance. Describe and compare the characteristics of the major land biomes. Identify the major categories of freshwater ecosystems. Discuss the factors that affect aquatic ecosystems.

Lesson Summary

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

- **Primary succession** begins in areas with no remnants of an older 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., lichens
- **Secondary succession** occurs when a disturbance changes a community without completely destroying it.

Climax Communities: A climax community is a mature, relatively stable ecosystem.

- Secondary succession in healthy ecosystems following natural disturbances often reproduces the original climax community.
- Ecosystems may or may not recover from extensive human-caused disturbances.

The Major Biomes: A biome is a group of terrestrial regional climate communities that covers a large area and is characterized by soil type, climate, and plant and animal life.

- In **tropical rainforests**, the tops of tall trees 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 trees in these forests may be **deciduous**, meaning they shed their leaves during a particular season.
- In a **tropical grassland**, grassy areas are spotted with isolated trees.
- **Deserts** have less than 25 centimeters (9.8 inches) of precipitation annually.
- **Temperate grasslands** have warm summers, cold winters, and deep soil.
- **Temperate forests** are made up of deciduous and evergreen coniferous trees. **Coniferous** trees produce seed-bearing cones and most have waxy needles. Temperate forests have soils rich in **humus**, which forms from decaying leaves and makes soil fertile.
- Boreal forests, or **taiga**, are dense forests of coniferous evergreens.
- **Tundra** is characterized by permafrost, 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 **photic zone** is the sunlit upper layer of water where photosynthesis can occur.
- The **aphotic zone** is the dark lower layer where photosynthesis cannot occur.
- The **benthic zone** is found on the bottoms of lakes, streams, and oceans. The organisms that live on the floor of the body of water are called **benthos**.

Freshwater Ecosystems: Freshwater ecosystems include flowing-water ecosystems, standing-water ecosystems, and freshwater **wetlands**. **Plankton** are common. They form the base of many aquatic food webs. Marine Ecosystems: Marine ecosystems are found in the ocean.

- The intertidal zone is the shallowest and closest to land.
- The coastal ocean is the relatively shallow border of water that surrounds the continents.
- The open ocean begins at the continental shelf and extends outward (photic and aphotic zone).

Environmental Science

1. What is ecological succession?_____
2. What is the difference between primary and secondary succession?_____
3. When a disturbance changes a community without removing the soil, what type of succession follows?_____
4. Complete the table about some of Earth's major biomes.

Biome	Climate and Soil	Plants and Animals
	Warm year-round wet and dry seasons; rich soil	Plants:tall, deciduous trees; succulents Animals: undergo migration
Tropical rainforest		
	Cold, dark winters and short, soggy summers; permafrost	Plants: ground-hugging plants Animals: birds and mammals
Temperate grassland		
	Low precipitation with variable temperatures	Plants: cacti Animals: adaptations to quickly lose body heat and regulate body temperature
Taiga		

5. What are the four main factors that affect aquatic ecosystems?_____
6. What distinguishes the photic zone from the aphotic zone in an aquatic ecosystem?_____
7. The three main categories of freshwater ecosystems are _____, _____, and _____.
8. _____ form the base of many aquatic food webs.
9. The organisms that live on the floor of a body of water are called _____.
10. In a tropical rainforest, the layer formed by the leafy tops of tall trees is called the _____ and the layer of shorter trees and vines is called the _____.

Balance the equations below:

1) ____ N_2 + ____ H_2 → ____ NH_3

2) ____ $KClO_3$ → ____ KCl + ____ O_2

3) ____ NaCl + ____ F_2 → ____ NaF + ____ Cl_2

4) ____ H_2 + ____ O_2 → ____ H_2O

5) ____ $Pb(OH)_2$ + ____ HCl → ____ H_2O + ____ $PbCl_2$

6) ____ $AlBr_3$ + ____ K_2SO_4 → ____ KBr + ____ $Al_2(SO_4)_3$

7) ____ CH_4 + ____ O_2 → ____ CO_2 + ____ H_2O

8) ____ C_3H_8 + ____ O_2 → ____ CO_2 + ____ H_2O

9) ____ C_8H_{18} + ____ O_2 → ____ CO_2 + ____ H_2O

10) ____ $FeCl_3$ + ____ NaOH → ____ $Fe(OH)_3$ + ____ NaCl

11) ____ P + ____ O_2 → ____ P_2O_5

12) ____ Na + ____ H_2O → ____ NaOH + ____ H_2

13) ____ Ag_2O → ____ Ag + ____ O_2

14) ____ S_8 + ____ O_2 → ____ SO_3

15) ____ CO_2 + ____ H_2O → ____ $C_6H_{12}O_6$ + ____ O_2

16) ____ K + ____ $MgBr_2$ → ____ KBr + ____ Mg

17) ____ HCl + ____ $CaCO_3$ → ____ $CaCl_2$ + ____ H_2O + ____ CO_2

18) ____ HNO_3 + ____ $NaHCO_3$ → ____ $NaNO_3$ + ____ H_2O + ____ CO_2

19) ____ H_2O + ____ O_2 → ____ H_2O_2

20) ____ NaBr + ____ CaF_2 → ____ NaF + ____ $CaBr_2$

21) ____ H_2SO_4 + ____ $NaNO_2$ → ____ HNO_2 + ____ Na_2SO_4

SCHOOLHOUSE NEWS

The Purcell Register

High School

Government Assignment: Week 3

JUDICIAL BRANCH

The Federal Court System

- The United States has a dual court system.
- The Judiciary Act of 1789 organized 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 Framers created an independent judicial branch as part of the separation of powers of the national government. At the federal level, the judicial branch consists of three tiers of courts, each performing a different function.

MAIN IDEAS

1. The judicial branch consists of three tiers of courts, with each performing a different function.
2. The lower courts handle 99 percent of all federal cases. These courts determine what the law is and set precedents for other courts.
3. The Supreme Court is the highest court in the United States and serves 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 person against whom a legal complaint is filed. **(plaintiff/defendant)**
2. Court officials responsible for overseeing some of the early hearings of criminal and civil cases are known as _____. **(appellants/magistrate judges)**
3. According to the tradition of _____, a senator from the same state as a federal court nominee and the same political party as the president can block a nomination for any reason. **(senatorial courtesy/sovereign immunity)**
4. _____ are the opinions of Supreme Court justices who do not agree with the majority ruling in a case. **(Concurrent opinions/Dissenting opinions)**
5. The list of cases to be heard by the Supreme Court is called a _____. **(docket/brief)**
6. _____ refers to cases that fall under both state and federal jurisdiction. **(Concurrent jurisdiction/Original jurisdiction)**
7. Previous court rulings on a given legal question, or _____, can limit a judge's ability to interpret laws in innovative ways. **(writs of certiorari/precedents)**
8. In criminal cases, the federal courts provide _____ to defendants who cannot afford to hire a lawyer. **(public defenders/marshals)**

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

US History Assignment: Week 3

The Great Depression and Unemployment

The Great Depression was the worst economic downturn in the history of the industrialized world, lasting from 1929 to 1939. It began after the stock market crash of October 1929, which sent Wall Street into a panic and wiped out millions of investors.(history.com) On Black Tuesday, investors lost billions as the Dow Jones fell by roughly 12% for the second day in a row. Over the period of about two months starting in mid-September, the Dow shed a staggering 46.6% of its value. (USAToday) Over the next several years, consumer spending and investment dropped, causing steep declines in industrial output and employment as failing companies laid off workers. By 1933, when the Great Depression reached its lowest point, some 15 million Americans were unemployed and nearly half the country's banks had failed. (history.com) The highest rate of U.S. unemployment was 24.9% in 1933. Unemployment remained above 14% from 1931 to 1940. Then, it remained in the single digits until September 1982 when it reached 10.1%. During the Great Recession of 2009, unemployment reached 10% in October. (thebalace.com)

The soaring U.S. unemployment rate might not match the peak of 25% seen during the Great Depression of the 1930s, but it could come uncomfortably close in the next few months. More than 10 million people applied for unemployment benefits in the last two weeks of March after being thrown out of work by business shutdowns due the coronavirus pandemic. And the numbers are expected to keep surging, with some economists predicting the loss of 20 million jobs — or more. If 20 million to 25 million people lost their jobs in the next two months, the unemployment rate could climb to around 16%, some economists estimate, but others think that figure would be too low. The official unemployment rate, even one that rises to 15% or higher, might actually underestimate how many people are really out of work. That's because millions of workers might continue to collect checks from their employers even though they aren't doing anything. The recently passed $2.2 trillion federal-rescue package effectively pays many companies, particularly small businesses, to keep employees on payrolls and pay them accordingly. Businesses that do so would be allowed to receive government loans they don't need to pay back. (marketwatch.com) Despite economic stimulus packages of unprecedented size and scope moving rapidly through Congress between Feb. 19 and March 19, the Dow shed over 9,000 points, losing over 35% of its value. A new single day record was set as the Dow lost 12.9% on March 16, 2020. (USAToday)

1. Compare and contrast the causes of the unemployment spike in 1933 to the unemployment spike we are seeing today.

2. What lessons did we learn from the Great Depression that are changing how the government is handling the economic crisis of today.

3. The passing of the Social Security Act in 1935 marked the beginning of the unemployment insurance program on a country-wide scale. Research and explain how the CARES Act signed by Trump on March 27 extends these benefits.

4. If you were a congressman, would you have voted for or against the $2.2 trillion CARES Act? Why or why not?

** Dibble students-email responses to warden@dibbble.k12.ok.us

Oklahoma History Assignment: Week 3

State Hood

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 President Theodore Roosevelt and 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 would draft a constitution for our new state. This 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")
Wildflower - Indian Blanket
Bird - Scissor-tailed flycatcher
Animal - Buffalo
Meal - Fried Okra, squash, cornbread, barbeque 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 seperate 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 should email your answers to prince@dibble.k12.ok.us

World History
Week 3 Lesson
WWII and the Holocaust

PRIMARY SOURCE from The Diary of a Young Girl by Anne Frank:

Background:

Anne Frank was a German Jewish girl who fled with her family to Amsterdam, the Netherlands, to escape Nazi persecution during World War II. She and her family hid for two years in a secret place Frank called the Annex. While hiding in the Annex, Frank kept a diary she addressed as Kitty.

Anne Frank's Journal Entry:

Monday Evening, November 8, 1943;
Dearest Kitty,
If you were to read all my letters in one sitting, you'd be struck by the fact that they were written in a variety of moods. It annoys me to be so dependent on the moods here in the Annex, but I'm not the only one: we're all subject to them. If I'm engrossed in a book, I have to rearrange my thoughts before I can mingle with other people, because otherwise they might think I was strange. As you can see, I'm currently in the middle of a depression. I couldn't really tell you what set it off, but I think it stems from my cowardice, which confronts me at every turn. This evening, when Bep [Bep and Miep are secretaries who work in the building] was still here, the doorbell rang long and loud. I instantly turned white, my stomach churned, and my heart beat wildly—and all because I was afraid. At night in bed I see myself alone in a dungeon, without Father and Mother. Or I'm roaming the streets, or the Annex is on fire, or they come in the middle of the night to take us away and I crawl under my bed in desperation. I see everything as if it were actually taking place. And to think it might all happen soon! Miep often says she envies us because we have such peace and quiet here. That may be true, but she's obviously not thinking about our fear. I simply can't imagine the world will ever be normal again for us. I do talk about "after the war," but it's as if I were talking about a castle in the air, something that can never come true. I see the eight of us in the Annex as if we were a patch of blue sky surrounded by menacing black clouds. The perfectly round spot on which we're standing is still safe, but the clouds are moving in on us, and the ring between us and the approaching danger is being pulled tighter and tighter. We're surrounded by darkness and danger, and in our desperate search for a way out we keep bumping into each other. We look at the fighting down below and the peace and beauty up above. In the meantime, we've been cut off by the dark mass of clouds, so that we can go neither up nor down. It looms before us like an impenetrable wall, trying to crush us, but not yet able to. I can only cry out and implore, "Oh, ring, ring, open wide and let us out!"
Yours,
Anne

Entry 1: What do you think Anne's life was like before World War II? According to the journal entry, who all did she live in the Annex with? If you can, find the movie/movies of Anne Frank and watch one. What do you think it would have been like to live during those times? What did you think of the movie and Anne Frank, if you were able to watch the movie?

Entry 2: Anne Frank could see and knew the people who wanted to hurt/kill her, so she hid. What about you today? You are quarantined. Not like Anne Frank, but you know what threatens you and your family's life to stay away from the outside world. Can you see the threat though? Are there any similarities between you and Anne? What did Anne do throughout her time in hiding to pass time? What do you do?

Entry 3: Do you think it was important that Frank kept a diary to record her experiences? What does this diary entry reveal about the challenges of everyday life in the Annex? Do you think it is important for you to keep a diary/ journal today? What do you think your journal could reveal about your challenges of today? Do you think that she even imagined the impact her diary would have on the world? What about you and your journal about today's history?

SCHOOLHOUSE NEWS

The Purcell Register

High School

Write the symbol for each ion. Be sure to include the charge.

a. iodide ion b. barium ion c. mercury(II) ion

d. Tin(IV) ion e. Phosphide ion f. Silver ion

Name the following ions. Use your book if necessary.

a. Cu^{2+} b. O^{2-} c. Li^{+}

d. Pb^{2+} e. F^{-} f. H^{+}

Binary compounds:

Using the pairs of ions below, write the correct formulas.

a. Li^{+}, S^{2-} b. Sn^{4+}, O^{2-} c. H^{+}, Cl^{-}

d. Mg^{2+}, N^{3-} e. Sr^{2+}, Se^{2-} f. K^{+}, O^{2-}

g. Ca^{2+}, N^{3-} h. Co^{2+}, I^{-}

Write formulas for these compounds.

a. silver sulfide b. sodium nitride

c. Tin(II) chloride d. strontium iodide

Write the names for these binary ionic compounds.

a. AlI_3 b. FeO

c. Cu_2S d. CaSe

e. ZnO f. NaI

g. Cu_2O h. $CaBr_2$

High School

¿QUIEN COMPRENDE A MARIA?

Hay una chica morena en la biblioteca. Ella es una nueva estudiante. Ella está sola en la biblioteca. La chica se llama María y ella es de México. María está en la biblioteca de la escuela. En la biblioteca hay muchos libros y muchos estudiantes que leen y estudian. María tiene 16 años y su cumpleaños es en febrero. A María le gustan mucho las clases de francés y geografía.

Hoy, María tiene un folder de color amarillo. Ella usa unos jeans de color azul y unas botas de color café. A María le gusta usar jeans en la escuela porque no le gustan los uniformes. Generalmente, María es una chica alegre pero hoy ella está muy triste. María se siente mal porque no tiene muchos amigos y porque ella no pasó su examen de matemáticas. La profesora de matemáticas es muy, muy estricta. La profesora se llama señora Gómez. Ella llamó a los papás de María para decirles que María no pasó el examen y que ella no trabaja mucho en la clase. La profesora dice que si María no pasa los exámenes, ella va a repetir el grado. María está triste porque ella sabe que sus papás van a estar furiosos.

María tiene muchos problemas en la escuela. Primero, es una escuela solo para chicas. Ella prefiere una escuela mixta con chicos y chicas. Segundo, a ella no le gusta mucho la escuela porque las clases son muy aburridas y los profesores son muy estrictos. Por último, las chicas de esta escuela no son buenas con María. Ellas son muy malas. Es muy difícil para María tener amigas.

María prefiere su vieja escuela en México. En su vieja escuela, María tenía muchos amigos y los profesores eran muy amigables. María piensa que estudiar en una escuela solo para niñas no es una buena idea. En la biblioteca, ella piensa en un plan para pasar sus exámenes y tener más amigas. "Es difícil, pero no imposible", dice María.

aburridas boring
alegre happy
amarillo yellow
amigables friendly
azul blue
años years
biblioteca library
botas boots
cumpleaños birthday
de of
decirles to say/tell them
dice s/he says
eran they were
estudian they study
está s/he is
examen text, exam
francés French
geografía geography
grado grade
gusta s/he likes
hay there is/are
hoy today
leen they read
libros books
llama s/he calls
mal bad
mixta mixed
morena morena
niñas girls
no no
nueva new
papás parents
para for
pasa pass
pero but
piensa s/he thinks
por for
porque because
primero first
que what
repetir to repeat
sabe s/he knows
se I know
segundo second
señora Mrs./ Misses
si if
siente s/he feels
sola/o alone/only
son they are
tener to have
tenía s/he used to have
tiene s/he has
trabaja s/he works
triste sad
unos some
va s/he goes
van they go
vieja old
último last

UNA HISTORIA DE CENICIENTA ALTERADA

Había una vez una chica llamada Cindy. Era una chica mala y sus padres estaban muertos. Cindy solo tenía a su tía mala. El nombre de su tía era Malnestra. Malnestra tenía una hija que se llamaba Niba.

A Niba le gustaba cantar en su casa. Cantaba muy bien. Malnestra pensaba que Cindy podía cantar bien, pero no podía. Solo Niba podía cantar bien. Cindy y Niba iban en la misma escuela, pero a Cindy no le gustaba Niba. Estaba enojada con Niba porque Niba era una chica buena. Niba recibía notas buenas y Cindy recibía notas malas.

Un dia, ¡Cindy decidió robar la identidad de Niba! Era posible porque Cindy tenía un secreto: ¡Cindy era una bruja! Cindy podía usar la magia de un libro. Para robar la identidad de Niba, Cindy iba a convertirse en Niba. Para convertirse en Niba, Cindy necesitaba usar una de las posesiones de Niba. Cindy sabía que Malnestra tenía las posesiones de Niba en su cuarto.

Una noche, Cindy se despertó y se levantó de su cama. Usó su magia para abrir la puerta silenciosamente y robar una raqueta de tenis del cuarto de Malnestra; era la raqueta de tenis de Niba. Entonces, ella usó su magia y se convirtió en Niba.

En la mañana, Cindy no era Cindy; ¡Cindy era Niba! Niba (que realmente era Cindy) cantaba y cantaba y conseguía mucho dinero. Malnestra usaba el dinero para ella y Niba. Cindy (que realmente era Niba) no tenía dinero y era muy pobre. ¡Malnestra solo quería ayudarse a sí misma!

abrir to open
ayudarse to help someone
bien well, good
bruja witch
cantaba s/he was singing
cantar to sing
con with
conseguía s/he would find
convertirse to turn into
convirtió turned into
cuarto bedroom
de of
del of the
despertó s/he woke up
día day
dinero money
enojada angry/upset
entonces then
era was
escuela school
estaba was
gustaba liked
había there was
hija daughter
iba was going
Identidad identity
levantó got up
llamaba was called
llamada call
magia magic
malnestra
mañana morning
misma herself
muertos dead
necesitaba s/he needed
noche night
nombre name
notas grades
padres parents
para for
pensaba s/he was thinking
pero but
pobre poor
podía s/he could
porque because
puerta door
que that
quería wanted
raqueta racket
recibía received
robar to steal
sabía s/he knew
se I know
solo only
su her/his/their
sí yes
tenía s/he had
tía aunt

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LA PRIMERA NIEVE DEL ANO

Era un jueves frío de diciembre. Pepe se despertó y miró su reloj ¡Eran las diez y media de la mañana! Iba a llegar tarde a la escuela. Él bajó las escaleras corriendo e iba a agarrar su mochila cuando vio a su mamá con una sonrisa grande.

"Hola Pepe," dijo su mamá.

"¡Mamá, hoy llego tarde, me tengo que ir!" dijo Pepe.

"Tú eres bobo, tú no tienes clases ¡Hay mucha nieve! La escuela se canceló."

Pepe sintió alivio y dijo, "¡Estoy muy feliz, yo puedo pasar más tiempo contigo, Mamá!"

La mamá de Pepe pasó la mañana haciendo panqueques para Pepe. Ella puso los panqueques y el jugo de naranja en la mesa. Pepe tenía hambre y comió la comida muy rápido. También, él quería pasar tiempo con su madre y estaba muy emocionado. Era la primera nevada del año y Pepe no tenía idea de qué hacer. Él decidió preguntar a su madre.

Pepe preguntó, "¿Qué quieres hacer, mamá?"

"Nosotros podemos jugar en la nieve, pero primero, tú necesitas ropa de invierno para mantenerte caliente. Agarra un abrigo, un gorro, unos pantalones, unos guantes, y unas botas."

Rápidamente, Pepe subió las escaleras corriendo. Él agarró todo de su armario y bajó las escaleras corriendo otra vez.

Pepe dijo, "Estoy preparado."

"Vamos afuera," dijo su mamá.

Hacía mucho frío afuera y había mucha nieve. Pepe tuvo un idea.

"¡Mamá, vamos a construir un muñeco de nieve!"

Pepe y su mamá buscaron palos y piedras para construir el muñeco de nieve. Después, ellos construyeron el cuerpo del muñeco de nieve y le pusieron los palos y las piedras.

"El muñeco de nieve necesita una cosa más," dijo Pepe.

"¡Una zanahoria para la nariz! ¡Voy por la zanahoria!" dijo la mamá de Pepe.

Cuando ella regresó, ella puso la zanahoria en la nariz del muñeco de nieve.

Pepe abrazó a su mamá y dijo, "¡Nuestro proyecto está completo!"

puso s/he put
que that
quería s/he wanted
quieres you want
qué what
regresó s/he returned
reloj clock
ropa clothing
rápidamente quickly
rápido fast
sintió s/he felt
sonrisa smile
subió s/he went up
vio s/he saw

también also
tarde late
tengo I have
tenía s/he had
tiempo time/weather
tienes you have
todo everything
vamos we go
vez time
zanahoria carrot

abrazó s/he hugged
abrigo coat
afuera outside
agarra grabs
alivio relief
armario closet
año year
bajó s/he went down
bobo silly
buscaron looked for
caliente hot
comida food
comió s/he ate
construyeron they built
contigo with you
corriendo running
cosa thing
cuando when
cuerpo body
del of the/from the
despertó s/he woke up
después later
diez ten
dijo s/he said
emocionado excited
era s/he was
eres you are
escaleras stairs
escuela school
estaba s/he was
feliz happy
frío cold
gordito chubby
gorro hat
guantes gloves
había there was/were
haciendo making
hacía it was
hambre hunger
hoy today
iba s/he went
invierno winter
ir to go
jueves Thursday
jugar to play
jugo juice
le him/her
llegar to arrive
mantenerte to keep you
mañana tomorrow
media half
mesa table
miró s/he looked
mochila backpack
muñeco male doll
naranja orange
nariz nose
necesita s/he needs
nevada snowfall
nieve snow
palos sticks
panqueques pancakes
pantalones pants
para for/to
pasó it happened
pero but
piedras rocks
podemos we can
preguntar to ask
preguntó s/he asked
preparado prepared
primera first
proyecto project
puedo I can
pusieron they put

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¿DÓNDE ESTÁ AIR BUD?

Yo tengo un perro que se llama Air Bud. Air Bud despareció. Yo estoy muy deprimida porque él es mi mascota favorita. Lo busco por todos los cuartos de mi casa, pero no lo encuentro. Entonces, le pregunto a mi madre: «Madre, ¿sabes dónde está mi perro?» Ella responde: «Lo siento. No sé. Búscalo en el parque.» Entonces, yo voy al parque a buscar a mi perro. Yo no lo encuentro, lo que encuentro es a un grupo de chicos que juegan béisbol. Les pregunto: «¿Ustedes saben dónde está mi perro? Se llama Air Bud.» Ellos responden: «Sí sabemos. Él juega con nosotros, pero él se fue. Búscalo en la escuela.» Entonces, yo voy a la escuela. Yo lo busco ahí y lo encuentro. Él juega con un grupo de chicos. Ellos juegan baloncesto. Yo hablo con ellos y les digo: «¡Es mi perro! Mi perro puede jugar baloncesto ¡No lo creo!» Finalmente, mi perro y yo vamos a nuestra casa. Yo estoy feliz porque yo encontré Air Bud. El fin.

ahí there
aire air
al to
baloncesto basketball
buscar to look for
busco I look for
búscalo look for it
con with
creo I believe
cuartos rooms
de of/from
deprimida depressed
despareció disappeared
digo I say
encontré I found
encuentro I find
entonces then
estoy I am
feliz happy
fin end
finalmente finally
fue s/he
grupo group
hablo I talk
juega s/he plays
juegan they play
jugar to play
madre mother
mascota pet
nosotros we
nuestra our
perro dog
por through/for/by
porque because
pregunto question
puede s/he can
que that
responde s/he answers
responden they answer
sabemos we know
saben they know
sabes you know
siento I feel
sé I know
tengo I have
todo everything/all
vamos we go
ustedes you all

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SCHOOLHOUSE NEWS

The Purcell Register

High School

EL HOMBRE Y SUS MASCOTAS

Hay un hombre que se llama Carlos. A Carlos le gustan las mascotas porque le gustan los animales simpáticos. Un día, Carlos va a la tienda de mascotas y compra tres mascotas: un perro, un gato, y un pájaro. Carlos está feliz porque tiene tres mascotas muy buenas. Pero las mascotas no están felices. El perro quiere dormir con Carlos, el gato quiere comer el pescado, y el pájaro quiere volar. Carlos nota la situación. Carlos permite al perro dormir en su dormitorio pero no dormir en el armario. Carlos le compra un pescado pequeño al gato porque no quiere que el gato tenga hambre. Y Carlos le da al pájaro la oportunidad de volar en la casa. Al fin, Carlos y los animales están contentos.

armario closet
comer to eat
compra s/he buys
con with
contentos content
da s/he gives
de of/from
dormir to sleep
dormitorio bedroom
día day
el the
en in/at
está s/he is
están they are
felices happy
feliz happy
fin end
gato cat
hay there is/there are
hombre man
la the
las the
le gustan s/he likes them
los the
mascotas pets
muy very
no no
nota grade
oportunidad opportunity
pequeño small
permite s/he allows
pero but
perro dog
pescado fish
porque because
pájaro bird
que that
quiere s/he wants
se llama s/he is called
simpáticos kind/nice
su his/hers
tenga hambre has hunger
tienda store
tiene s/he has
tres three
va s/he goes
volar to fly

SULY EN EL PARQUE

Había una vez una muchacha que se llamaba Suly, y ella caminaba al Parque Central en Nueva York todos los días antes de regresar a casa de la escuela para comer con su familia. Mientras caminaba, ella vio que había un animal en la distancia. Era un pavo. Ella se acercó al pavo. Ella miró el pavo y pensó, "¡Una mascota! ¡Voy a llevármelo! ¨ Ella agarró el pavo y se lo llevó.

Entonces, Suly caminó y caminó y caminó con el pavo. De repente, Suly vio que había otro animal en la distancia. Era un mono en un árbol. Ella se acercó al mono. Ella miró el mono y pensó, "¡!Wow¡ Otra mascota! Voy a llevármelo." Suly agarró al mono de la cola y se lo llevó.

Entonces, Suly caminó un poquito más con el pavo y el mono y vio que había otro animal en la distancia. Era un sapo. Ella se acercó al sapo. Ella miró el sapo. Suly no pensó, "Este es un sapo normal. Voy a llevármelo." Suly se acercó al sapo y lo aplastó. Ella caminó sin el sapo. Suly llegó a su casa. Ella escondió el pavo y el mono en su mochila. Sus padres le dijeron "Hola Suly, ¿lista para cenar?" Suly dijo: "No estoy lista" y ella corrió a su dormitorio. Sus padres estaban confundidos.

Horas pasaron. Suly jugaba con el pavo y el mono en su dormitorio. Entonces, de repente, alguien llamó a la puerta. Los padres de Suly abrieron la puerta. Había dos hombres. Uno llevaba ropa de un trabajador del zoológico y el otro llevaba ropa de policía. Los dos hombres dijeron: "Somos del zoológico de Central Park. Nuestro pavo y nuestro mono escaparon de nuestro carro. Hay una foto de su hija con los animales".

La madre de Suly dijo "Suly, esto no es posible, estoy segura"

Suly vino rápidamente a sus padres. Suly tenía mucho miedo, pero quería quedarse con sus mascotas.

Entonces ella dijo: "No es verdad. No tengo los animales"

Entonces, de repente, ¡hubo un fuerte "BANG!" del dormitorio de Suly. Los padres de Suly, el trabajador del zoológico y la policía corrieron a su habitación. ¡Vieron que el pavo y el mono destruyeron la habitación! El pavo y el mono reconocieron a los dos hombres y se acercaron a ellos. El pavo y el mono reconocieron a los dos hombres y se acercaron a ellos. Los hombres se fueron con los animales sin denunciar a Suly. Los padres de Suly miraron a Suly y Suly aprendió una lección importante. Nunca se debe tomar eso que no es tuyo y nunca se debe mentir.

abrieron they opened
acercó approached
agarró s/he grabbed
alguien someone
antes before
aplastó s/he squashed
aprendió s/he learned
caminaba was walking
cenar to eat dinner
central central
cola tail
comer to eat
confundidos confused
corrieron they ran
debe must
denunciar denounce
destruyeron they destroyed
dijeron they said
dijo s/he said
dormitorio bedroom
dos two
días days
entonces then
era s/he was
es s/he is
escaparon escaped
escondió s/he hid
escuela school
eso that
estaban they were
esto this
foto picture/photograph
fueron they were
fuerte strong
habitación bedroom
había there was
hay there is
hija daughter
hombres men
horas hours
hubo there was
jugaba s/he played
lección lesson
lista ready
llamaba s/he was calling
llamó s/he called
llegó s/he arrived
llevaba s/he wore
llevármelo take it w/ me
llevó s/he took
mascota pet
mentir to lie
mientras meanwhile
miraron they looked
miró s/he looked
mochila backpack
mono monkey
muchacha girl
mucho much
más more
nuestro our
nueva new
nunca never
otro other
padres parents
parque park
pasaron they passed
pavo turkey
pensó s/he thought
pero but
poquito a little bit
puerta door
que what
quedarse to stay
quería s/he wanted
reconocieron recognized
regresar to return
repeated repetido
repente suddenly
ropa clothing/clothes
rápidamente rapidly
sapo toad
segura sure
Sentence oración/frase
sin without
somos we are
sus his/hers/their
tengo I have
tenía used to have
todos all
tomar to take
trabajador worker
tuyo yours
verdad true
vez time
vieron they saw
vino s/he came
vio s/he saw
otra another
voy I go
lista ready
árbol tree

Spanish I & II students
Each week, you will be provided three readings and an assortment 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 e-mail it to your Spanish teacher.

SWITCHING SUMMARIES 1. Write a six-sentence summary of the story **in Spanish**. • *Optional: Draw a six-frame comic / storyboard of the story. Write 1 of the sentences in each box and illustrate it.* 2. Translate each of the 6 summary sentences into English. Do **not** use an online translator or app!	**TRUE OR FALSE** Write 10 statements about the story *in English.* 5 of the statements must be true, and 5 must be false. Be sure to mark which answer is correct!	**MY PERSPECTIVE** Re-write the story from your own perspective: as if YOU were the main character in the story and you were telling the story about yourself.
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** Create a Venn Diagram that compares this story with another story (one that you have already read ***or*** another one that you read now). **Fill in the Venn Diagram in ENGLISH.**
DICTIONARY Pick 10 new words that you learned. For each word… 1. Draw a picture of it. 2. Label the picture. 3. Write 1 sentence, in Spanish, that uses the word.	**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.	**EXPANSION** Expand the story by adding one new sentence **in-between** each existing sentence. All writing should be done in SPANISH.

Spanish I & II students
Each week, you will be provided three readings and an assortment 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 e-mail it to your Spanish teacher.

JEOPARDY 1. Copy over 5 simple sentences from the story in Spanish. 2. Write a question, in Spanish, that would produce each of the sentences as its answer (5 questions total). 3. Translate each of the 5 original sentences into English.	**CLOSE READING** In Spanish, write down which sentence of the story you think… 1. is most important sentence. 2. is the most surprising sentence. 3. is your favorite sentence. 4. is the most confusing sentence. 5. is the least interesting sentence. Then, in English, explain WHY you made each of your choices.	**TRUE OR FALSE** Write 10 statements about the story *in English.* 5 of the statements must be true, and 5 must be false. Be sure to mark which answer is correct!
SHRINKING SUMMARIES Write a 5-sentence summary of the story IN SPANISH. Then, write a 2-sentence summary of your summary, also in Spanish.	**THE 5 W's** Answer these 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? Then, re-write each answer in SPANISH.	**EN MI OPINIÓN** 1. Write a 3-sentence summary of the story in English. 2. Explain your opinion about the story in Spanish. (did you like it? why or why not?) Write your opinion with at least 50 words in Spanish.
COMBINATION Pick another story that you have already read, or choose a new one. Combine details from the 2 stories to create a new version!	**ALTERNATE UNIVERSE** Change the setting of the story. Imagine that it took place on Jupiter (Júpiter). Re-write the story, thinking about how it might be different if it were taking place on another planet!	**IT ALL ADDS UP** Write a longer version of the story, in Spanish, by adding at least TWO words to each sentence.