RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date:** _____

Course: Algebra **Teacher:** E. Abernethy /B. Hammond

Teacher Office Hours: 10 – 12 **Teacher Email:** eabernethy@rhmail.org b.hammond@rhmail.org

Other form of contact if help is needed: zoom meetings 10:30 (unless meeting is canceled)

Instructions to complete the student packet:

Day 1	Review Factoring	**Day 8**	Solve trinomials by graphing notes - Edpuzzle
Day 2	Factoring test (Canvas)	**Day 9**	Solve Trinomials by graphing practice (WS or IXL)
Day 3	Solve by Factoring Notes – Edpuzzle	**Day 10**	Completing the Square Practice (WS or IXL)
Day 4	Solve by Factoring Practice (IXL or WS)	**Day 11**	Completing the Square Notes - Edpuzzle
Day 5	Quadratic Graphs Properties Notes – Edpuzzle	**Day 12**	EOC Review (questions 1-20)
Day 6	Quadratic Graphs Properties Practice	**Day 13**	EOC Review (questions (21-40)
Day 7	Parabola Project	**Day 14**	End of the year test – Mastery Connect

Instructions to submit work:
Submit each assignment on Canvas.

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name

A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill **Canvas:** https://rockhill.instructure.com/login/canvas

**** For more information on remote learning, please visit:**

RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or

RHS District website at: https://www.rock-hill.k12.sc.us/elearning

Factor

$6x^2 + 23x + 21$

A

$(4x - 3)(5x - 1)$

Factor

$15x^2 - 2x - 8$

B

$4(x + 2)(x + 3)$

Factor

$6x^2 - 9x - 6$

C

$6(x + 2)(x - 1)$

Factor

$20x^2 - 19x + 3$

D

$(x - 3)(2x + 5)$

Factor

$12x^2 - 11x + 2$

E

$(2x + 3)(3x + 7)$

Factor

$2x^2 - x - 15$

F

$(x - 6)(5x - 7)$

Factor

$3x^2 + 2x - 5$

G

$(5x - 4)(3x + 2)$

Factor

$3x^2 + 26x + 16$

H

$(2x + 5)(2x - 3)$

Factor

$5x^2 + 8x + 3$

I

$(3x - 2)(4x - 1)$

Factor

$6x^2 + 6x - 12$

J

$(x - 1)(3x + 5)$

Factor

$8x^2 - 30x + 25$

K

$(x + 1)(5x + 3)$

Factor

$2x^2 - 20x + 42$

L

$3(x - 2)(2x + 1)$

Factor

$4x^2 + 20x + 24$

M

$(4x - 5)(2x - 5)$

Factor

$5x^2 - 37x + 42$

N

$(3x + 2)(x + 8)$

Factor

$4x^2 + 4x - 15$

O

$2(x - 7)(x - 3)$

Scavenger Hunt Answer Sheet

Write the letter of the problem you start on in the first box. Solve the problem in the space provided. Find the answer to your problem and repeat.

Starting Letter	Letter	Letter
Letter	Letter	Letter
Letter	Letter	Letter
Letter	Letter	Letter
Letter	Letter	End Letter

Kuta Software - Infinite Algebra 1 Name_____

Solving Quadratic Equations by Factoring

Date_____ Period____

Solve each equation by factoring.

1) $(k+1)(k-5)=0$

2) $(a+1)(a+2)=0$

3) $(4k+5)(k+1)=0$

4) $(2m+3)(4m+3)=0$

5) $x^2-11x+19=-5$

6) $n^2+7n+15=5$

7) $n^2-10n+22=-2$

8) $n^2+3n-12=6$

9) $6n^2-18n-18=6$

10) $7r^2-14r=-7$

11) $n^2+8n=-15$

12) $5r^2-44r+120=-30+11r$

13) $-4k^2-8k-3=-3-5k^2$

14) $b^2+5b-35=3b$

15) $3r^2-16r-7=5$

16) $6b^2-13b+3=-3$

17) $7k^2-6k+3=3$

18) $35k^2-22k+7=4$

19) $7x^2+2x=0$

20) $10b^2=27b-18$

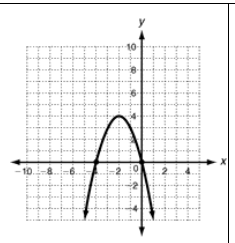
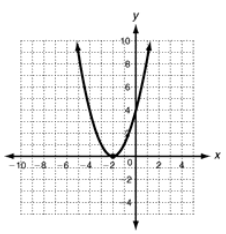
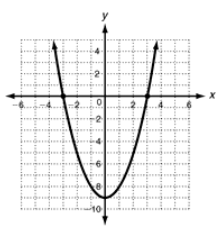
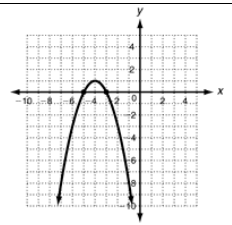
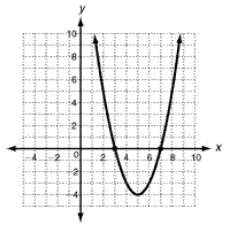
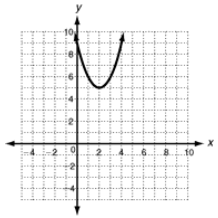
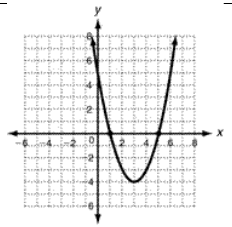
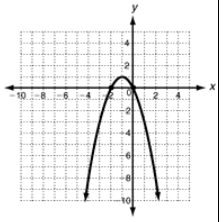
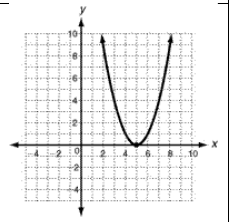
21) $8x^2+21=-59x$

22) $15a^2-3a=3-7a$

Algebra 1 8.2 Worksheet
Characteristics of Quadratic Functions

Name _____
Per ___ Date _____

Determine the value of the zeros, the equation of the axis of symmetry, the max or min value and the vertex.

1.  Zeros: Axis of symmetry: Max or Min: Vertex:	2.  Zeros: Axis of symmetry: Max or Min: Vertex:	3.  Zeros: Axis of symmetry: Max or Min: Vertex:
4.  Zeros: Axis of symmetry: Max or Min: Vertex:	5.  Zeros: Axis of symmetry: Max or Min: Vertex:	6.  Zeros: Axis of symmetry: Max or Min: Vertex:
7.  Zeros: Axis of symmetry: Max or Min: Vertex:	8.  Zeros: Axis of symmetry: Max or Min: Vertex:	9.  Zeros: Axis of symmetry: Max or Min: Vertex:

Calculate the vertex of the parabola using the equation.

10. $y = x^2 + 4x - 7$	11. $y = -x^2 + 8x + 16$	12. $y = 3x^2 - 6x - 2$
13. $y = -2x^2 - 8x - 3$	14. $y = 2x^2 + 4x + 1$	15. $y = -5x^2 + 10x + 3$
16. $y = 3x^2 - 18x + 1$	17. $y = x^2 + 10x - 7$	18. $y = -x^2 + 6x + 1$

Bonus: Find the vertex of $y = \frac{1}{2}x^2 + 2x$

Quadratic Equation Project

Parabolas All Around Us
Objective: Create a poster showing me that you understand how to apply what we've learned about quadratic to the world around us.

1. **Find a real-life image displaying a parabolic shape.**
   - I will provide provide a list of parabolic shapes of well-known places in the world and around the tri-state area. If you are not interested on any of the places I provide, find one that you find interesting. Make sure you inform me.
   - You will be doing research on the real-life parabola that you choose, I recommend you to pick something you find interesting.

2. **Create a quadratic function that models your image.**
   - Upload the image to Demos using the plus symbol on the upper left-hand side.
   - Each of you will be creating your own unique equation.
     A. Place the ends of your parabolic image on the x-axis. You can use the option center to move around your image.
     B. Graph your equation over the image using Desmos. Write the equation in vertex form, it will be easier to trace a parabola around the image you chose. ***The vertex and the y-intercept cannot be the same point.***
     C. After you are done finding your unique quadratic equation, find the following points of intersection: vertex, y-intercept, and zeros.
- Print your image with the graph on top of it (when the print page comes up, **make sure you are only printing one page.**)

3. **Create your poster.**
   I. Write the equation that you created at the top of the poster board. Make sure the equation is in **standard form.**
   II. Label the following points of interest on your graph. You may draw them by hand.
      - Vertex
      - Roots/zeros
      - Axis of Symmetry
      - Y-intercept
   III. Write the equation in vertex form. Copy down the equation you found on Desmos.
      - Be sure to write in complete sentences. "The vertex form of the equation is _____."
   IV. Put the equation in standard form.
      - Be sure to show all your work and use complete sentences. "The standard form of the equation is _____."
   V. Direction of opening section: You need a statement such as "The parabola of this equation opens _____ because _____."
   VI. Write the axis of symmetry.
      - You must include the formula that you use to find the axis of symmetry as well as all the work that you did to find your equation.
      - You must include a statement that says, "The axis of symmetry is _____."
   VII. Write the vertex
      - You must include all of the work that you did in order to find the vertex as well as a statement that says, "The vertex is located at (__,___)."
   VIII. Write the maximum or the minimum.
      - You must describe how you determine if the equation has a maximum or minimum value and what that value is. You include a statement that says, "The _____ value is ____."
   IX. Write the y-intercept.
      - You must describe how you found the y-intercept and include a statement that says "The y-intercept of this equation is _____."
   X. Write the discriminant.
      - The discriminant is used to determine how many and what type of solutions the quadratic equation has.
      - You must include your work and a explanation how you determine the number and type of solution. Also include the statement "There are ___ ___ solutions to this quadratic equation."
   XI. Write the Roots/Zeros.
      - There are two ways you can find the zeros of a quadratic equation by factoring and by using the quadratic formula. Since you are creating your own quadratic equation and your zeros are not always going to be whole numbers, we are only going to concentrate on the quadratic formula.
      - You must include the quadratic formula, your work and the statement that says, "The roots of this quadratic equation are (___, ___) and (___, __)."
   XII. Write a paragraph about the real life parabola you chose.
      - You must include where the item is located, and any interesting facts such as how long did it take to build or if it represents anything important in the place it is located.
      - Your paragraph must be at least 5 sentences long. Write this paragraph in your own words.
      - At the end of the paragraph include the link where you found the information. Even in math class we have to cite sources.

Project Due Date: _____

Hint: Check for GCF First!

- Axis of symmetry: $x = -\frac{b}{2a}$
- To find the vertex, you must plug in the x value found for the axis of symmetry into the original equation. Remember the vertex is a point.
- Quadratic Formula: $x = \frac{-b \pm \sqrt{b^2-4ac}}{2a}$
- Y-intercept: To find the y-intercept replace all of x's in the original equation with 0.
- Discriminant: $b^2 - 4ac$. If the discriminant is positive there are two real solutions, if it is a negative there are two imaginary solutions and if it is zeros there is one real solution.

Quadratic Equations Project Grading Rubric

Real Life Example

Description of Task	Possible Points	Points Earned
A real life example of a parabola pictured included.	5pts	
Label the points of interest on the picture (vertex, y-intercept, roots , and axis of symmetry)	5pts	

Poster Board/ Accuracy

Description of Task	Possible Points	Points Earned
The problem in standard form is written on top of the board.	5pts	
Vertex Form: The statement "The vertex form of the equation is __." • Equation in vertex form is included • The work needed to convert from vertex form to standard form included. • Work is accurate.	12pts	
Direction of Opening Section: "The parabola of this equation opens ___ because ____."	5 pts	
Axis of Symmetry Section: • The formula for the axis of symmetry is included. • The work needed to find the axis of symmetry is included. • Work accurate • The statement "The axis of symmetry is ___." Included.	12pts	
Vertex Section: • The work needed to find the vertex is included. • The statement "The vertex is located at (_ ,_)" • Work is accurate.	10pts	
Maximum/Minimum Section: • A description of how to find the y-intercept given the equation is included. • Work accurate and shown. • The statement "The y-intercept for this equation is (__, __)." is included.	10pts	
Roots/ Zeros Section: • The zeros are found using the Quadratic Formula. (Label Quadratic Formula then show work.) • Quadratic Formula is included. • The statement "The roots of this quadratic equation are (__, __) and (__, __)." is included.	12pts	
Research Section: • At LEAST 5 sentences are written. ➢ Complete sentences ➢ No grammar errors ➢ Location of the real-life parabola. • Citation at the end of the paragraph is included. • Link of the source is included.	12pts	

Organization

The poster is neat and eligible, with each section clearly labeled.	12pts	
Creative		
Total Points:	100 pts	

Real Life Parabolas

Real Life Parabola	Student
1. Verrazano Bridge	
2. George Washington Bridge	
3. Bayonne Bridge	
4. Brooklyn Bridge	
5. Washington Square Park Memorial	
6. St. Louis Arch (Gateway Arch)	
7. Entertainment Restaurant Los Angeles, California	
8. Pennybacker Bridge Austin, Texas	
9. Golden Gate Bridge San Francisco, California	
10. The Kauffman Center for the Performing Arts Kansas City Missouri	
11. Sydney Opera House	
12. L'Oceanografic , Spain	
13. Sydney Harbor Bridge, Australia	
14. Roman Aqueducts	
15. Shenyang Hun River Ribbon Bridge China	
16. Zhivopisny Bridge, Russia	
17. Guanzhou Bridge, China	
18. Infinity Bridge, United Kingdom	
19. Tara Bridge, Montenegro	
20. Moon Bridge Taipei	
21. Devil's Bridge, Italy	
22. Regatta Arch Hotel Indonesia	
23. Burj Kalifa Dubai	
24. Eiffel Tower, France	
25.	
26.	
27.	

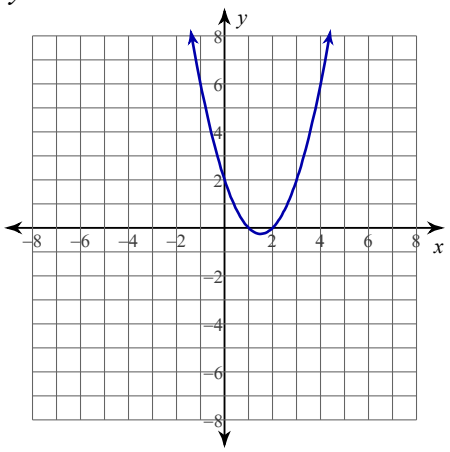
Secondary II- Unit 3 Name_____

Lesson 2- Solving Quadratics by Graphing

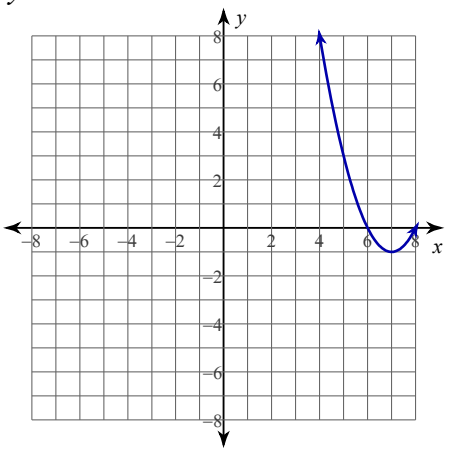
Date_____ Period____

Solve each equation by using the given graph.

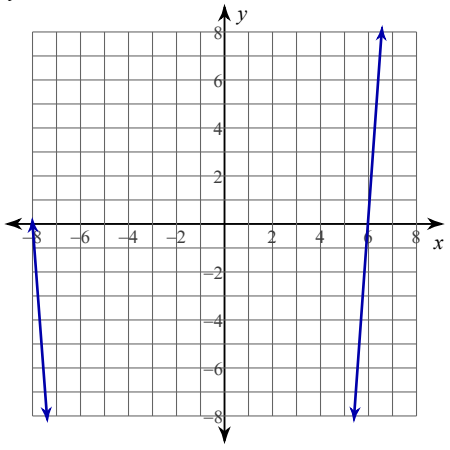
1) $y = x^2 - 3x + 2$



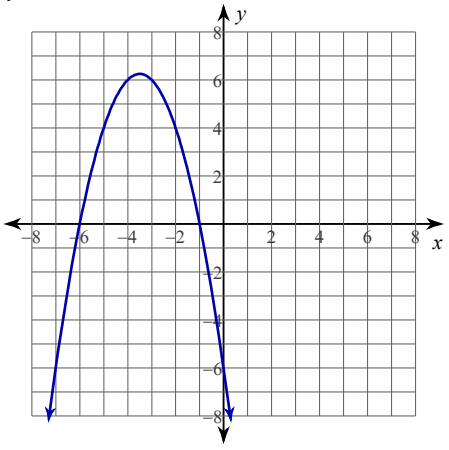
2) $y = x^2 - 14x + 48$



3) $y = x^2 + 2x - 48$



4) $y = -x^2 - 7x - 6$



Solve each equation by graphing by hand.

5) $k^2 - 11k + 24 = 0$

6) $x^2 - 5x - 14 = 0$

7) $n^2 - n - 30 = 0$

8) $a^2 - 7a = 0$

9) $x^2 - 11x + 19 = -5$

10) $m^2 - 5m + 4 = -2$

11) $x^2 + x - 52 = 4$

12) $n^2 + 3 = 4$

Solve each equation by using a graphing utility.

13) $5p^2 - 18p - 27 = 8$

14) $6n^2 + 11n + 2 = 4$

15) $2x^2 - 5x - 8 = -8$

16) $6b^2 + 5b - 27 = -6$

17) $2n^2 - 3n = 2$

18) $11r^2 - 7r + 5 = 8r^2 + 5$

19) $7x^2 - 30 = -37x$

20) $7b^2 + 33b - 30 = 4b$

Kuta Software - Infinite Algebra 2 Name_____

Solving Quadratic Equations By Completing the Square Date_____ Period____

Solve each equation by completing the square.

1) $p^2 + 14p - 38 = 0$

2) $v^2 + 6v - 59 = 0$

3) $a^2 + 14a - 51 = 0$

4) $x^2 - 12x + 11 = 0$

5) $x^2 + 6x + 8 = 0$

6) $n^2 - 2n - 3 = 0$

7) $x^2 + 14x - 15 = 0$

8) $k^2 - 12k + 23 = 0$

9) $r^2 - 4r - 91 = 7$

10) $x^2 - 10x + 26 = 8$

11) $k^2 - 4k + 1 = -5$

12) $b^2 + 2b = -20$

13) $v^2 - 6v = -91$

14) $n^2 = 18n + 40$

15) $5k^2 = 60 - 20k$

16) $6x^2 - 48 = -12x$

17) $8x^2 + 16x = 42$

18) $9n^2 + 79 = -18n$

19) $2a^2 = -6 + 8a$

20) $2x^2 - 5x + 67 = 0$

21) $4n^2 + 4n + 36 = 0$

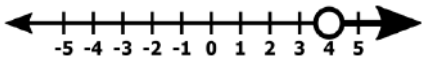
22) $7k^2 - 16k + 100 = 0$

23) $10p^2 + 4p + 77 = 9$

24) $3x^2 = -4 + 8x$

Question #1
Carmen earns $7.50 an hour, plus tips, as a waitress. Suppose she works 24 hours in one week. How much money in tips (x) must Carmen receive to earn more than $250 that week?
A. x > $20
B. x > $60
C. x > $70
D. x > $120

Question #2
Which number line best represents the solution of the inequality shown? $\frac{7x}{2} - 5 < 9$
A



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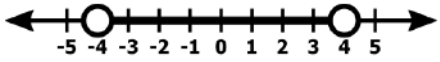

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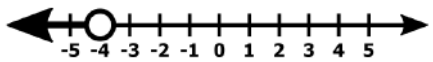

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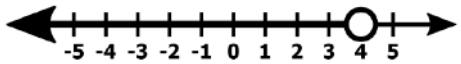


Question #3
Emma solved an inequality using the steps shown.

Given 3x-4(x+8)-6>30
Step 1 3x-4(x+8)-6>30
Step 2 -1x-38>30
Step 3 -1x>68
Step 4 x>-68

Which step contains Emma's first mistake?

A. Step 1
B. Step 2
C. Step 3
D. Step 4

Question #4
Olivia is considering two phone plans. Plan A charges $20 per month plus $0.05 per minute. Plan B charges $15 per month plus $0.10 per minute.
How many minutes can Olivia talk so that both plans will cost the same amount?

A. 33.33 minutes
B. 70 minutes
C. 100 minutes
D. 233.33 minutes

Question #5
What is the solution to the system represented by the equations given?
$y = 3x + 3$
$y = -x - 3$

A. (1.5, 1.5)
B. (-1.5, -1.5)
C. (-1.5, 1.5)
D. (1.5, -1.5)

Question #6
Which expression is equivalent to $x^2 + x(x - 5)^2$?
A. $x^3 - 9x^2 + 25x$
B. $x^3 - 9x^2 - 25x$
C. $x^3 - 11x^2 - 25x$
D. $x^3 - 11x^2 + 25x$

Question #7
Christine's parents gave her $70 to spend at the Topsfield Fair. She spent $10 on flowers and needs to buy vases. Each antique flower vase at the fair costs $3.
Which represents the number of antique flower vases Christine can buy?

A. at least 20 vases
B. at the most 20 vases
C. exactly 20 vases
D. at the most 1 vase

Question #8
A piece of Plexiglas has a width which is 5 centimeters shorter than its length. What represents the area of the Plexiglas, in terms of its length (L)?

A. L (L + 5)
B. L (L – 5)
C. L (5 - L)
D. $L^2 - 5$

Question #9
Shanta's cell phone company charges her $45 a month plus $0.25 for each text she uses over 250. How can Shanta represent the cost of her cell phone bill for any month assuming that she uses over 250 texts?
A. $C = 45 + 0.25t$
B. $C = 45 + 0.25(t + 250)$
C. $C = 45 + 0.25(t - 250)$
D. $C = 45t + 0.25$

Question #10
Tim's exam grade in history varies directly with the number of hours that he studies. He studied 4 hours for the first exam and his grade was 60.
What grade will he get if he studies 5 hours for the next exam?

A. 48
B. 50
C. 75
D. 80

Question #11
The formula for the volume of a rectangular prism is $V = lwh$. What is the formula when solved for w?

A. $w = \frac{V}{lh}$
B. $w = \frac{lh}{V}$
C. $w = \frac{Vl}{h}$
D. $w = \frac{Vw}{l}$

Question #12
What is the value of x in the equation $x^2 + 3x = 4$?

A. $x = -4$ and $x = -1$
B. $x = -4$ and $x = 1$
C. $x = -1$ and $x = 4$
D. $x = 1$ and $x = 4$

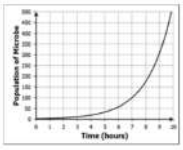
Question #13
If $f(x) = (x + 5)(x - 7)$, which are the x-intercepts for the graph of $f(x)$?

A. $x = -7, x = -5$
B. $x = -7, x = 5$
C. $x = 7, x = -5$
D. $x = 7, x = 5$

Question #14
Two equations are given.
y = -8x + 56
2x + 2y = 56
Which ordered pair will satisfy both equations?

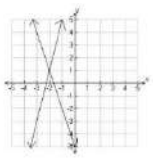
A. (-4, -24)
B. (-2, -12)
C. (2, 12)
D. (4, 24)

Question #15
A microbiologist is studying a microbe population and finds that the population growth follows the exponential model shown in the graph.
What is the approximate population after 9 hours?



A. 50
B. 100
C. 300
D. 500

Question #16
Below is a graph of a system of linear equations.
What is the solution of the system?

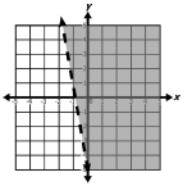


A. (-3, 4)
B. (-2, 1)
C. (-1, 5)
D. (1, -2)

Question #17
Consider the system of equations shown.
$y = 9x - 15$
$3x + 2y = 12$
Which point represents the solution to the system of equations?

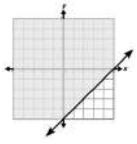
A. (-13, -2)
B. (-2, 13)
C. (2, 3)
D. (3, 2)

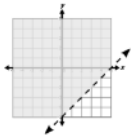
Question #18
Which choice represents the correct inequality for this graph?

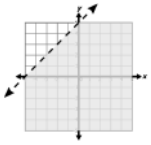


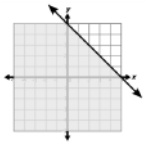
A. $y > -3x - 5$
B. $y < -3x - 5$
C. $y \leq 3x - 5$
D. $y \geq 3x - 5$

Question #19
Which graph represents the solution set of the inequality $x + y \leq 5$?

A.


B.


C.


D.


Question #20
What is the degree of the monomial $3x^2y^6$?
A. 3
B. 6
C. 8
D. 11

Question #21
Consider the quadratic equation shown. $y = x^2 + 5x + 6$
What is (are) the coefficient(s) of the equation?

A. 1 only
B. 1 and 5
C. 1, 5, and 6
D. 5 only

Question #22
If $64x^3 - y^3$ is factored completely, what will one of the factors be?

A. $4x + y$
B. $4x - y$
C. $16x^2 + 4xy - y^2$
D. $16x^2 - 4xy - y^2$

Question #23
Which expression is equivalent to $m^2 - 4m - 32$?

A. $(m + 2)(m + 16)$
B. $(m - 4)(m + 8)$
C. $(m + 4)(m - 8)$
D. $(m - 2)(m - 8)$

Question #24
Both expressions can be factored.
$x^2 - 4x - 12$
$x^2 - 11x + 30$
Which expression below is a factor of both expressions?

A. x + 6
B. x- 6
C. x + 2
D. x- 2

Question #25
A quadratic function is given. $y=x^2+6x+5$
What are the zeros of the function?

A. -5 and -1
B. 5 and 1
C. 2 and 3
D. -2 and -3

Question #26
Given the function $g(x)=3^x$, what happens when you graph the function $g(x + 4)$?

A. There is a horizontal shift of 4 units to the right.
B. There is a horizontal shift of 4 units to the left.
C. There is a vertical shift of 4 units up.
D. There is a vertical shift of 4 units down.

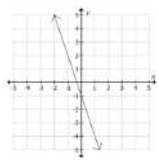
Question #27
A function includes ordered pairs (-2, 3), (0, -1), (1, 0), (3, 8), and (5, 24). Which point could not be the part of this function?

A. (-1, 0)
B. (1, 3)
C. (4, 15)
D. (6, 35)

Question #28
What is f(2) for the function $f(x) = 2x^2 + 6x - 5$?

A. 9
B. 11
C. 15
D. 25

Question #29
A function is graphed in the coordinate grid.
What is the value of x when the value of the function is f (x) = -4?



A. -3
B. 0
C. 1
D. 5

Question #30
Which function when graphed would include the point (4, 81)?

A. $f(x) = 3x$
B. $f(x) = 3x^2$
C. $f(x) = 3^x$
D. $f(x) = x^3$

Question #31
The cost to build *x* laptop computers is represented by the function *C*(x).The money earned from selling those laptops is represented by the function *E*(x). If $C(6) = 300$ and $E(6) = 2,100$, which statement(s) is (are) true?

A. Three hundred laptops cost $6 each to make.
B. Six laptops cost $300 to make.
C. Six laptops cost $2,100 to make.
D. The sale of 2,100 laptops earns $6 each.

Question #32
Which statement *best* describes the meaning of $f(x - 1) = 2x - 2$?
A. The input is double the output.
B. The output is double the input.
C. The output is half the input.
D. The relationship between input and output cannot be determined.

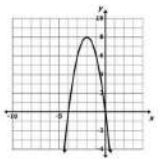
Question #33
If the graph of $y = ax^2 + bx + c$ does not intersect the x -axis, then what is true about the roots?

A. Both are real roots.
B. Both are imaginary roots.
C. One is a real root, and one is irrational.
D. One is a real root, and one is rational.

Question #34
A textile company found that its monthly profit, *P*, is given by this equation. $P = -6x^2 + 36x - 84$
In the equation, x is the selling price for each unit of the fabric. What is the best estimate of the maximum price per unit that the company can charge without losing money?

A. $5
B. $9
C. $120
D. $250

Question #35
Use the graph of $f(x) = -8x - 2x$ to answer the question.
Is $f(x)$ greater than zero, less than zero, or equal to zero for $x < -4$?



A. $f(x) > 0$
B. $f(x) < 0$
C. $f(x) = 0$

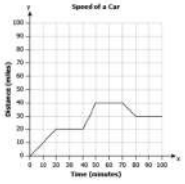
D. Cannot be determined

Question #36
Diego is interested in buying a particular piece of property which has been on the market for several years. He is keeping track of the advertised price, as shown in the table. Diego plots the data on a coordinate grid where the x -axis represents the year, and the y -axis represents the advertised price. What does the average decrease, in price per year, correspond to on Diego's graph?

Year	Price
2006	$185,000
2008	$160,000
2010	$135,000

A. the y -intercept of the graph
B. the x -intercept of the graph
C. the beginning value of the graph
D. the slope of the graph

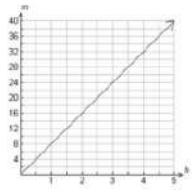
Question #37
The graph below shows the speed of a car at different intervals of time.
At what interval of time is the function increasing?



A. (0, 20) and (40, 50)
B. (0, 20) and (70, 80)
C. (20, 40) and (50, 70)
D. (20, 40) and (80, 100)

Question #38
Henry's cell phone plan gives him 60 minutes of free talk time every month, and he is charged $0.20 per minute for calls beyond that. The base rate Henry pays on this plan is $20 per month. Let t be the time, in minutes, he spends on calls in a month.
Which inequality represents the time Henry can spend on calls in a month if he wants to maintain a monthly bill of $40?
A. $0 < t \leq 60$
B. $0 < t \leq 80$
C. $0 < t \leq 100$
D. $0 < t \leq 160$

Question #39
The graph shows the amount of money (m) Shauna is paid for working (h) hours.
What is Shauna's hourly pay rate?



A. $8 per hour
B. $10 per hour
C. $12 per hour
D. $16 per hour

Question #40
The table shows the average height of an Arabian foal (baby horse) at different ages.
What is the average rate of change in height of a foal from 3 to 6 months?

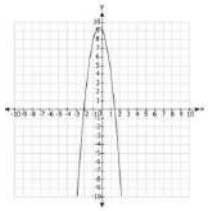
Age (months)	Height (inches)
0	42
3	51
6	56
9	61
12	62

A. $1\frac{2}{3}$ inches per month
B. 4 inches per month
C. $9\frac{1}{3}$ inches per month
D. 10 inches per month

Question #41
When completing the square to solve this quadratic, what term must be added to both sides of the equation in order to create the perfect square trinomial? $z^2 - 8z + 2 = 11$

A. 16
B. 4
C. -4
D. -16

Question #42
The function $f(x)$ is listed and the graph of the function $g(x)$ is shown. Which of these statements is true?
$f(x) = -x^2 - 2x + 10$



A. $f(x)$ has a maximum value closer to the x -axis.
B. $g(x)$ has a maximum value closer to the x -axis.
C. $f(x)$ has a minimum value closer to the x -axis.
D. $g(x)$ has a minimum value closer to the x -axis.

Question #43
Twin sisters, Nydea and Zakeya, decide to save for college. Both deposit $200 into 2 different savings accounts. Nydea's investment is modeled by the exponential equation $A(t) = 200(1.08)^t$, where $A(t)$ represents the amount of investment after t years. Zakeya's investment is represented by the table.

Time (years)	0	1	2	3	4
Investment ($)	200	210	220.50	231.53	243.11

What is the difference in the percent of increase at which the twins' investments grow?

A. 3%
B. 4%
C. 5%
D. 8%

Question #44
Two functions are represented in the tables.

x	1	2	3	4
y	5	9	13	17

x	1	2	3	4
y	1	4	16	64

Which description *best* matches the functions?

A. Function 1 is exponential, while Function 2 is linear.
B. Function 1 is linear, while Function 2 is exponential.
C. Both functions are exponential.
D. Both functions are linear.

Question #45
The table shows a relationship between x and y values.

x	**y**
0	0.25
1	1
4	64
5	256

What is an exponential function for the table in $y = ab^x$ form?

A. $y = 4(0.25)^x$
B. $y = 4(1.25)^x$
C. $y = 0.25(4)^x$
D. $y = 1.25(4)^x$

Question #46
The graph shows the salary comparison of Miguel and Christian, who both work after school washing cars.
Miguel's earnings are defined by the function f(x), and Christian's earnings are defined by the function g(x), where x is the total number of hours worked.
After how many hours do Miguel's earnings exceed those of Christian?

A. after 1 hour
B. after 1.5 hours
C. after 2 hours
D. after 2.5 hours

Question #47
The cost of picking strawberries from Berry Nice Farms can be modeled by the function f (x) = 3 + 5x, where (x) represents the number of pounds of strawberries picked. What does the number 5 most likely represent about the cost of picking strawberries at Berry Nice Farms?

A. the maximum number of buckets of strawberries that can be picked
B. the number of hours it will take to pick strawberries
C. the flat fee charged for picking strawberries
D. the price per pound for strawberries

Question #48
Sam builds a model for a 120 meter tall building. The height of the model is 60 cm.
What is the scale of the model Sam built?

A. 1 cm = 3 m
B. 1 cm = 4 m
C. 1.5 cm = 3 m
D. 2.5 cm = 4 m

Question #49
Edward buys a carton of apples and measures the weight of 10 apples to be 3.80 pounds.
What is the greatest possible error for the measurement of the weight of 10 apples?

A. .05 pound
B. .005 pound
C. 1 pound
D. 10 pounds

Question #50
Which of these measures is the most precise?

A. 44.4 mm
B. 44 mm
C. 44.4 cm
D. 44 cm

Question #51
Which of these has the same root index as $\sqrt[3]{5}$?
A. $8^{\frac{3}{2}}$
B. $3^{\frac{1}{2}}$
C. $9^{\frac{1}{5}}$
D. $12^{\frac{1}{3}}$

Question #52
Which statement explains why $(27)^{\frac{1}{3}} = 3$?

A. $27 \div 3 = 9$, and $(9)^{\frac{1}{3}} = 3$
B. $(27)^{\frac{1}{3}} = (3^3)^{\frac{1}{3}} = 3^{3\times\frac{1}{3}} = 3^1$
C. Since the exponent is a fraction with denominator 3, the result is 3.
D. Because the exponent is fractional, the expression $(27)^{\frac{1}{3}}$ is equivalent to $\frac{1}{\sqrt[3]{27}} = 3$.

Question #53
Which expression is equivalent to $\sqrt{10}(-\sqrt{2} - 2\sqrt{10})$?
A. $2\sqrt{5} + 5$
B. $-3\sqrt{5} + 20$
C. $10 + 4\sqrt{3}$
D. $-2\sqrt{5} - 20$

Question #54
Which is equivalent to 3^{4x}?
A. $3^4 + 3^x$
B. $3^4 \times 3^x$
C. 12^x
D. 81^x

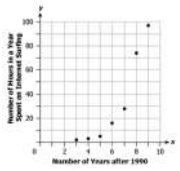
Question #55
If the sum of two numbers, *n* and *m*, is rational, which statement is true?

A. Both *n* and *m* may be rational but do not have to be.
B. Both *n* and *m* must be rational.
C. Both *n* and *m* must be irrational.
D. One number is rational, and the other is irrational.

Question #56
Which *best* describes $\frac{3}{2} \times \pi$ simplified, and why?

A. The simplified value is irrational because the product of a rational number and a non-zero irrational number is always irrational.
B. The simplified value is irrational because the sum of a rational number and an irrational number is always irrational.
C. The simplified value is rational because the product of a rational number and a non-zero irrational number is always rational.
D. The simplified value is rational because the sum of a rational number and an irrational number is always rational.

Question #57
The plot shows the number of hours in a year an average person spent surfing the Internet (*S*) from 1993 to 1999, where *n* is the number of years since 1990.
Which model *best* fits the data?



A. A linear model; the plot resembles a line with a positive slope where, as *n* increases, the values of *S* also increase.
B. An exponential model; the smaller values of *n* correspond to nearly constant values of *S*, and the large values of *n* correspond to the large values of *S*.
C. A linear model; the smaller values of *n* correspond to small values of *S*, and the larger values of *n* correspond to a rapid decrease in the values of *S*.
D. An exponential model; the plot shows that the number of hours spent on the Internet is decreasing as the number of years increases.

Question #58
Amy and John compared their scores in five different pop quizzes each scored out of a total of 10 points in the table shown. Compute the correlation coefficient between their scores.

Amy's Scores	John's Scores
5	7
4	3
8	8
6	7
6	5

A. -0.76
B. -0.15
C. 0.15
D. 0.76

Question #59
Julie wants to see if studying more for a test improved grades. So she got her classmates to write down how much they studied for a test and correlated it to the results on the test. The correlation was calculated to be 0.80.
What can Julie say about the relationship between time spent studying and grades on a test?

A. There is a weak correlation and thus time spent studying probably has little to do with the grade and is not the cause.
B. There is a strong correlation and thus we can conclude time spent studying must decrease the score on a test.
C. There is a strong correlation and thus we can conclude that the amount of time spent on a test is the reason for the variation of scores.
D. There is a strong correlation between time spent studying and grades. Although the relationship is strong, since we didn't control for other variables we cannot conclude that is the reason for the variation of scores.

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date:** _____

Course: English 1 **Teacher:** Mondo/Bennett

Teacher Office Hours: 10:00-12:00 daily **Teacher Email:** kmondo@rhmail.org; abennett@rhamil.org

****Instructions to complete the student packet:**

Schedule of Activities Act 3 Questions are in the previous packet.

****Instructions to submit work (paper copies)**

From a phone, use your NOTES APP, click:

- Scan documents
- Keep scan
- Save
- Then in upper right corner click the send arrow pointed up
- Send as a message by clicking on the green message button like a text to me at 704-208-8391

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name

A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill **Canvas:** https://rockhill.instructure.com/login/canvas

**** For more information on remote learning, please visit:**

RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 RHS District website at: https://www.rock-hill.k12.sc.us/elearning

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Round 4 of Remote Learning: May 6-8, 2020

Test*: Romeo and Juliet* Act 1 & Act 2

Log into canvas and take the Test for Acts 1-2.

****

May 11-13th, 2020

1. Log in to canvas and complete the questions in the Quiz section.
2. Complete the following writings and submit into the text box for today's assignment.

Romeo and Juliet: Act 3 Scenes 1–2

Write:

You are Mercutio. Write your thoughts when you hear Romeo saying to Tybalt 'I love you better than you can imagine.'

Write.

Benvolio lies to the Prince when he explains to him who started the fight. You are Benvolio. Write a note to the Prince, but this time tell the truth.

****

***Romeo and Juliet* Act 4 Questions**
May 14th-15th, 2020

Powerpoint Review (See attached activity)

****

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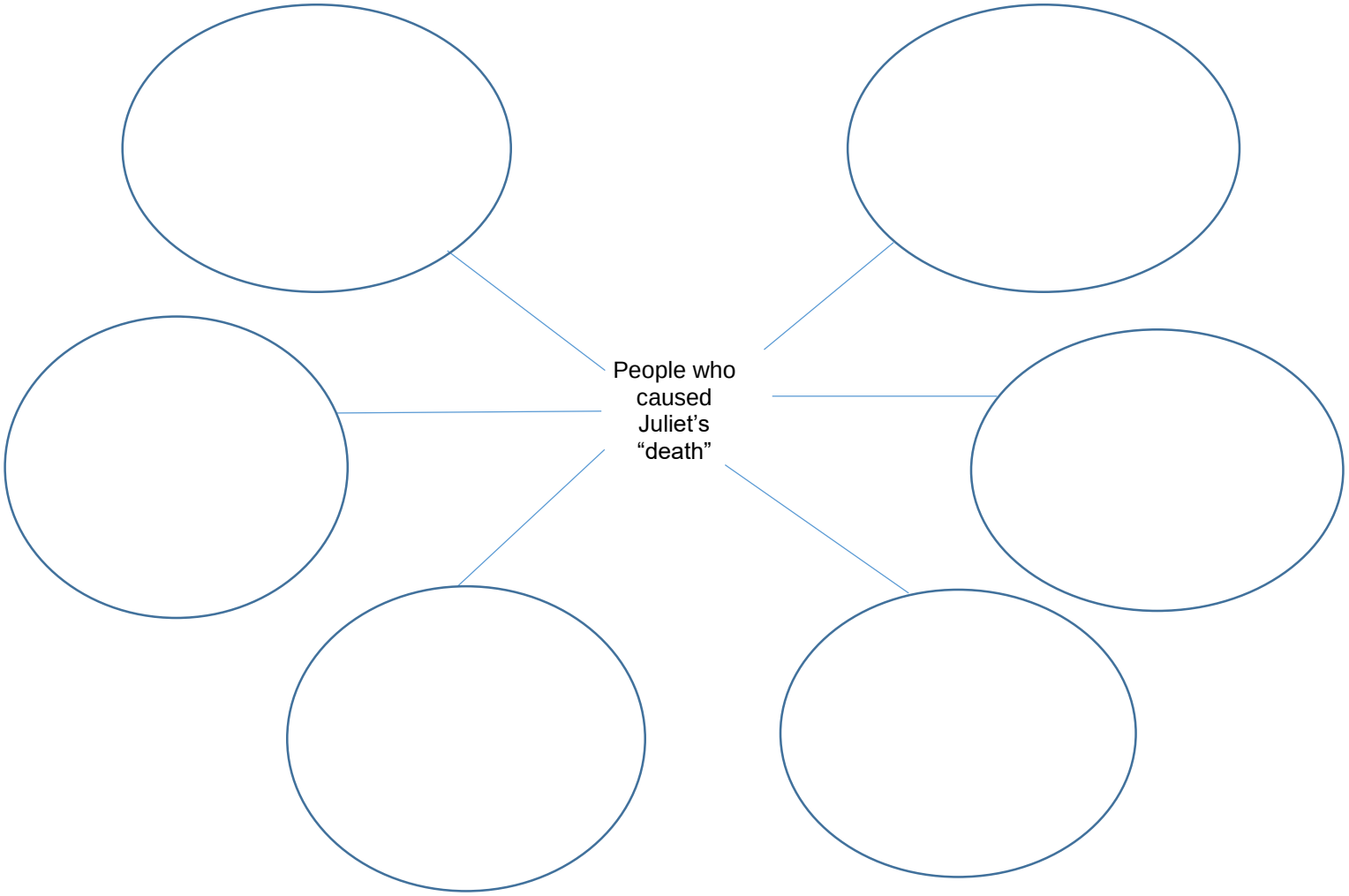
***Romeo and Juliet* Act 5 Juliet's Death**
May 18th-19th

Who is responsible for Juliet's "death"?

Many characters contributed to Juliet's decision to fake her own death. In the empty circles list characters who might have been responsible for Juliet's drastic choice and **tell why you think so**. Draw more lines and circles branching off the character circles to give support for your answers.



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May 20th-21st ***Romeo and Juliet – Act 5 Review Activity***

Scene 1

Romeo hopes that Balthasar has a letter from Friar Laurence. Balthasar tells Romeo that Juliet is dead. Romeo decides to kill himself. Romeo buys poison from an apothecary.

Scene 2

Friar John explains that he was unable to deliver Friar Laurence's letter to Romeo. Friar Laurence recognizes the danger in Romeo not receiving the letter. He decides to go to the tomb to be with Juliet when she wakes up.

Scene 3

Paris spreads flowers outside the Capulets' tomb. His page hears someone coming, so Paris hides. Romeo arrives with Balthasar. Romeo tells Balthasar to leave. Instead Balthasar, suspicious of Romeo's intentions, hides outside the tomb. Paris sees Romeo open the tomb. They fight and Romeo kills Paris. Romeo admires Juliet, still beautiful, even in death. Then he kills himself with the poison bought from the apothecary. Friar Laurence arrives. He learns from Balthasar that Romeo is in the tomb. Friar Laurence finds the bodies of Romeo and Paris. Juliet awakens and the Friar tells her that Romeo is dead. Juliet stabs herself with Romeo's dagger. Watchmen arrive and find the bodies in the tomb. They detain Balthasar and the Friar. The Prince and the Capulets arrive, followed shortly by Montague. Lady Montague is dead. Friar Laurence explains what happened. Capulet and Montague make peace. They each promise to build a gold statue in memory of the other's child.

Romeo and Juliet – Act 5: Fill in the blanks to complete the summary.

Scene 1

Romeo hopes that Balthasar has a _____ from Friar _____. _____ tells Romeo that Juliet is ____. _____ decides to kill himself. Romeo buys _____ from an _____.

Romeo, letter, dead, Laurence, poison, Balthasar, apothecary

Scene 2

Friar ____ explains that he was _____ to deliver Friar Laurence's letter to _____. Friar Laurence recognises the danger in Romeo not receiving the _____. He _____ to go to the ____ to be with _____ when she wakes up.

Romeo, letter, John, decides, unable, Juliet, tomb

Scene 3

Paris spreads _____ outside the Capulets' ____. His page hears someone coming, so Paris _____. _____ arrives with Balthasar. Romeo tells Balthasar to l____. Instead _____, suspicious of Romeo's intentions, hides outside the tomb. _____ sees Romeo open the tomb. They fight and Romeo _____ Paris. Romeo admires Juliet, still _____, even in death. Then he kills himself with the _____ bought from the apothecary. Friar _____ arrives. He learns from Balthasar that Romeo is in the tomb. Friar Laurence finds the _____ of Romeo and Paris. _____ awakens and the _____ tells her that Romeo is dead. Juliet stabs herself with Romeo's _____. _____ arrive and find the bodies in the tomb. They _____ Balthasar and the Friar. The _____ and the Capulets arrive, followed shortly by _____. Lady Montague is _____. Friar Laurence _____ what happened. _____ and Montague make peace. They each promise to build a gold _____ in memory of the other's child.

Romeo, poison, statue, Montague, dead, flowers, Paris, kills, bodies, dagger, Friar, explains, Capulet, leave, tomb, Balthasar, Juliet, Watchmen, beautiful, Laurence, detain, Prince, hides

********** **May 25-26th, 2020** **********

***Test: Romeo and Juliet* Act 5 Test** Log in to canvas and complete the test for Acts 3-5.

Act 4

Romeo and Juliet

Act 4 Scene 1 Summary

- Juliet arrives at the Friar's cell. After a brief conversation with Paris, she asks the Friar for help.
- Seeing how desperate Juliet is, the Friar suggests a plan. Juliet is to take a potion which will make it appear as though she is dead. She will be laid in the Capulet tomb, the Friar will write to Romeo, who can then come and collect her secretly. She eagerly agrees.

The Plan!

JULIET O shut the door! and when thou hast done so,
Come weep with me; past hope, past cure, past help!

FR. LAWRENCE Ah, Juliet, I already know thy grief;
It strains me past the compass of my wits:
I hear thou must, and nothing may prorogue it,
On Thursday next be married to this county.

JULIET Tell me not, friar, that thou hear'st of this,
Unless thou tell me how I may prevent it:
If, in thy wisdom, thou canst give no help,
Do thou but call my resolution wise,
And with this knife I'll help it presently.
God join'd my heart and Romeo's, thou our hands;
And ere this hand, by thee to Romeo seal'd,
Shall be the label to another deed,
Or my true heart with treacherous revolt
Turn to another, this shall slay them both:
Therefore, out of thy long-experienced time,
Give me some present counsel, or, behold,
'Twixt my extremes and me this bloody knife
Shall play the umpire, arbitrating that
Which the commission of thy years and art
Could to no issue of true honour bring.
Be not so long to speak; I long to die,
If what thou speak'st speak not of remedy.

What do you learn about the character of Juliet?
Use evidence to support your response

We know from the prologue that there will be no happy ending ☹

Hands up! What could go wrong with the Friar's plan?

What are the strengths and weaknesses of the Friar's plan?

How far is he protecting himself, do you think?

Strengths	Weaknesses
▪ ▪ ▪	• • •

'Rather than marry Paris'

List 6 things Juliet would rather do instead of marrying Paris

1.
2.
3.
4.
5.
6.

Act 4 Scene 2 Summary

- Juliet returns home and tells her father that she has seen the Friar and is now sorry for her disobedience.
- Capulet excitedly gives instructions that the wedding will now take place the following day and goes to inform Paris.

twitter

- Write a tweet that Paris may have written, upon hearing about the wedding, if Twitter was around in Elizabethan times.
- Show his feeling/emotion
- 140 characters or less
- Include a hashtag!

Act 4 Scene 3 Summary

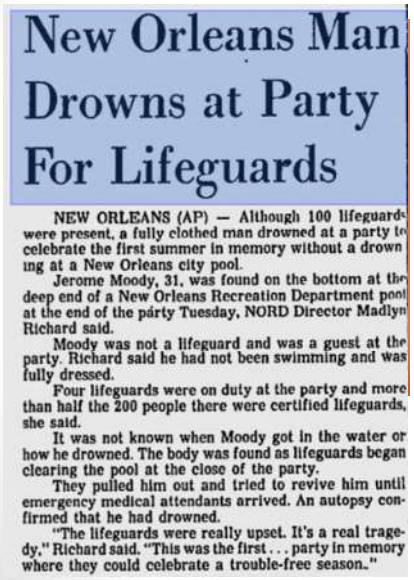
- Juliet prepares for bed and says goodnight to her mother and the Nurse.
- Juliet overcomes her fears and drinks the potion.

Act 4 Scene 4 Summary

- Early next morning the household is busy preparing for the wedding when music is heard outside: Paris has arrived to take Juliet to church.

Dramatic Irony

Irony



New Orleans Man Drowns at Party For Lifeguards

NEW ORLEANS (AP) — Although 100 lifeguards were present, a fully clothed man drowned at a party to celebrate the first summer in memory without a drowning at a New Orleans city pool.

Jerome Moody, 31, was found on the bottom at the deep end of a New Orleans Recreation Department pool at the end of the party Tuesday, NORD Director Madlyn Richard said.

Moody was not a lifeguard and was a guest at the party. Richard said he had not been swimming and was fully dressed.

Four lifeguards were on duty at the party and more than half the 200 people there were certified lifeguards, she said.

It was not known when Moody got in the water or how he drowned. The body was found as lifeguards began clearing the pool at the close of the party.

They pulled him out and tried to revive him until emergency medical attendants arrived. An autopsy confirmed that he had drowned.

"The lifeguards were really upset. It's a real tragedy," Richard said. "This was the first . . . party in memory where they could celebrate a trouble-free season."

- **Dramatic Irony** is when the audience understands more about the events than a character on stage.
- How do we see dramatic irony in this scene? (Act 4 Scene 4)
- What effect does it have on the viewer?
- Where else in the play have we seen dramatic irony?

Act 4 Scene 5 Summary

- When the Nurse goes to wake Juliet, she finds her apparently dead.
- Paris and the Friar enter to find the Capulets grief-stricken over Juliet's death.
- As the family go off to prepare for a funeral, Peter jokes with the musicians.

Grieving for Juliet

In this scene we learn that Lord Capulet and Lady Capulet really loved Juliet. Find quotes from the scene to prove this. (At least 2)

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date: _May 6-26, 2020 Round 4**

Course: 8th grade Science_____ **Teacher:** ____Ann Clamp and Jewell Reynolds__

Teacher Office Hours: ___10:00 - noon_____ **Teacher Email:** aclamp@rhmail.org__and Jreynolds@rhmail.org____
Other form of contact if help is needed: __803-367-1184 Clamp's cell_803-374-3675_____
Instructions to complete the student packet:

1. **May 4 – makeup day**
2. **May 5 – Library Guidance**
3. **May 6 define: extinction, adaptation, natural selection, species variation, Geologic Time Scale, evolution**
4. **May 7 - Do Law of Superposition and Cross-cutting worksheet.**
5. **May 8 – define types of fossils: mold, cast, carbonized, petrified, trace, preserved**

6.Monday, May 11, 2020 – Research and make a list of 10 extinct species that YOU are interested in studying about. Then circle the species you finally picked. Submit this.

7. Tuesday, May 12, 2020 – You must tell me the reason or multiple reasons why your species became extinct. Then you have to tell me if it was a Man Made reason or a Natural Reason. Example: If species X died because it had slow reproduction and man hunted it a lot. You would list the reasons for extinction as: Low Reproduction = Natural and Over Hunted = Man Made. Submit this today.

8.Wednesday, May 13, 2020 – Research YOUR species you picked and find the following information. Write it up and submit it today. A. Food – what did your species eat B. Environment – did your animal live in the ocean, a desert, mountains, prairie, swamps, fresh water, etc… C. Locomotion – how did your animal move? Did it have flippers, fins, tentacles? Did it walk on two or four legs? Did it slither or fly? Or any other way it moved.

9.Thursday, May 14, 2020 – Research YOUR species you picked and find A. Age – when it lived or when it became extinct, what era or period was it on earth, how many millions of years ago did it live or become extinct? Something about when it lived on earth or became extinct. B. Behavior – was your species aggressive, docile, territorial, a hunter, a scavenger, a gentle grazer, violent, or calm? Did it live as a group or as a family or was it a loaner? Submit this information today.

10.Friday, May 15, 2020 – Research YOUR species and find A. How did your animal Reproduce – did it lay eggs, or give birth live, did it take care of its young or leave it to survive on its own, did it only reproduce every 2 years or multiple times a year. Did it give birth to many babies or only one? B. What type of species is your animal: reptile, amphibian, mammal, bird, fish, insect, vertebrate, non-vertebrate? Submit this information today.

11.May 18 through May 26, 2020 – You must draw a picture of your species in its environment. For example if your animal lived in the ocean, you would have to draw your animal swimming in water with maybe some shells and other ocean stuff. You can use paint, crayons, colored pencils, markers, or even pencil sketch. You may NOT print a picture off the internet and glue it onto a sheet of paper. Your picture can be any size. Turn in a photo of your final picture when you finish. Do not worry if you are not a great artist, because this is not an art class. If you trace something, that's fine. Again, you may NOT print a picture or cut out a picture from a magazine – your picture must be hand drawn.

Instructions to submit work:
Email pictures, video, or typed work. Use cellphone only if necessary because I have to keep a file of your paperwork you turned in.

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name /A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill **Canvas:** https://rockhill.instructure.com/login/canvas

**** For more information on remote learning, please visit:**

RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or RHS District website at: https://www.rock-hill.k12.sc.us/elearning

Virtual Learning Round Four

8th Grade Science Reynolds/Clamp

You will be doing a research project and will submit different parts each day. Don't get behind! You can submit through Canvas, email JReynolds@rhmail.org or aclamp@rhmail.org, or text. Take pictures of each day's work and submit it. Clamp 803-367-1184 Reynolds 803-374-3675.

1. **May 11 – Research and make a list of 10 extinct species that YOU are interested in studying about. Then circle the species you finally picked. Submit this.**

2. **May 12, 2020 – You must tell me the reason or multiple reasons why your species became extinct. Then you have to tell me if it was a Man Made reason or a Natural Reason. Example: If species X died because it had slow reproduction and man hunted it a lot. You would list the reasons for extinction as: Low Reproduction = Natural and Over Hunted = Man Made. Submit this today.**

3. **May 13, 2020 – Research YOUR species you picked and find the following information. Write it up and submit it today. A. Food – what did your species eat B. Environment – did your animal live in the ocean, a desert, mountains, prairie, swamps, fresh water, etc… C. Locomotion – how did your animal move? Did it have flippers, fins, tentacles? Did it walk on two or four legs? Did it slither or fly? Or any other way it moved.**

4. **May 14, 2020 – Research YOUR species you picked and find A. Age – when it lived or when it became extinct, what era or period was it on earth, how many millions of years ago did it live or become extinct? Something about when it lived on earth or became extinct. B. Behavior – was your species aggressive, docile, territorial, a hunter, a scavenger, a gentle grazer, violent, or calm? Did it live as a group or as a family or was it a loaner? Submit this information today.**

5. **May 15, 2020 – Research YOUR species and find A. How did your animal Reproduce – did it lay eggs, or give birth live, did it take care of its young or leave it to survive on its own, did it only reproduce every 2 years or multiple times a year. Did it give birth to many babies or only one? B. What type of species is your animal: reptile, amphibian, mammal, bird, fish, insect, vertebrate, non-vertebrate? Submit this information today.**

6. **May 16 through May 26, 2020 – You must draw a picture of your species in its environment. For example if your animal lived in the ocean, you would have to draw your animal swimming in water with maybe some shells and other ocean stuff. You can use paint, crayons, colored pencils, markers, or even pencil sketch. You may NOT print a picture off the internet and glue it onto a sheet of paper. Your picture can be any size. Turn in a photo of your final picture when you finish. Do not worry if you are not a great artist, because this is not an art class. If you trace something, that's fine. Again, you may NOT print a picture or cut out a picture from a magazine – your picture must be hand drawn.**

18.2 Order of Rock Deposits

The L. of Superposition states that an older rock layer, and things buried in it, are under younger layers, unless the rocks are disturbed. Igneous rock features may cut act other layers. The feature that cuts across other rock layers is younger than the layers it cut. This is called the **Law of Cross-cutting Relationships.**

Part A

Look at the side view of the rocks shown in the diagram below. Decide which of the two named materials is older. Write the name of the older material on the line to the left of the question.

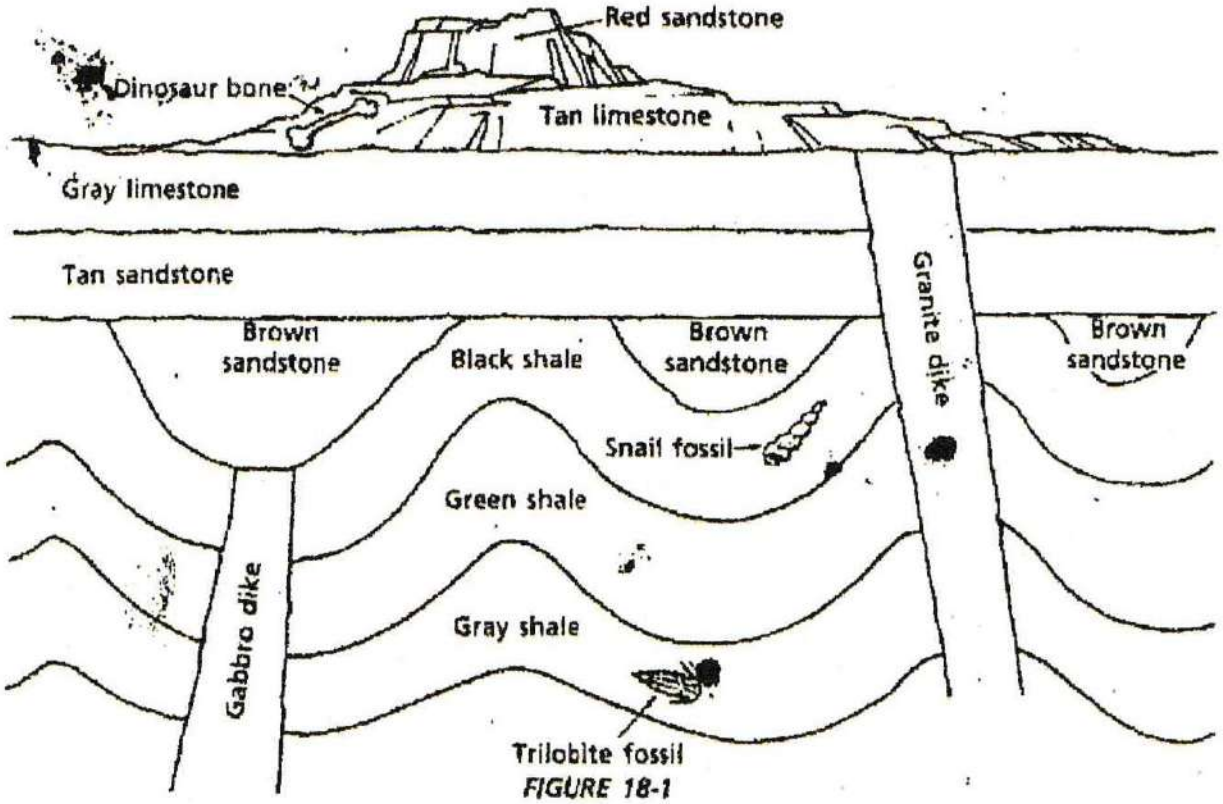


FIGURE 18-1

_____ 1. tan and brown sandstone

_____ 2. brown sandstone and gray limestone

_____ 3. gabbro dike and brown sandstone

_____ 4. gabbro dike and gray shale

_____ 5. granite dike and tan limestone

_____ 6. granite dike and black shale

_____ 7. snail fossil and trilobite fossil

_____ 8. snail fossil and dinosaur bone

_____ 9. snail fossil and green shale

_____ 10. dinosaur bone and red sandstone

FOSSILS

RAWLINSON ROAD MIDDLE SCHOOL- Home of Raider PRIDE

Student Name: _____ **Date:** _____

Course: __8th Grade Social Studies **Teacher:** __Mr. Anderson & Mr. Dent_____

Teacher Office Hours: _M-F 10:00 am to 12:00 pm____ **Teacher Email:** __tanderson@rhmail.org and gdent@rhmail.org ___

Other form of contact if help is needed: _For general support, call 803-980-2016_____

Instructions to complete the student packet:

Round Four begins 05/06/20

Step 1 – Look over WWII PowerPoint
Step 2 – WWII Informational Text #1 (includes instructions and assignment)
Step 3 – WWII Informational Text #2 (includes instructions and assignment)
Step 4 – WWII Map (includes instructions and assignment)
Step 5 – Choose One: Photo Bomb Assignment or Pandemic Journal Assignment (includes instructions and assignment)

You may work at your own pace for Round 4... There are no specific days to complete assignments. Some assignments might take you 1 day. Others might take you several days. Everything is due at the end of Round 4.

End of Round Four 05/26/20

Packet also includes PowerPoint slides with notes. This is supplementary information. The notes will not be graded. However, students should look over and review the PowerPoint and notes.

Instructions to submit work:

Students can use cell phones to take pictures of completed work packets and send the pictures to their teacher via email.

Technology

Laptop issues: please **email** the help desk- **helpdesk@rhmail.org** or **phone** at **(803)981-3531** and include the following information:

Student ID number (ex: RS12345)

Parent/Guardian name, Parent/Guardian email and phone number contact information.

School Name / Teacher name

A description of the problem with the computer

The Rock Hill Schools Technology Department Staff will be on call between the hours of 8AM - 8PM

Launchpad: https://launchpad.classlink.com/rockhill **Canvas:** https://rockhill.instructure.com/login/canvas

** **For more information on remote learning, please visit:**

RRMS website at https://www.rock-hill.k12.sc.us/domain/2596 or

RHS District website at: https://www.rock-hill.k12.sc.us/elearning

World War II

Main Idea: World War II devastated Europe and Asia and killed millions of people

The Axis Powers vs. the Allied Powers

- World War II was fought between the **Axis Powers** (Germany, Italy, & Japan) and the **Allied Powers** (Britain, United States, Soviet Union, & France)
- Germany and Italy had come under the control of fascist dictators (Hitler and Mussolini)
- Japan had come under the control of its army leaders

The Axis Powers

- Germany, Italy, & Japan signed a treaty and became the Axis Powers
- This meant that they were allies (friends) and promised to back each other up if there was a war

Setting the stage

- By the mid-1930's, Germany, Italy, & Japan seemed bent on military conquest
- The major democracies (Britain, France, U.S.) were distracted by economic problems at home
- Many people hoped the League of Nations could prevent another world war

World drifts toward war

- As fascism spread in Europe, Japan fell under military rule
- Japan's civilian leaders (prime minister, parliament, etc.) had little power
- Military leaders reported only to the emperor

Militarists take control of Japan

- Militarists wanted to restore traditional control of the government to the military
- They made the emperor the symbol of state power
- Keeping Emperor Hirohito as head of state won popular support for the militarists
- Most Japanese viewed the emperor as their true leader (and as a living god)
- Army leaders ruled in his name

Militarists take control of Japan (continued)

- Japanese militarism was similar to fascism
- Japanese militarists were extreme nationalists
- They wanted to solve Japan's problems through foreign expansion
- They planned a Pacific empire
- This empire would give Japan raw materials and room for its rising population

Japan invades China

- In 1937, Japan invaded northern China
- Chinese forces were no match for the better equipped and trained Japanese
- Beijing and the capital, Nanjing, fell to the Japanese

Axis Aggression in Asia

Germany re-arms

- Hitler had long pledged to undo the Versailles Treaty
- Treaty had limited the size of the German army
- Hitler announced that Germany would not obey these restrictions
- Germany had already begun rebuilding its armed forces
- Hitler next looked to expand German territory

Germany expands its territory

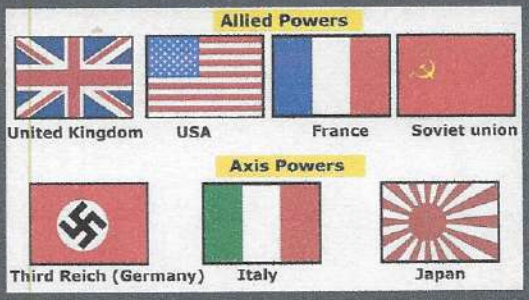
- Germany annexed (took over) Austria and parts of Czechoslovakia
- This new territory became part of Germany

Axis Aggression in Europe

The war begins

- Germany invaded Poland in September 1939
- Great Britain and France responded by declaring war on Germany
- This marked the beginning of WWII in Europe

The two sides



The end of the war

- The war in Europe ended with Germany's surrender on May 7, 1945
- The war in the Pacific ended when Japan surrendered on September 2, 1945
- Most of the countries in the world were involved in WWII in some way
- It was the deadliest war in all of human history with around 70 million people killed

WWII Informational Text

Please read the text below. Then answer the questions at the end of the reading.

World War II

World War II was fought between the **Axis Powers (Germany, Italy, & Japan)** and the **Allied Powers (Britain, United States, Soviet Union, & France)**. The United States did not enter the war until after the Japanese bombed the American fleet at Pearl Harbor, Hawaii, on December 7, 1941. Most of the countries in the world were involved in WWII in some way. It was the deadliest war in all of human history with around 70 million people killed.

When was it?

World War II started in Asia in 1937 when Japan invaded China. World War II started in Europe in 1939 when Germany invaded Poland. Great Britain and France responded by declaring war on Germany. The war in Europe ended with Germany's surrender on May 7, 1945. The war in the Pacific ended when Japan surrendered on September 2, 1945.

Where was it?

World War II started in Asia and Europe but spread throughout the world. Most of the fighting took place in Europe and in Southeast Asia (Pacific). Some fighting also took place in North Africa.

What caused it?

People in Germany were very angry between WWI and WWII. Germany had been punished by the Allied Powers after WWI. Germany had to pay the Allies reparations (money) to help rebuild from WWI. Germany had lost territory. Germany's economy crashed. The German people were suffering and wanted revenge against the Allies. This situation allowed Adolf Hitler and the Nazi Party to come to power in Germany. Hitler became the absolute dictator of Germany in 1934.

Meanwhile, Benito Mussolini rose to power and became dictator of Italy. He promised the people of Italy that he would conquer new territory and build an empire.

Japan had already come under the control of its military leaders. The Japanese Army answered only to Japan's Emperor, Hirohito. They hoped to conquer an empire for Japan in the Asia-Pacific region.

Germany, Italy, and Japan signed a treaty and became the Axis Powers. This meant that they were allies (friends) and promised to back each other up if there was a war.

Both Germany and Italy quickly started enlarging their territory by taking over smaller countries in Europe and North Africa. In Asia, Japan started invading and taking over other countries. WWII started because the Axis Powers (Germany, Italy, & Japan) were attacking other countries in Europe, North Africa, and Asia. (Questions on next page)

Questions over the reading

1. What countries made up the Axis Powers?
2. Why did the U.S. join the war on the side of the Allied Powers?
3. When did WWII start in Europe?
4. When did WWII start in Asia?
5. In your own words, please explain how and why WWII started

   (hint: Who started it?)

Coming 'home'

The veterans who had been abroad electrified and energized the larger struggle to make America live up to its promise of democracy and justice. They joined the NAACP in record numbers and founded new chapters of that organization in the South, despite a wave of violence against returning veterans. The veterans of World War II and the Korean War became the foot soldiers of the civil rights movement in the 1950s and 1960s. Medgar Evers, Amzie Moore, Hosea Williams and Aaron Henry are some of the better-known names, but countless others helped advance the struggle.

1) **What did African American veterans do in record numbers when they returned home?**
    a) **Sold military bonds**
    b) **Won Medals of Honor**
    c) **Joined the NAACP**
    d) **Run for political office**

2) **What did returning veterans experience after World War II?**
    a) **Violence**
    b) **Acceptance from the white population**
    c) **Fame for their military success**
    d) **Large paychecks for their service**

About one-third of the leaders in the civil rights movement were veterans of World War II.

They fought for a better America in the streets of the South, at their workplaces in the North, as leaders in the NAACP, as plaintiffs before the Supreme Court and also within the U.S. military to make it a more inclusive institution. They were also the men of the hour at the 1963 March on Washington, when their military training and expertise was crucial to ensure that the day would not be marred by agitators opposed to civil rights.

"We structured the March on Washington like an army formation," recalled veteran Joe Hairston.

3) **How many leaders in the civil rights movements were World War II veterans?**

   a) **½ of all leaders**
   b) **¼ of all leaders**
   c) **⅛ of all leaders**
   d) **¾ of all leaders**

4) **Where did African American veterans use their training and expertise?**

   a) **Woodstock**
   b) **Birmingham Bus Boycott**
   c) **In local schools**
   d) **March on Washington**

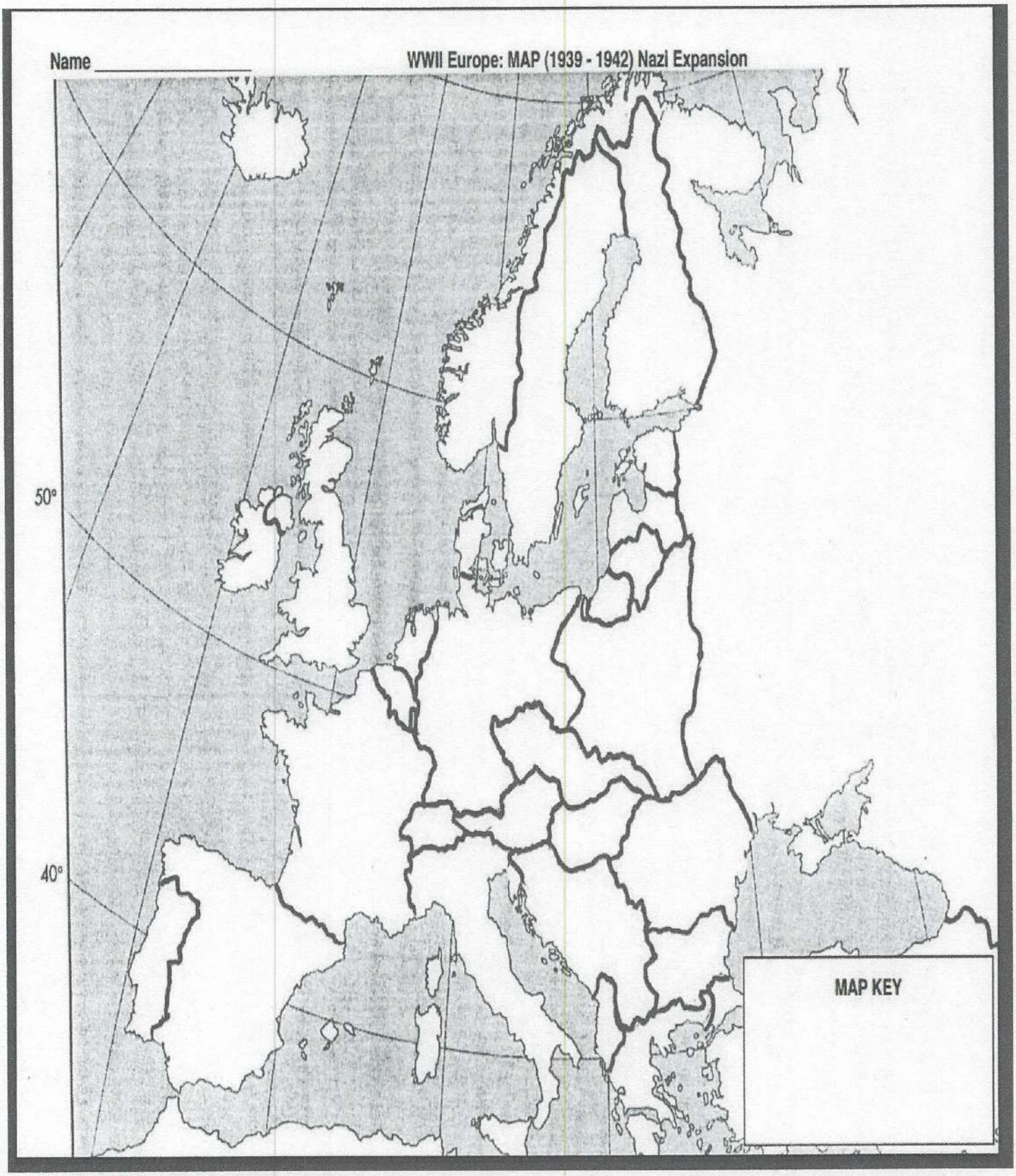
For these veterans, the 2009 and 2013 inaugurations of President Barack Obama were triumphant moments in their long struggle for a better America and a more just world. Many never thought they would live to see the day that an African-American would lead their country.

5) **Years later, what event marked a triumphant moment in their long struggle?**

   a) **The Iraq War**
   b) **Landing on the moon**
   c) **The inaugurations of President Obama**
   d) **The fall of the Berlin Wall**

Name _____

WWII Europe: MAP (1939 - 1942) Nazi Expansion



1. Please use the example map provided to complete the blank map (color in, label, create map key, etc.). You must include all of the elements from the example map on your map.
2. If you have access to a printer you can print the map and then color and label it.
3. If you would like to do your map on the computer you can use Microsoft Paint.
4. Your map must be neat and legible.
5. You may submit either your map or a picture of your map.


World War II in Europe 1939–1941
0 250 500 miles
0 250 500 kilometers
N
W E
S
TLANTIC OCEAN
North Sea
Baltic Sea
Black Sea
Mediterranean Sea
NORWAY
SWEDEN
FINLAND
Leningrad
ESTONIA
LATVIA
LITHUANIA
DENMARK
GREAT BRITAIN
IRELAND
Liverpool
Hull
Manchester
London
NETHERLANDS
Berlin
EAST PRUSSIA
Moscow
U.S.S.R. (SOVIET UNION)
Warsaw
Rotterdam
Bristol
Plymouth
Southampton
Dunkirk
BELG.
GERMANY
LUX.
POLAND
CZECHOSLOVAKIA
Extent of Axis advance, 1941
Stalingrad
Paris
Munich
AUSTRIA
HUNGARY
FRANCE
SWITZ.
Extent of Axis advance, 1940
ROMANIA
Belgrade
VICHY FRANCE
ITALY
YUGOSLAVIA
BULGARIA
Rome
ALBANIA
ORTUGAL
SPAIN
GREECE
TURKEY
Axis, 1939
Axis-controlled, 1941
Allies
Neutral
Axis advances
Cities severly damaged by bombing

8th Grade SST Photo Bomb Assignment Dent Anderson

Your task is to claim a famous image, political cartoon, or painting from ***any (American Revolution or Civil War)*** concept we have discussed this year and photo bomb it! You should superimpose your image onto the scene as if you were experiencing it firsthand. (Click Here for Short Video Tutorial) Next, you will prepare a typed, one-page, double-spaced eyewitness report, written as though you were present at the event from the image you choose. You will need to research your selected image and the important events surrounding its historical context and significance. Your score will be higher as you add greater detail, accuracy, and immerse yourself into the scene. Below you will find a few samples...Can you find the student in these images?

OR

Student Pandemic Journal Primary Source

Def. Primary Source: A primary source is a piece of information about a historical event or period in which the creator of the source was an actual participant.

Directions: You are creating a primary source document of what you are thinking and experiencing during the 2020 global pandemic. Now we are all a part of history.

Suggestions to Consider

- your family's trip to the grocery store and "stocking up"
- cancelled family vacations, cancelled field trips, cancelled school
- how weird it is to have to "e-learn"?
- how are you occupying your time?
- how do you feel about this? psyched that you don't have to come to school? bored? worried? bummed that you won't get to see your friends?
- what is changing for you because of this?
- what kinds of things are your families thinking/saying/doing?
- Wearing a mask in public?
- What is your "must have" if you are going to be cooped up inside for a while?
- What are your "binge watch" recommendations?

Writing- Next, you will prepare a typed, one-page, double-spaced eyewitness report, written as though you were present during the pandemic.

*If you are able, take a picture of an image that you can relate to your primary source document. Take a picture and e-mail.