Tucson International Academy
Academia Internacional de Tucson

Homework Packet for Eleventh Grade

Week 19

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 Time Reading: Hours_____ Minutes_____

Student Signature_____ Date_____

Parent Signature_____ Date_____

CollegeBoard

SAT® Practice Essay #2

ESSAY BOOK

DIRECTIONS

The essay gives you an opportunity to show how effectively you can read and comprehend a passage and write an essay analyzing the passage. In your essay, you should demonstrate that you have read the passage carefully, present a clear and logical analysis, and use language precisely.

Your essay must be written on the lines provided in your answer booklet; except for the Planning Page of the answer booklet, you will receive no other paper on which to write. You will have enough space if you write on every line, avoid wide margins, and keep your handwriting to a reasonable size. Remember that people who are not familiar with your handwriting will read what you write. Try to write or print so that what you are writing is legible to those readers.

You have 50 minutes to read the passage and write an essay in response to the prompt provided inside this booklet.

REMINDERS

— Do not write your essay in this booklet. Only what you write on the lined pages of your answer booklet will be evaluated.

— An off-topic essay will not be evaluated.

Follow this link for more information on scoring your practice test: **www.sat.org/scoring**

This cover is representative of what you'll see on test day.

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As you read the passage below, consider how Martin Luther King Jr. uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Martin Luther King Jr., "Beyond Vietnam—A Time to Break Silence." The speech was delivered at Riverside Church in New York City on April 4, 1967.

1 Since I am a preacher by calling, I suppose it is not surprising that I have . . . major reasons for bringing Vietnam into the field of my moral vision. There is at the outset a very obvious and almost facile connection between the war in Vietnam and the struggle I, and others, have been waging in America. A few years ago there was a shining moment in that struggle. It seemed as if there was a real promise of hope for the poor—both black and white—through the poverty program. There were experiments, hopes, new beginnings. Then came the buildup in Vietnam, and I watched this program broken and eviscerated, as if it were some idle political plaything of a society gone mad on war, and I knew that America would never invest the necessary funds or energies in rehabilitation of its poor so long as adventures like Vietnam continued to draw men and skills and money like some demonic destructive suction tube. So, I was increasingly compelled to see the war as an enemy of the poor and to attack it as such.

2 Perhaps a more tragic recognition of reality took place when it became clear to me that the war was doing far more than devastating the hopes of the poor at home. It was sending their sons and their brothers and their husbands to fight and to die in extraordinarily high proportions relative to the rest of the population. We were taking the black young men who had been crippled by our society and sending them eight thousand miles away to guarantee liberties in Southeast Asia which they had not found in southwest Georgia and East Harlem. And so we have been repeatedly faced with the cruel irony of watching Negro and white boys on TV screens as they kill and die together for a nation that has been unable to seat them together in the same schools. And so we watch them in brutal solidarity burning the huts of a poor village, but we realize that they would hardly live on the same block in Chicago. I could not be silent in the face of such cruel manipulation of the poor.

3 My [next] reason moves to an even deeper level of awareness, for it grows out of my experience in the ghettoes of the North over the last three years—especially the last three summers. As I have walked among the desperate, rejected, and angry young men, I have told them that Molotov cocktails[1] and rifles would not solve their problems. I have tried to offer them my deepest compassion while maintaining my conviction that social change comes most meaningfully through nonviolent action. But they ask—and rightly so—what about Vietnam? They ask if our own nation wasn't using massive doses of violence to solve its problems, to bring about the changes it wanted. Their questions hit home, and I knew that I could never again raise my voice against the violence of the oppressed in the ghettos without having first spoken clearly to the greatest purveyor of violence in the world today—my own government. For the sake of those boys, for the sake of this government, for the sake of the hundreds of thousands trembling under our violence, I cannot be silent.

4 For those who ask the question, "Aren't you a civil rights leader?" and thereby mean to exclude me from the movement for peace, I have this further answer. In 1957 when a group of us formed the Southern Christian Leadership Conference, we chose as our motto: "To save the soul of America." We were convinced that we could not limit our vision to certain rights for black people, but instead affirmed the conviction that America would never be free or saved from itself until the descendants of its slaves were loosed completely from the shackles they still wear. . . . Now, it should be incandescently clear that no one who has any concern for the integrity and life of America today can ignore the present war. If America's soul becomes totally poisoned, part of the autopsy must read: Vietnam. It can never be saved so long as it destroys the deepest hopes of men the world over. So it is that those of us who are yet determined that America will be—are—are led down the path of protest and dissent, working for the health of our land.

Write an essay in which you explain how Martin Luther King Jr. builds an argument to persuade his audience that American involvement in the Vietnam War is unjust. In your essay, analyze how King uses one or more of the features listed in the box above (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with King's claims, but rather explain how King builds an argument to persuade his audience.

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1 A crude bomb made from glass bottles filled with flammable liquids and topped with wicks

Math (7-8) Week 19a

Name_____

Grade_____

SHORT ANSWER.

Graph on a number line.

1) $3 < x < 7$

2) $x \le 0$

Solve.

3) $-8a + 4 > -9a - 5$

4) $9x + 12 > 3(2x + 1)$

5) $\frac{5}{6}\left(5x - \frac{2}{15}\right) - \frac{2}{5} < \frac{3}{5}$

6) $-18r - 24 \le -3(5r + 10)$

Use an inequality and the five-step process to solve the problem.

7) One side of a rectangle is 14 inches and the other side is x inches. What values of x will make the perimeter at least 58?

8) One side of a triangle is 3 cm shorter than the base, x. The other side is 5 cm longer than the base. What lengths of the base will allow the perimeter of the triangle to be at least 38 cm?

9) Company A rents copiers for a monthly charge of $240 plus 12 cents per copy. Company B rents copiers for a monthly charge of $480 plus 6 cents per copy. What is the number of copies above which Company A's charges are the higher of the two?

Algebra II (11th) Week 19

Name_____

Grade_____

SHORT ANSWER. Show all work!

Find the inverse of the relation.

1) {(−1, −9), (0, −9), (1, 9), (2, −2)}

2) {(−5, −2), (5, 2), (−5, 4), (5, −4)}

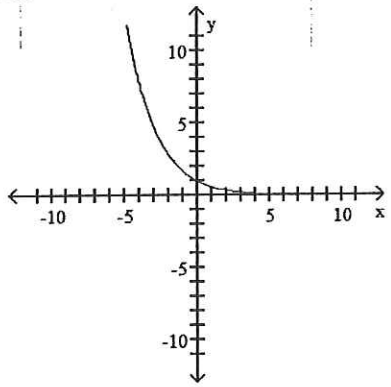
Find an equation of the inverse relation.

3) $y = 4x + 2$

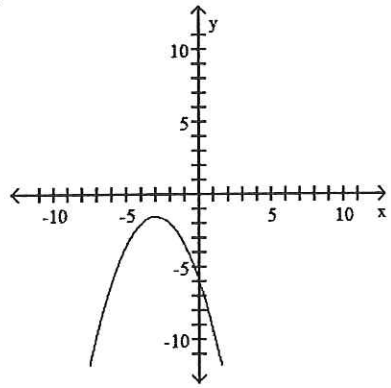
4) $x^3y = -8$

Using the horizontal-line test, determine whether the function is one-to-one.

5) 0.6^x

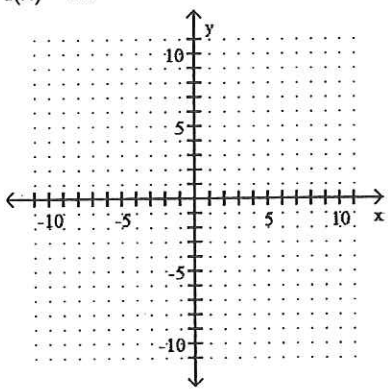


6) $-0.5x^2 - 3x - 3$



Graph the one-to-one function as a solid curve and its inverse as a dashed curve on the same axes.

7) $f(x) = 5x$



Find an equation of the inverse relation.

8) $y = 5x^2 - 2x - 9$