Tucson International Academy

Academia Internacional de Tucson

Homework Packet for Twelveth Grade

Week 7

Name_____

Week Starts on/ Due on _____

Each week you are to complete your homework packet and turn it on the day the teacher assigns. Part of the homework is reading 45 minutes a day. This can be done in after school care and they can read to a younger sibling or an adult as well. Weekend reading is encouraged, each week students can get credit for reading on Saturday and/or Sunday. Reading each day is very important to help each student get better at this skill.

© ***Reading is Fun!!*** ©

Weekly Home Reading Record

Day	Reading Material	Amount of Time	How many pages
Weekend			
Monday			
Tuesday			
Wednesday			
Thursday			

Total Time Reading: Hours_____ Minutes_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

Reading Test

65 MINUTES, 52 QUESTIONS

Turn to Section 1 of your answer sheet to answer the questions in this section.

DIRECTIONS

Each passage or pair of passages below is followed by a number of questions. After reading each passage or pair, choose the best answer to each question based on what is stated or implied in the passage or passages and in any accompanying graphics (such as a table or graph).

Questions 1-10 are based on the following passage.

This passage is from Charlotte Brontë, *The Professor*, originally published in 1857.

No man likes to acknowledge that he has made a mistake in the choice of his profession, and every man, worthy of the name, will row long against wind and tide before he allows himself to cry out, "I am baffled!" and submits to be floated passively back to land. From the first week of my residence in X—— I felt my occupation irksome. The thing itself—the work of copying and translating business-letters—was a dry and tedious task enough, but had that been all, I should long have borne with the nuisance; I am not of an impatient nature, and influenced by the double desire of getting my living and justifying to myself and others the resolution I had taken to become a tradesman, I should have endured in silence the rust and cramp of my best faculties; I should not have whispered, even inwardly, that I longed for liberty; I should have pent in every sigh by which my heart might have ventured to intimate its distress under the closeness, smoke, monotony, and joyless tumult of Bigben Close, and its panting desire for freer and fresher scenes; I should have set up the image of Duty, the fetish of Perseverance, in my small bedroom at Mrs. King's lodgings, and they two should have been my household gods, from which my darling, my cherished-in-secret, Imagination, the tender and the mighty, should never, either by softness or strength, have severed me. But this was not all; the antipathy which had sprung up between myself and my employer striking deeper root and spreading denser shade daily, excluded me from every glimpse of the sunshine of life; and I began to feel like a plant growing in humid darkness out of the slimy walls of a well.

Antipathy is the only word which can express the feeling Edward Crimsworth had for me—a feeling, in a great measure, involuntary, and which was liable to be excited by every, the most trifling movement, look, or word of mine. My southern accent annoyed him; the degree of education evinced in my language irritated him; my punctuality, industry, and accuracy, fixed his dislike, and gave it the high flavour and poignant relish of envy; he feared that I too should one day make a successful tradesman. Had I been in anything inferior to him, he would not have hated me so thoroughly, but I knew all that he knew, and, what was worse, he suspected that I kept the padlock of silence on mental wealth in which he was no sharer. If he could have once placed me in a ridiculous or mortifying position, he would have forgiven me much, but I was guarded by three faculties—Caution, Tact, Observation; and prowling and prying as was Edward's malignity, it could never baffle the lynx-eyes of these, my natural sentinels. Day by day did his malice watch my tact, hoping it would sleep, and prepared to steal snake-like on its slumber; but tact, if it be genuine, never sleeps.

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CONTINUE

1

I had received my first quarter's wages, and was returning to my lodgings, possessed heart and soul with the pleasant feeling that the master who had paid me grudged every penny of that hard-earned pittance—(I had long ceased to regard Mr. Crimsworth as my brother—he was a hard, grinding master; he wished to be an inexorable tyrant: that was all). Thoughts, not varied but strong, occupied my mind; two voices spoke within me; again and again they uttered the same monotonous phrases. One said: "William, your life is intolerable." The other: "What can you do to alter it?" I walked fast, for it was a cold, frosty night in January; as I approached my lodgings, I turned from a general view of my affairs to the particular speculation as to whether my fire would be out; looking towards the window of my sitting-room, I saw no cheering red gleam.

1

Which choice best summarizes the passage?

A) A character describes his dislike for his new job and considers the reasons why.

B) Two characters employed in the same office become increasingly competitive.

C) A young man regrets privately a choice that he defends publicly.

D) A new employee experiences optimism, then frustration, and finally despair.

2

The main purpose of the opening sentence of the passage is to

A) establish the narrator's perspective on a controversy.

B) provide context useful in understanding the narrator's emotional state.

C) offer a symbolic representation of Edward Crimsworth's plight.

D) contrast the narrator's good intentions with his malicious conduct.

3

During the course of the first paragraph, the narrator's focus shifts from

A) recollection of past confidence to acknowledgment of present self-doubt.

B) reflection on his expectations of life as a tradesman to his desire for another job.

C) generalization about job dissatisfaction to the specifics of his own situation.

D) evaluation of factors making him unhappy to identification of alternatives.

4

The references to "shade" and "darkness" at the end of the first paragraph mainly have which effect?

A) They evoke the narrator's sense of dismay.

B) They reflect the narrator's sinister thoughts.

C) They capture the narrator's fear of confinement.

D) They reveal the narrator's longing for rest.

5

The passage indicates that Edward Crimsworth's behavior was mainly caused by his

A) impatience with the narrator's high spirits.

B) scorn of the narrator's humble background.

C) indignation at the narrator's rash actions.

D) jealousy of the narrator's apparent superiority.

6

The passage indicates that when the narrator began working for Edward Crimsworth, he viewed Crimsworth as a

A) harmless rival.

B) sympathetic ally.

C) perceptive judge.

D) demanding mentor.

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CONTINUE

7

Which choice provides the best evidence for the answer to the previous question?

A) Lines 28-31 ("the antipathy . . . life")

B) Lines 38-40 ("My southern . . . irritated him")

C) Lines 54-56 ("Day . . . slumber")

D) Lines 61-62 ("I had . . . brother")

8

At the end of the second paragraph, the comparisons of abstract qualities to a lynx and a snake mainly have the effect of

A) contrasting two hypothetical courses of action.

B) conveying the ferocity of a resolution.

C) suggesting the likelihood of an altercation.

D) illustrating the nature of an adversarial relationship.

9

The passage indicates that, after a long day of work, the narrator sometimes found his living quarters to be

A) treacherous.

B) dreary.

C) predictable.

D) intolerable.

10

Which choice provides the best evidence for the answer to the previous question?

A) Lines 17-21 ("I should . . . scenes")

B) Lines 21-23 ("I should . . . lodgings")

C) Lines 64-67 ("Thoughts . . . phrases")

D) Lines 68-74 ("I walked . . . gleam")

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CONTINUE

Questions 11-21 are based on the following passage and supplementary material.

This passage is adapted from Iain King, "Can Economics Be Ethical?" ©2013 by Prospect Publishing.

Recent debates about the economy have rediscovered the question, "is that right?", where "right" means more than just profits or efficiency.

Line

Some argue that because the free markets allow for personal choice, they are already ethical. Others have accepted the ethical critique and embraced corporate social responsibility. But before we can label any market outcome as "immoral," or sneer at economists who try to put a price on being ethical, we need to be clear on what we are talking about.

There are different views on where ethics should apply when someone makes an economic decision. Consider Adam Smith, widely regarded as the founder of modern economics. He was a moral philosopher who believed sympathy for others was the basis for ethics (we would call it empathy nowadays). But one of his key insights in *The Wealth of Nations* was that acting on this empathy could be counter-productive—he observed people becoming better off when they put their own empathy aside, and interacted in a self-interested way. Smith justifies selfish behavior by the outcome. Whenever planners use cost-benefit analysis to justify a new railway line, or someone retrains to boost his or her earning power, or a shopper buys one to get one free, they are using the same approach: empathizing with someone, and seeking an outcome that makes that person as well off as possible—although the person they are empathizing with may be themselves in the future.

Instead of judging consequences, Aristotle said ethics was about having the right character—displaying virtues like courage and honesty. It is a view put into practice whenever business leaders are chosen for their good character. But it is a hard philosophy to teach—just how much loyalty should you show to a manufacturer that keeps losing money? Show too little and you're a "greed is good" corporate raider; too much and you're wasting money on unproductive capital. Aristotle thought there was a golden mean between the two extremes, and finding it was a matter of fine judgment. But if ethics is about character, it's not clear what those characteristics should be.

There is yet another approach: instead of rooting ethics in character or the consequences of actions, we can focus on our actions themselves. From this perspective some things are right, some wrong—we should buy fair trade goods, we shouldn't tell lies in advertisements. Ethics becomes a list of commandments, a catalog of "dos" and "don'ts." When a finance official refuses to devalue a currency because they have promised not to, they are defining ethics this way. According to this approach devaluation can still be bad, even if it would make everybody better off.

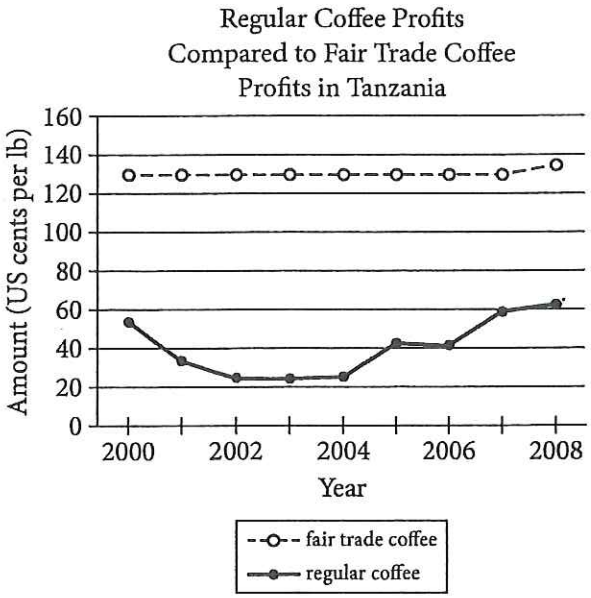
Many moral dilemmas arise when these three versions pull in different directions but clashes are not inevitable. Take fair trade coffee (coffee that is sold with a certification that indicates the farmers and workers who produced it were paid a fair wage), for example: buying it might have good consequences, be virtuous, and also be the right way to act in a flawed market. Common ground like this suggests that, even without agreement on where ethics applies, ethical economics is still possible.

Whenever we feel queasy about "perfect" competitive markets, the problem is often rooted in a phony conception of people. The model of man on which classical economics is based—an entirely rational and selfish being—is a parody, as John Stuart Mill, the philosopher who pioneered the model, accepted. Most people—even economists—now accept that this "economic man" is a fiction. We behave like a herd; we fear losses more than we hope for gains; rarely can our brains process all the relevant facts.

These human quirks mean we can never make purely "rational" decisions. A new wave of behavioral economists, aided by neuroscientists, is trying to understand our psychology, both alone and in groups, so they can anticipate our decisions in the marketplace more accurately. But psychology can also help us understand why we react in disgust at economic injustice, or accept a moral law as universal. Which means that the relatively new science of human behavior might also define ethics for us. Ethical economics would then emerge from one of the least likely places: economists themselves.

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CONTINUE



Adapted from the Fair Trade Vancouver website.

11

The main purpose of the passage is to

A) consider an ethical dilemma posed by cost-benefit analysis.

B) describe a psychology study of ethical economic behavior.

C) argue that the free market prohibits ethical economics.

D) examine ways of evaluating the ethics of economics.

12

In the passage, the author anticipates which of the following objections to criticizing the ethics of free markets?

A) Smith's association of free markets with ethical behavior still applies today.

B) Free markets are the best way to generate high profits, so ethics are a secondary consideration.

C) Free markets are ethical because they are made possible by devalued currency.

D) Free markets are ethical because they enable individuals to make choices.

13

Which choice provides the best evidence for the answer to the previous question?

A) Lines 4-5 ("Some . . . ethical")

B) Lines 7-10 ("But . . . about")

C) Lines 21-22 ("Smith . . . outcome")

D) Lines 52-54 ("When . . . way")

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CONTINUE

14

As used in line 6, "embraced" most nearly means

A) lovingly held.

B) readily adopted.

C) eagerly hugged.

D) reluctantly used.

15

The main purpose of the fifth paragraph (lines 45-56) is to

A) develop a counterargument to the claim that greed is good.

B) provide support for the idea that ethics is about character.

C) describe a third approach to defining ethical economics.

D) illustrate that one's actions are a result of one's character.

16

As used in line 58, "clashes" most nearly means

A) conflicts.

B) mismatches.

C) collisions.

D) brawls.

17

Which choice best supports the author's claim that there is common ground shared by the different approaches to ethics described in the passage?

A) Lines 11-12 ("There . . . decision")

B) Lines 47-50 ("From . . . advertisements")

C) Lines 59-64 ("Take . . . market")

D) Lines 75-77 ("We . . . facts")

18

The main idea of the final paragraph is that

A) human quirks make it difficult to predict people's ethical decisions accurately.

B) people universally react with disgust when faced with economic injustice.

C) understanding human psychology may help to define ethics in economics.

D) economists themselves will be responsible for reforming the free market.

19

Data in the graph about per-pound coffee profits in Tanzania most strongly support which of the following statements?

A) Fair trade coffee consistently earned greater profits than regular coffee earned.

B) The profits earned from regular coffee did not fluctuate.

C) Fair trade coffee profits increased between 2004 and 2006.

D) Fair trade and regular coffee were earning equal profits by 2008.

20

Data in the graph indicate that the greatest difference between per-pound profits from fair trade coffee and those from regular coffee occurred during which period?

A) 2000 to 2002

B) 2002 to 2004

C) 2004 to 2005

D) 2006 to 2008

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CONTINUE

Pre-Calculus (12) Week 7

Name: Gary Young

#1 Points possible: 1. Total attempts: 1

If $\theta = \frac{-3\pi}{4}$, then find exact values for the following:

$\sec(\theta)$ equals _____

$\csc(\theta)$ equals _____

$\tan(\theta)$ equals _____

$\cot(\theta)$ equals _____

#2 Points possible: 1. Total attempts: 1

If $\sin(\theta) = -\frac{3}{4}$, and θ is in quadrant IV , then find

(a) $\cos(\theta) =$ _____

(b) $\tan(\theta) =$ _____

(c) $\sec(\theta) =$ _____

(d) $\csc(\theta) =$ _____

(e) $\cot(\theta) =$ _____

#3 Points possible: 1. Total attempts: 1

Use a calculator to find the following values:

$\sin(0.55) =$ _____ ;

$\cos(0.55) =$ _____ ;

$\tan(0.55) =$ _____ .

#4 Points possible: 1. Total attempts: 1

Simplify $\frac{\sec(t)}{\tan(t)}$ to a single trig function.

_____

#5 Points possible: 1. Total attempts: 1

Simplify $\dfrac{\csc^2(t)}{\csc^2(t)-1}$ to an expression involving a single trig function with no fractions.

If needed, enter squared trigonometric expressions using the following notation.
Example: Enter $\sin^2(t)$ as $(\sin(t))^2$.