Homework Packet for Eleventh Grade

Week 11

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.

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Weekly Home Reading Record

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

Total Reading Time: Hours _____ Minutes _____

Student Signature: _____

Date: _____

Parents Signature: _____

Date: _____

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Grade 11

VOCABULARY BUILDER
WEEK 11
Daily Activity

Monday : Write out the definition of the vocabulary word and the source where you found it. (*note do not use wikipedia*) and break the word down in Syllables.
Example: ABSTRUSE: 2 Syllables , **ab-struse and it sounds like ab-stroos.**

Tuesday : Write a sentence with the vocabulary word (different than the definition of the vocabulary word).

Wednesday : Write a paragraph with the vocabulary word (different than the definition and the sentence with the vocabulary word).

Thursday : Write a 3 to 5 paragraph essay with all the vocabulary words (different than the definition, and sentences you used with the vocabulary word)

Friday : **Turn in all of your work.**

This week's vocabulary words are:

GARISH	GUILE	HEDONIST
GAUCHE	HACKNEYED	HEINOUS
GENDER	HAMPER	HUBRIS
GENIAL	HARBINGER	HUMBLE
GREGARIOUS	HAUGHTY	HYPOTHESIS

TURN THE PAGE

ENGLISH

DIRECTIONS: In the five passages that follow, certain words and phrases are underlined and numbered. In the right-hand column, you will find alternatives for the underlined part. In most cases, you are to choose the one that best expresses the idea, makes the statement appropriate for standard written English, or is worded most consistently with the style and tone of the passage as a whole. If you think the original version is best, choose "NO CHANGE." In some cases, you will find in the right-hand column a question about the underlined part. You are to choose the best answer to the question.

You will also find questions about a section of the passage, or about the passage as a whole. These questions do not refer to an underlined portion of the passage, but rather are identified by a number or numbers in a box.

For each question, choose the alternative you consider best and fill in the corresponding oval on your answer document. Read each passage through once before you begin to answer the questions that accompany it. For many of the questions, you must read several sentences beyond the question to determine the answer. Be sure that you have read far enough ahead each time you choose an alternative.

PASSAGE I

The Triangular Snowflake

[1]

Snowflakes form from tiny water droplets,[1] following a specific process of chemical bonding as they freeze, which results in a six-sided figure. The rare "triangular" snowflake, similarly,[2] confounded scientists for years because it apparently defied the basic laws of chemistry. [A] The seemingly triangular shape of those snowflakes suggests that forming[3] through a different process of chemical bonding. [B] By re-creating snowflake formation, a discovery has revealed to scientists Kenneth Libbrecht and Hannah Arnold the cause of this apparent variation.[4]

[2]

Snowflakes begin to form when water in the atmosphere freezes it causes[5] the water molecules to bond into a hexagonal shape. During the flake's descent from Earth's upper atmosphere, other water vapor molecules bumps[6] into the hexagonal structure.

1. **A.** NO CHANGE
B. form, from tiny, water droplets,
C. form from tiny, water, droplets
D. form, from tiny water droplets

2. **F.** NO CHANGE
G. for example,
H. additionally,
J. however,

3. **A.** NO CHANGE
B. the manner in which formation
C. which had formed
D. that they form

4. **F.** NO CHANGE
G. the discovery of the cause of this apparent variation has been made by scientists Kenneth Libbrecht and Hannah Arnold.
H. scientists Kenneth Libbrecht and Hannah Arnold have discovered the cause of this apparent variation.
J. the cause of this apparent variation has been discovered by scientists Kenneth Libbrecht and Hannah Arnold.

5. **A.** NO CHANGE
B. freezes, causing
C. freezes, it causes
D. freezes, this causes

6. **F.** NO CHANGE
G. has bumped
H. bumped
J. bump

Bypassing the liquid water phase, those molecules
7
condense directly onto the established hexagonal pattern. As a result, the flake grows outward into bigger and more complex hexagonal arrangements surrounding the original hexagonal shape at the center of the flake. [C]

[3]

In 2009, Libbrecht and Arnold's experiments revealed that triangular snowflakes begin with the same process of chemical bonding and forms
8
a hexagonal shape. The triangular shape is an illusion resulting from one significant addition to the process
9
dust.

[4]

Triangular snowflakes begin to form when a tiny dust particle or other such impurity collides with the flake as it falls, thereby pushing one edge upward. [D] The downward edge of the snowflake encounters more wind resistance than the rest of the flake. The greater the pressure from the wind,
10
causes bonds to form quick
11
at this edge than in the rest of the snowflake.

[5]

The resulting snowflake has three long sides and three sides that are so short they are difficult to detect. Although these snowflakes appear to have a triangular shape—
12
they actually have a hexagonal pattern. Such snowflakes offer evidence that even when impurities interfere, the basic laws of chemistry still apply.
13

7. If the writer were to delete the underlined portion (adjusting the capitalization as needed), the sentence would primarily lose:

- **A.** an explanation of the process water molecules undergo to change from liquid to vapor to solid.
- **B.** a detail that mentions a step some water molecules skip in changing from vapor to solid.
- **C.** a visual description of what water vapor molecules look like.
- **D.** an explanation of how molecules react to various air temperatures.

8.
- **F.** NO CHANGE
- **G.** were they to form
- **H.** if they formed
- **J.** form

9.
- **A.** NO CHANGE
- **B.** process is
- **C.** process:
- **D.** process;

10.
- **F.** NO CHANGE
- **G.** pressure from the wind, which
- **H.** the pressure, as the wind
- **J.** pressure from the wind

11.
- **A.** NO CHANGE
- **B.** more quickly
- **C.** most quickly
- **D.** quickest

12.
- **F.** NO CHANGE
- **G.** shape,
- **H.** shape;
- **J.** shape:

13. Which choice most effectively concludes the sentence and the essay?

- **A.** NO CHANGE
- **B.** scientists can be certain that a solution to even the most confusing event will be found.
- **C.** snowflakes will still fall if atmospheric conditions are favorable.
- **D.** snowflakes come in many different shapes and sizes.

Questions 14 and 15 ask about the preceding passage as a whole.

14. The writer is considering adding the following sentence to the essay:

> This growth can take the form of either branching (which forms stable, symmetrical shapes) or faceting (which forms unstable, complex shapes).

If the writer were to add this sentence, it would most logically be placed at Point:

F. A in Paragraph 1.
G. B in Paragraph 1.
H. C in Paragraph 2.
J. D in Paragraph 4.

15. Suppose the writer's primary purpose had been to offer an example of a discovery that changed the way scientists viewed the basic laws of chemistry. Would this essay accomplish that purpose?

A. Yes, because it describes how the observation of triangular snowflakes has led scientists to discover that their understanding of the basic laws of chemistry is flawed.
B. Yes, because it describes how scientists have applied the knowledge they've gained through studying snowflakes to other areas of chemistry.
C. No, because it focuses on how scientists are struggling to determine how triangular snowflakes are formed.
D. No, because it explains that triangular snowflakes appeared to, but don't actually, violate the basic laws of chemistry.

3-Digit by 1-Digit Division (A)

Name: _____ Date: _____

Calculate each quotient.

$5\overline{)843}$	$3\overline{)343}$	$2\overline{)734}$	$4\overline{)767}$
$3\overline{)882}$	$2\overline{)157}$	$8\overline{)283}$	$3\overline{)448}$

WEEK 11
Use R.A.C.E. Strategy for Math

Example:
Joshua has 32 donuts. He organizes them in boxes. Each box holds 12 donuts. How many boxes of donuts will Joshua have?

R (Restate the question) in your own words	Joshua will have ____ boxes of donuts.
A (Answer the question)	Joshua will have 3 boxes of donuts.
C (Cite the evidence)	I will determine how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). If I need part of a box I will round the solution up to the nearest whole number. 32 ÷ 12 = 2.666 Rounded up is 3
E (Explanation)	Joshua will have 3 boxes of donuts. I determined how many boxes of 12 are required to fit all the donuts by dividing the number of donuts (32) by the number that can fit in each box (12). Since I needed slightly more than two boxes, I rounded my solution to the nearest whole number.

WORD PROBLEMS

1. A photographer maintains her own darkroom for developing photos. She needs to mix 2 pints of a 5% acetic acid solution with a 10% solution to get a 7% solution. How many pints (calculated to the nearest tenth) of the 10% solution does she need?

2. A chemical solution contains 1% salt. How much salt is in 2.5ml of solution?

3. By definition an alloy is a mixture of metals. One alloy of brass is 30% copper and 70% zinc by weight and another alloy is 60% copper and 40% zinc. How many grams of each of these alloys must be melted and combined to obtain 300 grams of a brass that is 50% copper and 50% zinc?

TURN THE PAGE



QUESTION 1

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 2

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

QUESTION 3

R (Restate the question) in your own words	
A (Answer the question)	
C (Cite the evidence)	
E (Explanation)	

MAKE SURE THAT ALL YOUR WORK IS COMPLETED BEFORE YOU TURN IT IN.