Mrs. Venditti's & Mrs. Cowart's ENGLISH 11

When we told everyone to have a nice weekend, we weren't anticipating not seeing you for an extended period of time. We hope everyone is well and we miss each and every one of you. The assignments you received cover three weeks worth of work. You are to complete the assigned project every other day and complete the other assignments over the course of three weeks. Please email us with any questions or concerns you may have and we promise to answer your questions in a timely fashion. We look forward to hearing from you.

Another way to contact Mrs. Venditti is through the **Remind app**. Please sign up for each class you have.

Math Seminar- text @fchbd8 to 81010

English 11- text @e62d6ag to 81010

English 12- text @8e3484 to 81010

Stay safe and healthy!

Mrs. Venditti & Mrs. Cowart

Name_____ English 11 & 12
Assignment/Project #1 Mrs. Venditti

Documenting your experiences during the COVID-19 Virus

As we enter our 2-week of school closure, I am asking for you to create an important historical personal record. What we have seen already with regards to this pandemic is historic, and this project will serve for future generations what the experience was like through your eyes. This time period will be making it into the history books for future generations to read about. How cool is it that you have primary sources from your very own experiences.

I ask that you complete short reflections on your experiences while at home. This should be done at least every other day or daily if you experience something worth reporting. It should also be an opportunity for mental stimulation during the downtime outside of school. I will include some "sentence starters" for you to use if it would help. These reflections can take many forms:

- A **picture taken by you or a screenshot of something you saw that day** either about the Coronavirus or of your experience being out of school because of this pandemic, with a brief description of your reaction. Your phone can empower you to be amateur historians, adding to the historical record. This can be copied and pasted on a document and shared or simply drawn on a sheet of paper with an explanation.
- A **reaction to a news article or report you saw on television** that made an impression on you that day. Please note the source of the report and brief summary of what was covered.
- A **journal entry** containing your personal thoughts for the day.

***This project must include a total of 10 submissions. Have fun and be creative.

When you reflect please include the following information:

- Name (please include whether you would like your submission to be shared with the rest of the class)
- Date of reflection
- Age
- Town in which your reflection occurred
- School that you attend

*** Below is an example a journal entry.

Example:

Suzy Smith (you may share)

3/20/20

16 years old

Today I went to the grocery story with my mother to buy a few items we were running low on. This trip to the store was unlike any trip I have experienced in the past. As I walked in many people were wearing masks and/or gloves to keep themselves safe. My mom told me not to touch anything as she was wiping down the cart with a wipe the Sam's Club employee handed her. As we walked down the aisles, I noticed so many bare shelves. Some of the items we went in for were already out of stock and my mother looked a little annoyed and scared. She said we would try another store. As we were driving home, I realized how fast things have changed.

NAME_____ English 11 Assignment #2

Part 1 ELA Common Core Practice Exam

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. **You may use the margins to take notes as you read. CIRCLE YOUR FINAL ANSWER.**

Reading strategy-read the multiple choice questions FIRST, before you read the passage.

Reading Comprehension Passage A

It was upon the 4th of March, as I have good reason to remember, that I rose somewhat earlier than usual, and found that Sherlock Holmes had not yet finished his breakfast. The landlady had become so accustomed to my late habits that my place had not been laid nor my coffee prepared. With the unreasonable petulance[1] of mankind I rang the bell and gave a curt intimation that I was ready. Then I picked up a magazine from the table and attempted to while away the time with it, while my companion munched silently at his toast. One of the articles had a pencil-mark at the heading, and I naturally began to run my eye through it. …

"From a drop of water," said the writer, "a logician could infer the possibility of an Atlantic or a Niagara without having seen or heard of one or the other. So all life is a great chain, the nature of which is known whenever we are shown a single link of it. Like all other arts, the Science of Deduction and Analysis is one which can only be acquired by long and patient study, nor is life long enough to allow any mortal to attain the highest possible perfection in it. Before turning to those moral and mental aspects of the matter which present the greatest difficulties, let the inquirer begin by mastering more elementary problems. Let him, on meeting a fellow-mortal, learn at a glance to distinguish the history of the man and the trade or profession to which he belongs. Puerile[2] as such an exercise may seem, it sharpens the faculties of observation and teaches one where to look and what to look for. By a man's fingernails, by his coat-sleeve, by his boot, by his trouser-knees, by

1 petulance — a quality or state of being rude

2 puerile — childish

the callosities of his forefinger and thumb, by his expression, by his shirt-cuffs—by each of these things a man's calling is plainly revealed. That all united should fail to enlighten the competent inquirer in any case is almost inconceivable."

"What ineffable twaddle!" I cried, slapping the magazine down on the table; "I never read such rubbish in my life."

"What is it?" asked Sherlock Holmes.

"Why, this article," I said, pointing at it with my egg-spoon as I sat down to my breakfast. "I see that you have read it, since you have marked it. I don't deny that it is smartly written. It irritates me, though. It is evidently the theory of some arm-chair lounger who evolves all these neat little paradoxes in the seclusion of his own study. It is not practical.

I should like to see him clapped down in a third-class carriage on the Underground and asked to give the trades of all his fellow-travellers. I would lay a thousand to one against him."

"You would lose your money," Sherlock Holmes remarked, calmly. "As for the article, I wrote it myself."

"You?"

"Yes, I have a turn both for observation and for deduction. The theories which I have expressed there, and which appear to you to be so chimerical, are really extremely practical—so practical that I depend upon them for my bread-and-cheese."

"And how?" I asked, involuntarily.

"Well, I have a trade of my own. I suppose I am the only one in the world. I'm a consulting detective, if you can understand what that is. Here in London we have lots of government detectives and lots of private ones. When these fellows are at fault they come to me, and I manage to put them on the right scent. They lay all the evidence before me, and I am generally able, by the help of my knowledge of the history of crime, to set them

straight. There is a strong family resemblance about misdeeds, and if you have all the details of a thousand at your finger-ends, it is odd if you can't unravel the thousand and first. Lestrade is a well-known detective. He got himself into a fog recently over a forgery case, and that was what brought him here."

"And these other people?"

"They are mostly sent out by private inquiry agencies. They are all people who are in trouble about something, and want a little enlightening. I listen to their story, they listen to my comments, and then I pocket my fee."

"But do you mean to say," I said, "that without leaving your room you can unravel some knot which other men can make nothing of, although they have seen every detail for

themselves?"

"Quite so. I have a kind of intuition that way. Now and again a case turns up which is a little more complex. Then I have to bustle about and see things with my own eyes. You see, I have a lot of special knowledge which I apply to the problem, and which facilitates matters wonderfully. Those rules of deduction laid down in that article which aroused your scorn

are invaluable to me in practical work. Observation with me is second nature. You appeared to be surprised when I told you, on our first meeting, that you had come from Afghanistan." "You were told, no doubt."

"Nothing of the sort. I *knew* you came from Afghanistan. From long habit the train of thought ran so swiftly through my mind that I arrived at the conclusion without being conscious of intermediate steps. There were such steps, however. The train of reasoning ran: 'Here is a gentleman of a medical type, but with the air of a military man. Clearly an army doctor, then. He has just come from the tropics, for his face is dark, and that is not the natural tint of his skin, for his wrists are fair. He has undergone hardship and sickness, as his haggard face says clearly. His left arm has been injured. He holds it in a stiff and unnatural manner. Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in Afghanistan.' The whole train of thought did not occupy a second. I then remarked that you came from Afghanistan, and you were astonished." …

I was still annoyed at his bumptious style of conversation. I thought it best to change the topic.

"I wonder what that fellow is looking for?" I asked, pointing to a stalwart, plainly dressed individual who was walking slowly down the other side of the street, looking anxiously at the numbers. He had a large, blue envelope in his hand, and was evidently the bearer of a message.

"You mean the retired sergeant of marines," said Sherlock Holmes.

"Brag and bounce!" thought I to myself. "He knows that I cannot verify his guess."

The thought had hardly passed through my mind when the man whom we were watching caught sight of the number on our door, and ran rapidly across the roadway. We heard a loud knock, a deep voice below, and heavy steps ascending the stair.

"For Mr. Sherlock Holmes," he said, stepping into the room and handing my friend the letter.

Here was an opportunity of taking the conceit out of him. He little thought of this when he made that random shot. "May I ask, my lad," I said, blandly, "what your trade may be?"

"Commissionnaire, sir," he said, gruffly. "Uniform away for repairs."

"And you were?" I asked, with a slightly malicious glance at my companion. "A sergeant, sir, Royal Marine Light Infantry, sir. No answer? Right, sir." He clicked his heels together, raised his hand in a salute, and was gone.

1 The phrase "with the unreasonable petulance of mankind" (line 4) emphasizes the narrator's

(1) frustration with himself for missing sleep
(2) irritation about not finding his breakfast ready
(3) concern regarding the pencil-mark on the newspaper
(4) impatience with Sherlock Holmes's silence

2 How do the words "logician" (line 9), "deduction" (lines 12, 36, and 59), and "analysis" (line 12) advance the author's purpose?

(1) by indicating the relationship between science and art
(2) by suggesting the reasons why private inquiry agencies seek outside help
(3) by highlighting the complexity of the crimes encountered by Sherlock Holmes
(4) by emphasizing the systematic nature of Sherlock Holmes's approach to solving crimes

3 What is the effect of withholding the identity of Sherlock Holmes as the author of the article (lines 9 through 34)?

(1) It creates a somber mood.
(2) It foreshadows an unwelcome turn of events.
(3) It allows the reader to learn the narrator's true feelings.
(4) It leads the reader to misunderstand who the writer is.

—A. Conan Doyle
excerpted from *A Study in Scarlet*, 1904
Harper & Brothers Publishers

4 In this passage, the conversation between Holmes and the narrator (lines 23 through 38) serves to

(1) reinforce the narrator's appreciation for deduction
(2) establish a friendship between the narrator and Holmes
(3) reveal how Holmes makes his living
(4) expose some of Holmes's misdeeds

5 As used in line 37, the word "chimerical" most nearly means

(1) unfair (3) aggravating
(2) unrealistic (4) contradictory

6 Which analysis is best supported by the details in lines 43 through 55 of the text?

(1) Private detectives base their analyses on an understanding of human nature.
(2) Sherlock Holmes's association with other well-known detectives improves his crime-solving abilities.
(3) Government detectives are mostly ineffective at solving complicated crimes.
(4) Sherlock Holmes's intuition relies on his ability to detect similarities among various crimes.

7 Which quotation best reflects a central theme in the text?

(1) "So all life is a great chain, the nature of which is known whenever we are shown a single link of it" (lines 10 and 11)
(2) "What ineffable twaddle ... I never read such rubbish in my life" (lines 23 and 24)
(3) "They are all people who are in trouble about something, and want a little enlightening" (lines 50 and 51)
(4) "Now and again a case turns up which is a little more complex" (lines 56 and 57)

8 The narrator views the arrival of the messenger as "an opportunity of taking the conceit out of him" (line 87) because the narrator wishes to

(1) challenge Holmes's theories of deduction
(2) stress the importance of self-confidence
(3) reveal Holmes's true intentions
(4) practice his own deductive abilities

9 The author's description of the conversation between the narrator and the retired sergeant in lines 88 through 92 serves mostly to

(1) develop a character
(2) create a flashback
(3) establish a comparison
(4) resolve a conflict

10 The conversation with the retired sergeant (lines 89 through 91) leaves the narrator with a sense of

(1) astonishment (3) pleasure
(2) confusion (4) distrust

Reading Comprehension Passage B

Give Us Our Peace

Give us a peace equal to the war
Or else our souls will be unsatisfied, And we
will wonder what we have fought for And
why the many died.

Give us a peace accepting every challenge—
The challenge of the poor, the black, of all denied, The
challenge of the vast colonial world
That long has had so little justice by its side.

Give us a peace that dares us to be wise.
Give us a peace that dares us to be strong.
Give us a peace that dares us still uphold Throughout
the peace our battle against wrong.

Give us a peace that is not cheaply used,
A peace that is no clever scheme,
A people's peace for which men can enthuse, A
peace that brings reality to our dream.

Give us a peace that will produce great schools— As
the war produced great armament,
A peace that will wipe out our slums—
As war wiped out our foes on evil bent.

Give us a peace that will enlist
A mighty army serving human kind,
Not just an army geared to kill,
But trained to help the living mind—

An army trained to shape our common good And
bring about a world of brotherhood.

—Langston Hughes from *The Chicago Defender*, August 25, 1945

11 The prevailing tone of the poem is

(1) demanding (3) celebratory
(2) angry (4) proud

12 What is most likely *not* a purpose of the repetition of the phrase "Give us a peace" throughout the poem?

(1) to provide a unified structure
(2) to emphasize a central idea
(3) to solicit the people's loyalty
(4) to introduce the poet's requests

13 The military references throughout the poem serve to

(1) recall the heroic cause of war
(2) stress the destructive nature of war
(3) rally the people for a new form of war
(4) warn the people of an impending war

14 The poet's purpose in the poem can best be described as

(1) a condemnation of war
(2) an appeal for justice
(3) an argument for colonial values
(4) a criticism of education

Reading Comprehension Passage C

Science is a way of thinking much more than it is a body of knowledge. Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of things—from subnuclear particles, which may be the constituents of all matter, to living organisms, the human social community, and thence to the cosmos as a whole. Our intuition is by no means an infallible guide. Our perceptions may be distorted by training and prejudice or merely because of the limitations of our sense organs, which, of course, perceive directly but a small fraction of the phenomena of the world. Even so straightforward a question as whether in the absence of friction a pound of lead falls faster than a gram of fluff was answered incorrectly by Aristotle and almost everyone else before the time of Galileo. Science is based on experiment, on a willingness to challenge old dogma, on an openness to see the universe as it really is. Accordingly, science sometimes requires courage—at the very least the courage to question the conventional wisdom.

Beyond this the main trick of science is to *really* think of something: the shape of clouds and their occasional sharp bottom edges at the same altitude everywhere in the sky; the formation of a dewdrop on a leaf; the origin of a name or a word—Shakespeare, say, or "philanthropic"; the reason for human social customs—the incest taboo, for example; how it is that a lens in sunlight can make paper burn; how a "walking stick" got to look so much like a twig; why the Moon seems to follow us as we walk; what prevents us from digging a hole down to the center of the Earth; what the definition is of "down" on a spherical Earth; how it is possible for the body to convert yesterday's lunch into today's muscle and sinew; or how far is up—does the universe go on forever, or if it does not, is there any meaning to the question of what lies on the other side? Some of these questions are pretty easy. Others, especially the last, are mysteries to which no one even today knows the answer. They are natural questions to ask. Every culture has posed such questions in one way or another. Almost always the proposed answers are in the nature of "Just So Stories," attempted explanations divorced from experiment, or even from careful comparative observations.

But the scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not. Then we are forced to ask why what we see is present and not something else. Why are the Sun and the Moon and the planets spheres? Why not pyramids, or cubes, or dodecahedra? Why not irregular, jumbly shapes? Why so symmetrical, worlds? If you spend any time spinning hypotheses, checking to see whether they make sense, whether they conform to what else we know, thinking of tests you can pose to substantiate or deflate your hypotheses, you will find yourself doing science. And as you come to practice this habit of thought more and more you will get better and better at it. To penetrate into the heart of the thing—even a little thing, a blade of grass, as Walt Whitman said—is to experience a kind of exhilaration that, it may be, only human beings of all the beings on this planet can feel. We are an intelligent species and the use of our intelligence quite properly gives us pleasure. In this respect the brain is like a muscle. When we think well, we feel good. Understanding is a kind of ecstasy. …

Let us approach a much more modest question: not whether we can know the universe or the Milky Way Galaxy or a star or a world. Can we know, ultimately and in detail, a grain of salt? Consider one microgram of table salt, a speck just barely large enough for someone with keen eyesight to make out without a microscope. In that grain of salt there are about 10^{16} sodium and chlorine atoms. This is a 1 followed by 16 zeros, 10 million billion atoms.

If we wish to know a grain of salt, we must know at least the three-dimensional positions of each of these atoms. (In fact, there is much more to be known—for example, the nature of the forces between the atoms—but we are making only a modest calculation.) Now, is this number more or less than the number of things which the brain can know?

How much *can* the brain know? There are perhaps 10^{13} neurons in the brain, the circuit elements and switches that are responsible in their electrical and chemical activity for the functioning of our minds. A typical brain neuron has perhaps a thousand little wires, called dendrites, which connect it with its fellows. If, as seems likely, every bit of information in the brain corresponds to one of these connections, the total number of things knowable by the brain is no more than 10^{14}, one hundred trillion. But this number is only one percent of the number of atoms in our speck of salt.

So in this sense the universe is intractable,[1] astonishingly immune to any human attempt at full knowledge. We cannot on this level understand a grain of salt, much less the universe.

But let us look a little more deeply at our microgram of salt. Salt happens to be a crystal in which, except for defects in the structure of the crystal lattice, the position of every sodium and chlorine atom is predetermined. If we could shrink ourselves into this crystalline world, we would see rank upon rank of atoms in an ordered array, a regularly alternating structure—sodium, chlorine, sodium, chlorine specifying the sheet of atoms we are standing on and all the sheets above us and below us. An absolutely pure crystal of salt could have the position of every atom specified by something like 10 bits of information.[4] This would not strain the information-carrying capacity of the brain.

If the universe had natural laws that governed its behavior to the same degree of regularity that determines a crystal of salt, then, of course, the universe would be knowable.

Even if there were many such laws, each of considerable complexity, human beings might have the capability to understand them all. Even if such knowledge exceeded the informationcarrying capacity of the brain, we might store the additional information outside our bodies—in books, for example, or in computer memories—and still, in some sense, know the universe. …

—Carl Sagan
excerpted from *Broca's Brain*, 1979 Random House

3 intractable — stubborn

4 Chlorine is a deadly poison gas employed on European battlefields in World War I. Sodium is a corrosive metal which burns upon contact with water. Together they make a placid and unpoisonous material, table salt. Why each of these substances has the properties it does is a subject called chemistry, which requires more than 10 bits of information to understand.

15. The central idea of the first paragraph focuses on the

(1) nature of scientific investigation
(2) unknowable nature of the universe
(3) growth of our understanding over time
(4) benefits of formal education

16 Which phrase from the text clarifies the meaning of "dogma" as used in line 11?

(1) "constituents of all matter" (lines 3 and 4)
(2) "infallible guide" (line 5)
(3) "phenomena of the world" (line 7)
(4) "conventional wisdom" (line 12)

17 Which statement from the text best summarizes the central idea of paragraph 2?

(1) "Its goal is to find out how the world works, to seek what regularities there may be, to penetrate to the connections of things" (lines 1 through 3)
(2) "But the scientific cast of mind examines the world critically as if many alternative worlds might exist, as if other things might be here which are not" (lines 27 and 28)
(3) "We are an intelligent species and the use of our intelligence quite properly gives us pleasure" (lines 37 and 38)
(4) "Even if there were many such laws, each of considerable complexity, human beings might have the capability to understand them all" (lines 69 and 70)

18 According to the text, the "main trick" (line 13) of science is to

(1) follow one's intuition
(2) observe and develop questions
(3) experiment and create laws
(4) accept one's limitations

19 The examples presented in lines 27 through 31 help the reader understand

(1) how scientific inquiry differs from ordinary questioning
(2) why multiple worlds could potentially exist
(3) how cultural stories influence scientific observation
(4) why popular explanations rarely rely on experimentation

20 Which statement best summarizes the central claim made in lines 27 through 39?

(1) Science is based on human criticism of the world.
(2) Science is based on the accuracy of human perceptions.
(3) Humans have a capacity to experience joy through their intelligence.
(4) Humans consider themselves superior to all other species on the planet.

21 The purpose of the figurative language in lines 38 and 39 is to

(1) question the function of the human brain
(2) contrast the human brain with the brains of other beings
(3) indicate the shape and composition of one's brain
(4) illustrate the effect of using one's brain

22 The description of salt in lines 41 through 47 emphasizes the idea of

(1) interconnectedness (3) predictability
(2) complexity (4) uniqueness

23 What effect is created by the use of irony in line 47 and lines 53 through 55?

(1) humor (3) scorn
(2) doubt (4) awe

24 With which statement would the author of this text most likely agree?

(1) Understanding the world is essential to our well being.
(2) The human brain has an unlimited capacity to store knowledge.
(3) Scientific inquiry should only focus on objective reality.
(4) Technology allows us to have complete knowledge of the universe.