Here you will find the Distance Learning Enrichment for all High School English (11th-12th grades). We have decided that this would be the best way to keep your skills fresh. This week you will focus on reading skills. Passages and questions are supplied by ACT.

DIRECTIONS: The following passage is followed by several questions. 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.

**Delores:**
Mrs. Lewis: Return a picture of your work to her email: delores@biblestc.edu 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 last a picture to her email address: jenny@biblestc.edu.

**Lansing:** All Lansing 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!

**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 other work is due.

localsite@wpis.net  jenesis@wpis.net  delores@biblestc.edu

**High School**

**SCHOOLHOUSE NEWS**

**P**

**A**

**G**

**31**

**The Purcell Register**

A Family Wardroom

I live with my father in the summer when I'm on vacation from school. Last week, he told me he had to go on a business trip 1) in connection with his work and that I'd be staying with my aunt for three days. Although I love my aunt, I wasn't happy about the prospect of three days at her house with nothing to do. I turned out it was for a surprise.

1) Soon after I arrived, my aunt said she had a gift for me. "It belonged to my mother, your grandmother. I'm sorry you never had the chance to know her," she told me. I was expecting my aunt to hand me a ring or a bracelet, or maybe an old book, but instead she led me outside.

(1) She pointed to a corner of the yard, where a tortoise was calmly munching on a dandelion. (2) Rosie must fit right out with the older kids, because she began to scold me over to us. (3) She was over a foot long and about seven inches high. (4) As soon as my aunt assured me that Rosie wouldn't snap or bite, I reached down to stroke her neck, stripping her brown and tan carapace, or upper shell. (5) Rosie, it turns out, is a desert tortoise that my grandmother had 9) started tending over twenty years ago. My aunt said that even 10) would have cherished with my parents, who each agreed that I wanted to take responsibility for Rosie, I could take her home with me.

11) It is important that Rosie is older than any tortoises are land-dwelling, vegetation lovers. They can 12) reproduce the reproduction of vegetation through a diet of grass, cypresses, lettuce, broccoli, melons, and other 13) vegetables and fruit. They like to worm themselves in the sun but will tumble into the ground when they went to be safe and cool. I learned that I should build a playpen enclosure in each of my 14) parents' backyards so that Rosie would be safe from rain. I learned that tortoises are among the most 15) family to reptiles. That means having a tortoise is a privilege, and I'm proud that my family has entrusted me with Rosie's care. By caring for Rosie 16) be able to share something with the grandson I never knew.

1. A. No change
   B. Bringing something to do with his job
   C. That involved traveling to another city
   D. Omit the underlined portion

2. Which of the following alternatives to the underlined portion would NOT be acceptable?
   A. Not long
   B. A short time
   C. As soon
   D. Shortly

3. A. No change
   B. aunt, said
   C. aunt said
   D. aunt said

4. The writer is considering deleting the first part of the preceding sentence, so that the sentence would read: She let me outside.
   If the writer were to make this change, the essay would primarily lose:
   A. Details that indicate to the reader what will eventually happen.
   B. The contrast between the gift and what the narrator had anticipated receiving.
   C. Examples of the kinds of gifts the narrator normally receives.
   D. An indication of how close the narrator and her aunt are.

5. A. NO CHANGE
   B. have heard of
   C. of heard about
   D. of heard about

6. Which of the following alternatives to the underlined portion would not be acceptable?
   A. After my
   B. When my
   C. My
   D. Once my

7. Upon reviewing this paragraph and realizing that some information has been left out, the writer composed the following sentence:
   "This Rosie", she announced.
   The sentence should most logically be placed after sentence:
   A. 1
   B. 2
   C. 3
   D. 4

8. A. No change
   B. Rosie, it turns out,
   C. Rosie, it turns out to,
   D. Rosie it turns out,

9. When of the following alternatives to the underlined portion would not be acceptable?
   A. begin to raise
   B. started to raise
   C. started up raising
   D. began raising

10. A. No change
    B. had checked
    C. would check
    D. must check
### Algebra 2

**Assignment Week 4 Systems of Equations**

**Solve each system by substitution.**

1. \( \begin{align*} 4x - y &= 6 \\ 3x + 2y &= 5 \end{align*} \)

2. \( \begin{align*} y &= x^2 + 1 \\ y &= 3 \end{align*} \)

3. \( \begin{align*} 2x + 3y &= 7 \\ x - y &= 2 \end{align*} \)

**Solve each system by elimination.**

4. \( \begin{align*} 2x + 3y &= 7 \\ 3x - 2y &= 5 \end{align*} \)

5. \( \begin{align*} 5x + 4y &= 11 \\ 3x - 2y &= 1 \end{align*} \)

6. \( \begin{align*} 4x - 2y &= 6 \\ x - 3y &= 2 \end{align*} \)

### Geometry 4 Week Review

- **Pythagorean Theorem** - In a right triangle, the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse.

- **Special Right Triangles** - In a right triangle, there are two special types of angle relationships used to solve for missing sides.

- **30-60-90 Triangle Theorem** - In a 30-60-90 triangle, both legs are congruent, and the length of the hypotenuse is the length of the leg times \( \sqrt{3} \).

### Rules

- **Always Find Short Leg 1st**
  - **Given - Looking for**
    - **Equation**
    - **Leg - Hypotenuse**
    - **Hypotenuse - Leg**
    - **Hypotenuse divided by \( \sqrt{3} \)**

- **30-60-90 Triangle Theorem** - In a 30-60-90 triangle, the length of the hypotenuse is 2 times the length of the shorter leg, and the length of the longer leg is the length of the shorter leg times \( \sqrt{3} \).
Environmental Science

Lesson Objectives:
1. List the characteristics used to describe a population.
2. Identify factors that affect population growth.
3. Describe both exponential and logistic growth.
4. Identify factors that determine carrying capacity.
5. Identify the limiting factors that depend on and do NOT depend on population density.

Lesson Summary:
Describing Populations: Researchers study five important characteristics of a population:
1. Geographic range is the area in which a population lives.
2. Population density is the number of individuals per unit area.
3. Population distribution is how individuals are spaced out in their range.
4. Growth rate determines whether a population grows, shrinks, or stays the same.
5. Age structure is the number of males and females of each age in a population.

Population Growth: Populations can grow, shrink, or stay the same size.
Factors that increase population size include births and immigration, which is the movement of individuals into an area.
Factors that decrease population size include deaths and emigration, which is the movement of individuals out of an area.

Exponential Growth: When conditions are ideal, the larger a population gets, the faster it grows. When a population’s numbers grow larger with each generation, exponential growth is occurring. Ideal conditions include unlimited resources and absence of predators and disease.

Logistic Growth: Resources become scarce as the population grows.
Logistic growth occurs when population growth slows and then stops after a period of exponential growth has occurred.
Population size stabilizes at the carrying capacity, the maximum number of individuals of a given species that an environment can support.

Limiting Factors: A limiting factor is a factor that controls the growth of a population.
Some factors depend on the density of the population. Others do not.
Acting separately or together, limiting factors determine an environment’s carrying capacity.
Limiting factors produce the pressures of natural selection.

Density-Dependent Limiting Factors:
1. Density-dependent limiting factors operate strongly when the number of individuals per unit area reaches a certain point.
2. Examples include: competition, predation and herbivory, parasitism and disease, and overcrowding.

Density-Independent Limiting Factors: Some limiting factors do not necessarily depend on population size.
1. Density-independent limiting factors depend on population density, or the number of organisms per unit area.
2. Examples include: severe weather, natural diseases, and human activities.
3. Some of these factors may have more severe effects when population density is high.

Find the missing side length. Leave your answers as radicals in simplest form.

Environmental Science

Lesson Objectives:
1. Population density is the number of individuals per unit area.
2. Growth rate is how quickly a population grows or shrinks in size.
3. To find the carrying capacity of a population, count the number of males and females of each age.
4. Write True or False for the following statements:
5. If the death rate is less than the birthrate, the population is likely to increase.
6. Immigration increases population size.
7. A high birth rate and immigration increase population size.
8. Populations grow if more individuals are born than die in a period of time.
9. Describe the conditions in which exponential growth occurs.
10. What does the term carrying capacity refer to?

Complete the table by looking at the picture of the Logistic graph on the resource page.

<table>
<thead>
<tr>
<th>Phase of Logistic Growth</th>
<th>Phase name</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exponential growth</td>
<td>Population size increases linearly. The growth rate slows.</td>
</tr>
<tr>
<td>2</td>
<td>Growth stops</td>
<td></td>
</tr>
</tbody>
</table>

Write True or False for the statements below.
12. Limiting factors determine the immigration capacity of a population.
13. A limiting factor controls the growth of a population.
14. Competition is an example of a limiting factor.
15. Complete the graphic organizer with examples of density-independent limiting factors.
The Great Depression shocked the United States to its social and economic foundations in the 1930s. Entire regions of Oklahoma and many large industries were economically depressed long before the stock market crash of 1929. As the result of the nation's conditions improved after 1933, conditions in the state grew worse. Indeed, for many Oklahomans, some of the federal New Deal programs helped make the end of the 1930's the Depression's worst year.

Oklahoma at production throughout the 20s and 30s far exceeded demand. Oil prices dropped as low as 10 cents a barrel. Oil booms became ghost towns. Farmers unable to pay their debts bid farewell to their farms. Farmers of half of Oklahoma's farms and ranches lost their property to debt in the 1930s. As a result, many of the state's cotton-growing Shannoners and tenants were particularly hard hit.

Your assignment: use the information above and the internet to answer the questions below. If you need additional help, email your teachers for help. Write short answers in paragraphs about each question:

1. Identify the reasons the Great Depression hit Oklahoma especially hard.
2. Explain why Oklahoma Indians resisted the Indian New Deal.
3. Assess at least three achievements of Robert S. Kerr as governor.

**Gibbs students should email their answers to prince@bible.k12.ok.us**
Government Week 4 Questions: Email the answers to the following questions to your teacher.

Choose which word completes the sentence:

1. For a long period, the United States mostly followed a policy of ____________ with regard to world affairs (internationalism/isolationism).
   - Choose: internationalism/isolationism

2. Treaties and ____________ help to ensure collective security, an attempt to keep international peace and order (embassies/defense alliances).
   - Choose: embassies/defense alliances

3. The Constitution grants ____________ the power to declare war (congress/the president).
   - Choose: congress/the president

4. Today the active role of the United States in world affairs can be described as ____________ (internationalism/isolationist).
   - Choose: internationalism/isolationist

5. The president has the power to issue foreign policy statements, called ____________ which guide the direction of U.S. foreign policy (presidential directives/executive mandates)?
   - Choose: presidential directives/executive mandates

Answer the following questions:

6. How does Congress’s funding authority serve as a check on the president’s foreign policy authority?

7. Why would a nation impose an economic sanction?

8. What is the advantage of belonging to a defense alliance?

9. What are some steps our government has taken during the COVID-19 pandemic that could have an impact on foreign policy?

**Vietnam War**

- The country known today as Vietnam, Cambodia & Laos were collectively ruled over by the French starting in the late 1800s. The area was known as French Indochina.
- During World War II, the Japanese conquered the area and “liberated” the people. After the war was over, European nations attempted to resume their right to rule over the area, but many Southeast Asians were sick of outside domination, and pushed for independence.
- The Ho Chi Minh Movement fought for independence from the French. His army was a revolutionary one using he who intelligences. He continued campaigns and received aid from the USSR and China in his struggle against the French.
- In 1954, the Vietnamese nationalists won a huge victory over the French at Dien Bien Phu, liberating French Indochina.
- The subsequent peace treaty divided the nation of Vietnam into two parts — a communist government in the North (led by Ho Chi Minh), and a democratic government fought in the Cold War.,
- The United States did not want to see Vietnam become a communist state. During the Cold War, the U.S. policy was one of containment — containing the spread in the South (led by Ngo Dinh Diem).
- He continued to fight to unify his country. He asked a group known as the Viet Cong — communist rebels in S. Vietnam to overthrow the government. of containment. The U.S. was also concerned about the Domino Theory in Southeast Asia. They feared that if Vietnam became a communist state, then so would Laos, Cambodia & other area nations.

**Results**

- The Vietnam war raged on for nearly two years after the withdrawal of U.S. troops. Eventually, the government of South Vietnam fell to the communists in 1975.
- The human toll for Vietnam was terrible. The military casualties reported from Vietnam (N. Vietnam) were estimated at 1.1 million, and another 500,000 wounded. The US army estimated that between 200,000 and 250,000 South Vietnamese soldiers died.
- Nearly 2 million civilian died in the conflict (in both North and South), and millions more were severely impacted by cancers and birth defects caused by the chemical defoliants used to defoliate the jungles of Vietnam.

Email the answers to the questions below to your teacher:

1. Which nations were part of French Indochina in the 1800s?
2. What happened in Southeast Asia during World War II and after?
3. Who was Ho Chi Minh?
4. Why did China & the USSR aid him?
5. What happened at Dien Bien Phu?
6. How did the peace treaty with the French impact Vietnam?
7. Outline Viet Cong.
8. How was US involvement in Vietnam a product of the Cold War?
10. What was the largest extent of American involvement in Vietnam?
11. Why did American troops struggle?
12. Why did the US withdraw their troops?
13. What happened to South Vietnam after they did?
14. What were the military casualties in Viet-nam (both North & South)?
15. What were the civilian casualties?
EL CAPARAZÓN

Había una vez un muchacho que se llamaba Juan. Juan era el hijo de un jefe local. Juan estaba enamorado de una joven que se llamaba Marta. Ella era más bonita e inteligente que todo el mundo. Pero, Juan y Marta tenían un problema. Juan ya tenía planes para casarse con otra muchacha—Carmela. Ella es la hija de un comerciante rico. Era muy hombre y fea, pero tenía más dinero que Marta. Juan no quería casarse con Carmela. Solamente quería casarse con Marta. Un día, ellos tuvieron una idea. Ellos corrieron al bosque, fueron a la casa de un amigo muy inteligente y mágico. El amigo pensó en una solución y les explicó los detalles: “Esta noche, ustedes deban correr al bosque para visitar la Gran Tortuga. La Gran Tortuga tiene magia y puede entretener a ustedes. Vean en una caza.”

La noche antes de la boda (de Juan y Carmela) y Juan y Marta buscaron la tortuga en el bosque. Caminaron por una senda en el bosque y encontraron la caza en el centro del bosque. Los enamorados fueron a la caza y entraron en la caza. La Gran Tortuga tenía magia muy poderosa. Pero, había un problema. Los guardianes del pueblo habían visto a Juan y Marta. Los enamorados viajaron a través del bosque. Usando su magia, la tortuga transformó a los enamorados en un caparazón para que pudieran estar juntos. Esto es como la tortuga recibió el caparazón.

EL ACOSADOR DE MIKE

-tabla una vez un adolescente que se llamaba Mike. Era alto, delgado, pelirrojo, y muy guapo. Era muy joven. Tenía doce años. Tenía una novia que se llamaba Samantha. Ella era bonita, guapa y tenía pelo negro. Ellas vivían en la ciudad de Palma de Mallorca.

-Mike tenía un problema. Tenía un acosador. Cuando iba a la escuela, siempre veía a su acosador allí. Veía a su acosador en el vestuario, en el laboratorio de química, y en la biblioteca. En el vestuario, se acostaban en los armarios. En el laboratorio de química, explotaban químicos. En la biblioteca, distracción libros. Era un acosador muy malo.

-El acosador en realidad no era malo —era un animal— era un león bebé. Era un león azar —era Simba en la película El Rey León.

-Mi vida había que tener que hacer algo. Mike iba a llamar a la policía, pero la policía solo arrestaba a las personas y no a los animales.

-Entonces Mike escribió a Animal Kingdom en Orlando.

-Mi amor, no, mi amigo por favor, una mala persona, esto es una mala persona.

-es personas de Animal Kingdom llegaron a Los Ángeles, pero Simba se escapó. Simba fue el dueño de Los Ángeles y luchó un cruceo con Hawái.

-Simba llegó a Hawái y fue inmediatamente a los volcanes. Quería rascar en los volcanes. Entonces, se murió. Adios Simba.

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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.

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

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.
The feeling of anxiety has been described with many different words. Here are some of them:

- stress
- eldiness
- apprehension
- the jitters
- worry
- jumpiness
- nervousness
- the shakes
- fear
- butterflies
- uneasiness
- freaking out
- panic
- disquiet
- agitation
- angst

While everyone experiences anxiety, some of us feel it more often, some more deeply, some less frequently, and some less intensely. Your own experience of anxiety will depend on:

1. Genetics—how your parents, grandparents, and ancestors experienced anxiety
2. Brain chemistry—the type, amount, and movement of the chemicals working in your brain
3. Life events—the situations you face with in your life
4. Personality—how you look at and interpret things that happen to you

Genetics, brain chemistry, and life events are factors that you have little or no control over. Your personality, or the way you perceive and handle life events, is something you have a great deal of control over—probably more than you realize. For that reason, most of the activities in this book will focus on working with your personality, helping you to understand the way you look at and respond to life and suggesting ways to do it that will help you to lower your anxiety level.

**Claude Monet**

Claude Monet was a French artist, best known for helping to start what is known as "Impressionism," a style of painting that uses thick, brush strokes and vibrant colors to show outdoor scenes.

Monet grew up in the French province of Normandy. As a young man he moved to Paris, where he began his career as an artist. Like many others at the time, Monet made many artist friends while in Paris and found it an excellent place to develop his skills and ideas. At the time, art schools in Europe were generally teaching very realistic painting. Most of the students would go to famous museums like the Louvre and try to copy the style of the Renaissance paintings there. Monet admired the old painters, but felt he could develop his own style and prefer to paint outdoor scenes of gardens and people. He became friends with the artist Edouard Manet, who liked to paint the same things, and together they would help invent Impressionism.

One of Monet’s favorite ways of painting was to find a scene outside that he liked, then set up his easel and paints and spend the whole day making several paintings of the same scene. Each painting would look different because it was painted at a different time of day, with different light. The term "impression" came from one of the paintings Monet did like this, on a river bank in Paris, called "Impression of a Sunrise." The trees and figures in the painting are only sketched, the colors are what Monet thought were the most important part of the scene.

Monet’s ideas about color and brush strokes, capturing what was happening to him at the very moment the picture was painted, caught on with many artists. Many artists used Monet’s ideas to create their own style, including Vincent Van Gogh. Monet’s influence helped to change the way art was understood in Europe from that point on.

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**Schoolhouse News**

**High School**

**Activity 1: About Anxiety**

Look back over the answers to your relatives’ interview questions. Describe any patterns you see in the answers.

1. **How do your relatives’ answers compare to your answers?**

What, if anything, do you better understand about yourself in relation to anxiety by having learned about your relatives?

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**Monet Exercise**

Look outside in the afternoon, at sunset and at night. Notice what color the sky is at these times and color it in each box. Why are the colors different? If you were doing a painting at each of these times of the day, how would they look different?

- Morning or Afternoon
- Sunset
- Night
High School

GEORGIA O’KEEFFE

Georgia O’Keeffe was an American painter. She was best-known for her paintings of the American Southwest. Her career began in New York City, after selling some of her drawings to an art dealer there. The dealer liked the drawings, calling them the most sincere things he had seen in a long time, and invited her to move to New York. Her early works were often abstract drawings, sometimes based on nature. In one of her paintings, she drew the inside of an iris flower. The rest of the flower couldn’t be seen so the patterns and shapes of its inside appear to be a completely abstract design.

Later on, she relocated to New Mexico. She was fond of being alone and loved the desert landscapes beautiful and a great place to explore on her own. Her paintings became less abstract at that time, and she began to paint many desert scenes with smooth brush strokes and gentle colors. Some of her paintings had elements of surrealism in them, such as one where a nuclear bomb hovers above a New Mexico landscape. When asked what she was trying to show in her paintings and what the Southwest meant to her, she said “Such a beautiful, enchanted beauty feeling place...such a part of what I call the ‘Faraway’; it is a place I have painted before...even once I must do it again.”

O’Keeffe’s work in the Southwest brought her into contact with the famous photographer Ansel Adams. Adams spent much of his career photographing the stark landscapes of the desert. There are few scenes that both O’Keeffe and Adams captured in similar ways, one with painting, and one with photography.

Georgia O’Keeffe had a long and successful career. She died at a very old age in Santa Fe. Her work has become an important part of American art.

FRANCISCO GOYA

Francisco Goya was a Spanish painter and illustrator during the Romantic period in Europe. He was the court painter for the Spanish monarchy and produced paintings and drawings that used images of horror to criticize his culture and its violent parts of human nature.

During the 1780s and 1790s, a movement called the Enlightenment took hold of Europe. During that time, people became interested in science and art. The Romantic period in Europe was a reaction against the Enlightenment. Many artists and citizens felt that the strict science of the Enlightenment had taken all the emotions out of art, and all the mystery out of nature. Romantic painters tried to create images that were mystical, strange and often disturbing. They often used horror as a way to show that emotion and human nature is more complex than the scientific thinkers of the Enlightenment gave credit for.

In his work, Goya would sometimes create monsters and strange mythological creatures. In his drawing, The Sleep of Reason, an enormous creature is in a room sending a group of soldiers into a panic. His print, The Sleep of Reason Produces Monsters, shows a man sleeping in a desk surrounded by creatures from a nightmare. Goya often used horror in his paintings to criticize war and violence. He felt that war was wrong, and if people would not listen to his conscience that large-scale violence and war would always be a part of life. Later in his life, Goya printed a book of illustrations called The Disasters of War. It was 80 images drawings of extremely violent scenes showing the horrors of war and what he thought were the causes of it. The book was not published until 1863 after his death because the government did not want it to be sold. Goya’s style of painting was much different than the painters that had come before him. He used thicker, broader strokes and strong colors instead of fine detail. The impressionist painters, Manet and Monet, would be inspired by this later on to create their own style.